



**CSMR
CTT/NCODP
TASKS**

TABLE OF CONTENTS

CTT Tasks Sections 1-3

Subject Area 1: First Aid	
081-831-1000	Evaluate a Casualty.....
081-831-1003	Perform First Aid to Clear an Object Stuck in the Throat of a Conscious Casualty.....
081-831-1008	Perform first Aid for Heat Injuries.....
081-831-1032	Perform first Aid for Bleeding of an Extremity.....
081-831-0101	Request Medical Evacuation
081-831-1057	Supervise Compliance with Preventive Medicine Measures

Subject Area 2: Navigate	
071-326-515	Select a Movement Route Using a Map
071-456-717	Determine the Grid Coordinates of a Point on a Military Map

Subject Area 3: Communications/Radio Procedures.....	
113-571-1022	Perform Voice Communications.....
113-637-2001	Communicate Via a Tactical Radio in a Secure Net.....

Non Commissioned Officer Development (NCODP) Sections 4-7

Subject Area 4: Communicate.....	
158-100-4003	Communicate Effectively at the Direct Leadership Level.....
158-100-4009	Communicate in Writing.....

Subject Area 5: Unit Operations.....	
071-326-5502	Issue a Fragmentary Order

071-326-5503	Issue a Warning Order
191-376-4114	Control Entry to and Exit from a Restricted Area.....
224-176-1425	Interact with News Media.....
153-001-3000	Employ the CRM Process and Principles and Apply Them to Operations
850-001-2000	Employ Accident Prevention Measures and Risk Management Process

Subject Area 6: Equipment Checks

091-CTT-2001	Supervise Preventive Maintenance Checks and Services (PMCS)
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Subject Area 7: Administration/Management/Leader Development

805C-PAD-2044	Recommend Individual for Award.....
158-100-7003	Counsel a Subordinate
158-100-7012	Develop Subordinates.....
158-100-7015	Develop an Effective Team
158-100-8006	Solve Problems Using the Military Problem Solving Process
805C-PAD-2407	Recommend disciplinary Action for a Soldier.....
805C-PAD-4597	Integrate Newly Assigned Soldiers
158-100-3006	Resolve an Ethical Problem
805C-PAD-2401	The Army's Equal Opportunity Program and Sexual Harassment Policy

081-831-1000 (SL1) - Evaluate a Casualty

Standards: Evaluated the casualty following the correct sequence. All injuries and/or conditions were identified. The casualty was immobilized if a neck or back injury was suspected. Conditions: You have a casualty who has signs and/or symptoms of an injury.

Standards: Evaluated the casualty following the correct sequence. All injuries and/or conditions were identified. The casualty was immobilized if a neck or back injury was suspected.

Performance Steps

Note. When evaluating and/or treating a casualty, seek medical aid as soon as possible. Do not stop treatment, but, if the situation allows, send another person to find medical aid.

WARNING

If there are signs of chemical or biological agent poisoning, immediately mask the casualty. If it is not nerve agent poisoning, decontaminate exposed skin and gross contamination (large wet or oily spots) of the clothing or overgarments. If nerve agent poisoning, administer the antidote before decontamination. (See Task 081-831-1044.)

WARNING

If a broken neck or back is suspected, do not move the casualty unless to save his life

1. Check for responsiveness.
 - a. Ask in a loud, but calm voice, "Are you okay?"
 - b. Gently shake or tap the casualty on the shoulder.
 - c. Watch for a response. If the casualty does not respond, go to step 2.
 - d. If the casualty is conscious, ask where he feels different than usual or where it hurts. Go to step 3. If the casualty is conscious but is choking and cannot talk, stop the evaluation and begin treatment. (See Task 081-831-1003.)
2. Check for breathing.
 - a. Look for rise and fall of the casualty's chest.
 - b. Listen for breathing by placing your ear about one inch above the casualty's mouth and nose.

- c. Feel for breathing by placing your hand or cheek about 1 inch above the casualty's mouth and nose. If the casualty is not breathing, stop the evaluation and begin treatment. (See Task 081-831-1042.)

Note. Check for pulse during mouth-to-mouth resuscitation, as necessary.

3. Check for bleeding.

WARNING

In a chemically contaminated area, do not expose the wound(s)

- a. Look for spurts of blood or blood-soaked clothes.
- b. Look for entry and exit wounds.
- c. If bleeding is present, stop the evaluation and begin treatment as appropriate.
- (1) Arm or leg wound. (See Task 081-831-1032.)
- (2) Partial or complete amputation. (See Task 081-831-1032.)
- (3) Open head wound. (See Task 081-831-1033.)
- (4) Open abdominal wound. (See Task 081-831-1025.)
- (5) Open chest wound. (See Task 081-831-1026.)
4. Check for shock.
- a. Look for any of the following signs and/or symptoms.
- (1) Sweaty but cool skin (clammy skin).
- (2) Paleness of skin.
- (3) Restlessness or nervousness.
- (4) Thirst.
- (5) Loss of blood (bleeding).
- (6) Confusion.
- (7) Faster than normal breathing rate.
- (8) Blotchy or bluish skin, especially around the mouth.
- (9) Nausea and/or vomiting.
- b. If signs or symptoms of shock are present, stop the evaluation and begin treatment. (See Task 081-831-1005.)

WARNING

Leg fractures must be splinted before elevating the legs for shock. (See Task 081-831-1034.)

5. Check for fractures.
 - a. Look for the following signs and symptoms of a back or neck injury:
 - (1) Pain or tenderness of the neck or back area.
 - (2) Cuts or bruises in the neck and back area.
 - (3) Inability of the casualty to move (paralysis or numbness).
 - (a) Ask about the ability to move (paralysis).
 - (b) Touch the casualty's arms and legs; ask whether he can feel your hand (numbness).
 - (4) Unusual body or limb position.

WARNING

Unless there is immediate life-threatening danger, do not move a casualty whom you suspect has a back or neck injury

- b. Immobilize any casualty suspected of having a neck or back injury by doing the following:
 - (1) Tell the casualty not to move.
 - (2) If a back injury is suspected, place padding under the natural arch of the casualty's back.
 - (3) If a neck injury is suspected, place a roll of cloth under the casualty's neck and put boots (filled with dirt, sand, etc.) or rocks on both sides of the head.
- c. Check the casualty's arms and legs for open or closed fractures.
 - (1) Check for open fractures.
 - (a) Look for bleeding.
 - (b) Look for bone sticking through the skin.
 - (2) Check for closed fractures.
 - (a) Look for swelling.
 - (b) Look for discoloration.
 - (c) Look for deformity.
 - (d) Look for unusual body position.
 - d. If a fracture to an arm or leg is suspected, stop the evaluation and begin treatment. (See Task 081-831-1034.)
6. Check for burns.
 - a. Look carefully for reddened, blistered, or charred skin. Also check for singed clothes.
 - b. If burns are found, stop the evaluation and begin treatment. (See Task 081-831-1007.)
7. Check for head injury.
 - a. Look for the following signs and symptoms:

- (1) Unequal pupils.
 - (2) Fluid from the ear(s), nose, mouth, or injury site.
 - (3) Slurred speech.
 - (4) Confusion.
 - (5) Sleepiness.
 - (6) Loss of memory or consciousness.
 - (7) Staggering in walking.
 - (8) Headache.
 - (9) Dizziness.
 - (10) Vomiting.
 - (11) Paralysis.
 - (12) Convulsions or twitches
- b. If a head injury is suspected, continue to watch for signs that would require mouth-to-mouth resuscitation (see Task 081-831-1042), treatment for shock (see Task 081-831-1005), or control of bleeding (see Task 081-831-1033).
8. Seek medical aid. Seek medical assistance as soon as possible, but do not interrupt treatment. If possible, send another person to find medical aid.

Evaluation Preparation:

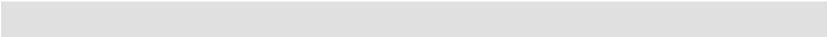
Setup: Prepare a "casualty" for the soldier to evaluate by simulating one or more wounds or conditions. Simulate the wounds using a war wounds moulage set, casualty simulation kit, or other available materials. You can coach a "conscious casualty" to show signs of such conditions as shock or head injury and to respond to the soldier's questions about location of pain or other symptoms of injury. However, you will have to cue the soldier during evaluation of an "unconscious casualty" as to whether the casualty is breathing and describe the signs or conditions, such as shock, as the soldier is making the checks.

Brief Soldier: Tell the soldier to do, in order, all necessary steps to evaluate the casualty and identify all wounds and/or conditions. Tell the soldier to tell you what first aid action (give mouth-to-mouth resuscitation, bandage the wound, etc.) he would take, but that no first aid is to be performed unless a neck or back injury is found.

Performance Measures		GO	NO GO
1.	Checked for responsiveness.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Checked for breathing, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|-----|--|--------------------------|--------------------------|
| 3. | Checked for bleeding. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Checked for shock. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Checked for fractures and immobilized neck or back injuries, if found. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Checked for burns. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Checked for a head injury. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Sought medical aid. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Performed all necessary steps in sequence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | Identified all wounds and/or conditions. | <input type="checkbox"/> | <input type="checkbox"/> |

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.



Perform First Aid to Clear an Object Stuck in the Throat of a Conscious Casualty

Standards: Cleared the object from the casualty's throat. Gave abdominal or chest thrusts until the casualty could talk and breathe normally, the soldier was relieved by a qualified person, or the casualty became unconscious requiring mouth-to-mouth resuscitation.

Conditions: You see a conscious casualty who is having a hard time breathing because something is stuck in his throat.

Standards: Cleared the object from the casualty's throat. Gave abdominal or chest thrusts until the casualty could talk and breathe normally, the soldier was relieved by a qualified person, or the casualty became unconscious requiring mouth-to-mouth resuscitation.

Performance Steps

1. Determine if the casualty needs help.
 - a. If the casualty has good air exchange (able to speak or cough forcefully—may be wheezing between coughs), do not interfere except to encourage the casualty.
 - b. If the casualty has poor air exchange (weak coughing with high-pitched noise between coughs and signs of shock), continue with step 2.
 - c. If the casualty has a complete airway obstruction (cannot speak, breathe, or cough at all and may be clutching his neck and moving erratically), continue with step 2.
2. Perform abdominal or chest thrusts.

Note. Abdominal thrusts should be used unless the victim is in the advanced stages of pregnancy, is very obese, or has a significant abdominal wound.

- a. Abdominal thrusts.
 - (1) Stand behind the casualty.
 - (2) Wrap your arms around the casualty's waist.

- (3) Make a fist with one hand.
- (4) Place the thumb side of the fist against the abdomen slightly above the navel and well below the tip of the breastbone.
- (5) Grasp the fist with the other hand.
- (6) Give quick backward and upward thrusts.

Note. Each thrust should be a separate, distinct movement. Thrusts should be continued until the obstruction is expelled or the casualty becomes unconscious.

b. Chest thrusts.

- (1) Stand behind the casualty.
- (2) Wrap your arms under the casualty's armpits and around the chest.
- (3) Make a fist with one hand.
- (4) Place the thumb side of the fist on the middle of the breastbone.
- (5) Grasp the fist with the other hand.
- (6) Give backward thrusts.

Note. Each thrust should be performed slowly and distinctly, and with the intent of relieving the obstruction.

3. Continue to give abdominal or chest thrusts as required. Give abdominal or chest thrusts until the obstruction is clear, you are relieved by a qualified person, or the casualty becomes unconscious.

Note. If the casualty becomes unconscious, perform a finger sweep and then start mouth-to-mouth resuscitation procedures.

Note. If the obstruction is cleared, watch the casualty closely and check for other injuries if necessary.

Evaluation Preparation:

Setup: You need another soldier to play the part of the casualty.

Brief Soldier: Describe the symptoms of a casualty with good air exchange, poor air exchange, or a complete airway obstruction. Ask the soldier what should be done.

Score step 1 based on the answer. Tell the soldier to do all of the first aid steps

required to clear an object from the casualty's throat. Tell the soldier to demonstrate where to stand, how to position his hands, and how to position the casualty for the thrusts. The soldier must tell you how the thrusts should be done. Ensure that the soldier understands that he must not actually do the thrusts. Do not evaluate step 3 in the simulated mode.

Performance Measures		GO	NO GO
1.	Determined if the casualty needs help.	-- <input type="checkbox"/>	-- <input type="checkbox"/>
2.	Performed abdominal or chest thrusts as required.	-- <input type="checkbox"/>	-- <input type="checkbox"/>
3.	Continued abdominal or chest thrusts as required.	-- <input type="checkbox"/>	-- <input type="checkbox"/>

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

081-831-1008 (SL1) - Perform First Aid for Heat Injuries

Standards: Recognized the type of heat injury and gave appropriate first aid.

Conditions: You see a casualty who has signs and symptoms of a heat injury. The casualty has a full canteen of cool water.

Standards: Recognized the type of heat injury and gave appropriate first aid.

Performance Steps

1. Identify the type of heat injury.
 - a. Heat cramps symptoms.
 - (1) Muscle cramps of the arms, legs, or abdomen.
 - (2) Excessive sweating.
 - (3) Thirst.
 - b. Heat exhaustion symptoms. (The first five occur often. The others occur sometimes.)
 - (1) Profuse sweating with pale, moist, cool skin.
 - (2) Headache.
 - (3) Weakness.
 - (4) Dizziness.
 - (5) Loss of appetite.
 - (6) Heat cramps.
 - (7) Nausea, with or without vomiting.
 - (8) Urge to defecate.
 - (9) Chills (goose flesh).
 - (10) Rapid breathing
 - (11) Tingling of the hands and/or feet.
 - (12) Confusion.
 - c. Heatstroke symptoms.
 - (1) Flushed, hot, dry skin.
 - (2) Headache.
 - (3) Dizziness.
 - (4) Nausea.
 - (5) Confusion.
 - (6) Weakness.
 - (7) Loss of consciousness.
 - (8) Seizures.
 - (9) Weak and rapid pulse and breathing.
2. Provide the proper first aid for the heat injury.
 - a. Heat cramps.
 - (1) Move the casualty to a cool or shady area or improvise shade.
 - (2) Loosen the casualty's clothing unless in a chemical environment.
 - (3) Have the casualty slowly drink at least one canteen of cool water.
 - (4) Seek medical aid if the cramps continue.
 - b. Heat exhaustion.
 - (1) Move the casualty to a cool or shady area or improvise shade.
 - (2) Loosen or remove the casualty's clothing and boots unless in a chemical environment.

- (3) Pour water on the casualty and fan him unless in a chemical environment.
- (4) Have the casualty slowly drink at least one canteen of cool water.
- (5) Elevate the casualty's legs.
- (6) Monitor the casualty until the symptoms are gone or medical aid arrives.

Note. If possible, the casualty should not participate in strenuous activity for the rest of the day.

c. Heatstroke.

WARNING

Heatstroke is a medical emergency that may result in death if treatment is delayed. Start cooling measures immediately and continue while waiting for transportation and during evacuation

- (1) Move the casualty to a cool or shady area or improvise shade.
- (2) Loosen or remove the casualty's clothing unless in a chemical environment.
- (3) Spray or pour water on the casualty and fan him unless in a chemical environment.
- (4) Massage the casualty's arms and legs unless in a chemical environment.
- (5) Elevate the casualty's legs.
- (6) If the casualty is conscious, have him slowly drink at least one canteen of cool water.

Note. Watch the casualty closely for life-threatening conditions, check for other injuries, and seek medical aid.

Evaluation Preparation:

Setup: None.

Brief Soldier: Describe to the soldier the signs and/or symptoms of heat cramps, heat exhaustion, or heat stroke, and ask the soldier what type of heat injury is indicated. Then ask the soldier what should be done to treat the heat injury described.

Performance Measures		GO	NO GO
1.	Identified the type of heat injury.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Provided the proper first aid for the heat injury.	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

081-831-1032 (SL1) - Perform First Aid for Bleeding of an Extremity

Standards: Controlled bleeding from the wound following the correct sequence. Placed a field dressing over the wound with the sides of the dressing sealed so it did not slip. Checked to ensure the field and pressure dressing did not have a tourniquet-like effect. Applied a tourniquet to stop profuse bleeding not stopped by the dressings, or for missing arms and legs.

Conditions: You have a casualty who has a bleeding wound of the arm or leg. The casualty is breathing. Necessary equipment and materials: casualty's first aid packet, materials to improvise a pressure dressing (wadding and cravat or strip of cloth), materials to elevate the extremity (blanket, shelter half, poncho, log, or any available material), rigid object (stick, tent peg, or similar object), and a strip of cloth.

Standards: Controlled bleeding from the wound following the correct sequence. Placed a field dressing over the wound with the sides of the dressing sealed so it did not slip. Checked to ensure the field and pressure dressing did not have a tourniquet-like effect. Applied a tourniquet to stop profuse bleeding not stopped by the dressings, or for missing arms and legs.

Performance Steps

1. Uncover the wound unless clothing is stuck to the wound or in a chemical environment.

WARNING

Do not remove protective clothing in a chemical environment. Apply dressings over the protective clothing.

Note. If an arm or leg has been cut off, go to step 5.

2. Apply the casualty's field dressing.
 - a. Apply the dressing, white side down, directly over the wound.
 - b. Wrap each tail, one at a time, in opposite directions around the wound so the dressing is covered and both sides are sealed.
 - c. Tie the tails into a nonslip knot over the outer edge of the dressing, not over the wound.
 - d. Check the dressing to make sure it is tied firmly enough to prevent slipping without causing a tourniquet-like effect.

WARNING

Field and pressure dressings should not have a tourniquet-like effect. The dressing must be loosened if the skin beyond the injury becomes cool, blue, or numb

3. Apply manual pressure and elevate the arm or leg to reduce

bleeding, if necessary.

- a. Apply firm manual pressure over the dressing for 5 to 10 minutes.
- b. Elevate the injured part above the level of the heart unless a fracture is suspected and has not been splinted.
4. Apply a pressure dressing if the bleeding continues.
 - a. Keep the arm or leg elevated.
 - b. Place a wad of padding directly over the wound.
 - c. Place an improvised dressing over the wad of padding and wrap it tightly around the limb.
 - d. Tie the ends in a nonslip knot directly over the wound.
 - e. Check the dressing to make sure it does not have a tourniquet-like effect.

Note. If the bleeding stops, watch the casualty closely, and check for other injuries.

Note. If heavy bleeding continues, apply a tourniquet.

WARNING

The only time a tourniquet should be applied is when an arm or leg has been cut off or when heavy bleeding cannot be stopped by a pressure dressing. If only part of a hand or foot has been cut off, the bleeding should be stopped using a pressure dressing.

5. Apply a tourniquet.
 - a. Make a tourniquet at least two inches wide.
 - b. Position the tourniquet.
 - (1) Place the tourniquet over the smoothed sleeve or trouser leg if possible.
 - (2) Place the tourniquet around the limb two to four inches above the wound between the wound and the heart but not on a joint or directly over a wound or a fracture.
 - (3) Place the tourniquet just above, and as close to the joint as possible, when wounds are just below a joint.
 - c. Put on the tourniquet.
 - (1) Tie a half knot.
 - (2) Place a stick (or similar object) on top of the half knot.
 - (3) Tie a full knot over the stick.
 - (4) Twist the stick until the tourniquet is tight around the limb and bright red bleeding has stopped.

Note. In case of an amputation, dark oozing blood may continue for a short time.

- d. Secure the tourniquet. The tourniquet can be secured using the ends of the tourniquet band or with another piece of cloth as long as the stick does not unwind.

Note. If a limb is completely amputated, the stump should be padded and bandaged (do not cover the tourniquet).

Note. If possible, severed limbs or body parts should be saved and transported with, but out of sight of, the casualty. The body parts should be wrapped in dry, sterile dressing and placed in a dry, plastic bag and in turn placed in a

cool container (do not soak in water or saline or allow to freeze). It is entirely possible that your location in the field/combat may not allow for the correct preserving of parts; do what you can.

WARNING

Do not loosen or release a tourniquet once it has been applied

- e. Mark the casualty's forehead with a letter T using a pen, mud, the casualty's blood, or whatever is available.
6. Watch the casualty closely for life-threatening conditions, check for other injuries, if necessary, and treat for shock.

Evaluation Preparation:

Setup: Use the same field dressing repeatedly. Have materials available for a pressure dressing (wadding and cravat or a strip of cloth). Have one soldier play the part of the casualty and another apply the field and pressure dressing. Use a moulage or mark a place on the casualty's arm or leg to simulate a wound. For applying a tourniquet, use a mannequin or simulated arm or leg (padded length of 2-inch by 4-inch wood with a glove or boot on one end) with a field dressing appropriately placed on the arm or leg. Under no circumstances will a live simulated casualty be used to evaluate the application of a tourniquet. Place the tourniquet materials (a stick and one or two pieces of cloth) nearby.

Brief Soldier: Tell the soldier to do, in order, the first aid steps required to put on a field dressing and, if necessary, a pressure dressing on the casualty's wound. When testing step 1, you can vary the test by telling the soldier that clothing is stuck to the wound or that a chemical environment exists. After step 2 and 3, tell the soldier that the bleeding has not stopped. After step 4, tell the soldier the bleeding is continuing and ask the soldier to describe and perform first aid on the simulated arm or leg provided.

Performance Measures		GO	NO GO
1.	Uncovered the wound.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Applied a field dressing.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Applied manual pressure and elevated the arm or leg, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Applied a pressure dressing, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>
5.	Applied a tourniquet, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>
6.	Performed steps 1 through 5, as necessary, in sequence.	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier scores NO GO, show what was done wrong and how to do it correctly.

081-831-0101

Request Medical Evacuation

Conditions: You have a casualty requiring medical evacuation (MEDEVAC) and you will need a patient pickup site. You will need operational communications equipment, MEDEVAC request format, a standard scale military map, a grid coordinate scale, and unit signal operation instructions (SOIs).

Standards: Transmit a MEDEVAC request, providing all necessary information within 25 seconds. Transmit, as a minimum, line numbers 1 through 5 during the initial contact with the evacuation unit. Transmit lines 6 through 9 while the aircraft or vehicle is en route, if not included during the initial contact.

Performance Steps

1. Collect all applicable information needed for the MEDEVAC request.
 - a. Determine the grid coordinates for the pickup site. (See STP 21-1-SMCT, task 071-329-1002.)
 - b. Obtain radio frequency, call sign, and suffix.
 - c. Obtain the number of patients and precedence.
 - d. Determine the type of special equipment required.
 - e. Determine the number and type (litter or ambulatory) of patients.
 - f. Determine the security of the pickup site.
 - g. Determine how the pickup site will be marked.
 - h. Determine patient nationality and status.

Performance Steps

- i. Obtain pickup site nuclear, biological, and chemical (NBC) contamination information, normally obtained from the senior person or medic.

Note: NBC line 9 information is only included when contamination exists.

2. Record the gathered MEDEVAC information using the authorized brevity codes. (See table 081-831-0101-1.)

Note: Unless the MEDEVAC information is transmitted over secure communication systems, it must be encrypted, except as noted in step 3b(1).

- a. Location of the pickup site (line 1).
 - b. Radio frequency, call sign, and suffix (line 2).
 - c. Numbers of patients by precedence (line 3).
 - d. Special equipment required (line 4).
 - e. Number of patients by type (line 5).
 - f. Security of the pickup site (line 6).

Performance Steps

- g. Method of marking the pickup site (line 7).

LINE	ITEM	EXPLANATION	WHERE/HOW OBTAINED	WHO NORMALLY PROVIDES	REASON
1	Location of Pickup Site.	Encrypt the grid coordinates of the pickup site. When using the DRYAD Numeral Cipher, the same "SET" line will be used to encrypt the grid zone letters and the coordinates. To preclude misunderstanding, a statement is made that grid zone letters are included in the message (unless unit SOP specifies its use at all times).	From Map	Unit Leader(s)	Required so evacuation vehicle knows where to pick up patient. Also, so that the unit coordinating the evacuation mission can plan the route for the evacuation vehicle (if the evacuation vehicle must pick up from more than one location).
2	Radio Frequency, Call Sign, and Suffix	Encrypt the frequency of the radio at the pickup site, not a relay frequency. The call sign (and suffix if used) of the person to be contacted at the pickup site may be transmitted in the clear.	From SOI	RTO	Required so that the evacuation vehicle can contact the requesting unit while enroute (obtain additional information or change in situation or directions).
3	Number of Patients by Precedence	Report only applicable information and encrypt the brevity codes. A - URGENT. B - URGENT-SURG. C - PRIORITY. D - ROUTINE. E - CONVENIENCE. If two or more categories must be reported in the same request, insert the word "BREAK" between each category.	From Evaluation of Patient(s)	Medic or Senior Person Present	Required by the unit controlling the evacuation vehicles to assist in prioritizing missions.
4	Special Equipment Required	Encrypt the applicable brevity codes. A - None. B - Hoist. C - Extraction equipment. D - Ventilator.	From Evaluation of the Patient/ Situation	Medic or Senior Person Present	Required so that the equipment can be placed on board the evacuation vehicle prior to the start of the mission.
5	Number of Patients by Type	Report only applicable information and encrypt the brevity code. If requesting MEDEVAC for both types, insert the word "BREAK" between the litter entry and ambulatory entry. L + # of Pnt - Litter A + # of Pnt - Ambulatory (sitting)	From Evaluation of Patient(s)	Medic or Senior Person Present	Required so that the appropriate number of evacuation vehicles may be dispatched to the pickup site. They should be configured to carry the patients requiring evacuation.
6	Security of the Pickup Site (Wartime)	N - No enemy troops in the area. P - Possibly enemy troops in the area (approach with caution). E - Enemy troops in the area (approach with caution). X - Enemy troops in the area (armed escort required).	From Evaluation of the Situation	Unit Leader	Required to assist the evacuation crew in assessing the situation and determining if assistance is required. More definitive guidance can be furnished to the evacuation vehicle while it is en route (specific location of the enemy to assist an aircraft in planning its approach).

Performance Steps

Table 081-831-0101-1. MEDEVAC request format (continued)

LINE	ITEM	EXPLANATION	WHERE/HOW OBTAINED	WHO NORMALLY PROVIDES	REASON
6	Number and Type of Wound, Injury, or Illness (Peacetime)	Specific information regarding patient wounds by type (gunshot or shrapnel). Report serious bleeding, along with patient blood type, if known.	From Evaluation of Patient	Medic or Senior Person Present	Required to assist evacuation personnel in determining treatment and special equipment needed.
7	Method of Marking Pickup Site	Encrypt the brevity codes. A - Panels. B - Pyrotechnic signal. C - Smoke signal. D - None. E - Other.	Based on the Situation and Availability of Materials	Medic or Senior Person Present	Required to assist the evacuation crew in identifying the specific location of the pickup. Note that the color of the panels or smoke should not be transmitted until the evacuation vehicle contacts the unit (just prior to its arrival). For security, the crew should identify the color and the unit verify it.
8	Patient Nationality and Status	The number of patients in each category need not be transmitted. Encrypt only the applicable brevity codes. A - US military. B - US civilian. C - Non-US military. D - Non-US civilian. E - EPW	From Evaluation of Patient	Medic or Senior Person Present	Required to assist in planning for destination facilities and need for guards. Unit requesting support should ensure that there is an English-speaking representative at the pickup site.
9	CBRN Contamination (Wartime)	Include this line only when applicable. Encrypt the applicable brevity codes. C - Chemical. B - Biological. R - Radiological. N - Nuclear.	From the Situation	Medic or Senior Person Present	Required to assist in planning for the mission. (Determine which evacuation vehicle will accomplish the mission and when it will be accomplished.)
9	Terrain Description (Peacetime)	Include details of terrain features in and around the proposed landing site. If possible, describe relationship of the site to prominent terrain feature (lake, mountain, tower).	From an Area Survey	Personnel at Site	Required to allow evacuation personnel to assess route/avenue of approach into the area. Of particular importance if hoist operation is required.

Evaluation Preparation: *Setup:* Evaluate this task during a training exercise involving a MEDEVAC aircraft or vehicle, or simulate it by creating a scenario and providing the information as the Soldier requests it. You or an assistant will act as the radio contact at the evacuation unit during "transmission" of the request. Give a copy of the MEDEVAC request format to the Soldier.

Brief Soldier: Tell the Soldier to prepare and transmit a MEDEVAC request. State that the communication net is secure.

Performance Measures	GO	NO GO
1. Collected all information needed for the MEDEVAC request line items 1 through 9.	_____	_____
2. Recorded the information using the authorized brevity codes.	_____	_____
3. Transmitted the MEDEVAC request within 25 seconds.	_____	_____

081-831-1057

Supervise Compliance with Preventive Medicine Measures

Conditions: You are a unit leader. Your unit is deployed to the field. You have the equipment authorized by your table of organization and equipment (TOE), field sanitation equipment and supplies, and a trained field sanitation team (FST).

Note: Health Care Specialists (68W), organic or attached to deployed units, normally fulfill the requirement as the FST with additional training.

Standards: Ensure company-sized units establish and employ manned, trained, and equipped unit FSTs. Ensure that all individual preventive medicine measures (PMMs) are implemented to reduce the threat of disease and nonbattle injury (DNBI) which will assist in mission accomplishment. Ensure that personnel are aware of the major components of the medical threat to field forces and are following the individual PMMs necessary to prevent DNBI. Ensure that selected unit personnel receive FST training on the team's major areas of responsibility.

Performance Steps

1. Ensure that personnel are aware of the major components of the medical threat to field forces.
 - a. Heat. Types of heat injuries.
 - (1) Heat cramps.
 - (2) Heat exhaustion.
 - (3) Heatstroke (medical emergency).
 - b. Cold. Types of cold injuries.
 - (1) Chilblain.
 - (2) Immersion foot.

Performance Steps

- (3) Trench foot.
- (4) Frostbite.
- (5) General hypothermia (medical emergency).
- c. Arthropods (insects).
 - (1) Common diseases transmitted directly by arthropods.
 - (a) Mosquitoes—malaria, yellow fever, dengue fever, and encephalitis.
 - (b) Some ticks, as well as mosquitoes—encephalitis.
 - (c) Sand flies—sand fly fever and leishmaniasis.
 - (d) Body lice—epidemic typhus.
 - (e) Hard ticks—Lyme disease.

- (2) Common diseases transmitted by insects associated with rodents.
 - (a) Fleas—plague and endemic typhus.
 - (b) Mites—scrub typhus.

- d. Food borne and waterborne diseases.
 - (1) Common waterborne diseases.
 - (a) Typhoid fever.
 - (b) Cholera.
 - (c) Traveler's diarrhea.
 - (d) Hepatitis A.
 - (2) Common foodborne diseases.
 - (a) Traveler's diarrhea.
 - (b) Cholera.
 - (c) Salmonellosis.
 - (d) Hepatitis.

- e. Toxic industrial materials (TIMs).
 - (1) Examples of TIMs.
 - (a) Carbon monoxide.
 - (b) Hydrogen chloride.
 - (c) Bore/gun gases.
 - (d) Solvents, greases, insecticides, and oils.
 - (2) Harmful effects of TIMs.
 - (a) Skin irritation.
 - (b) Asphyxiation (choking, suffocation).
 - (c) Central nervous system depression.
 - (d) Death.

- f. Noise hazards.
 - (1) Examples of noise hazards.
 - (a) Weapons.
 - (b) Aircraft.
 - (c) Most military vehicles and generators.
 - (2) Harmful effects of exposure to noise hazards.

- (a) Temporary loss of hearing—lasts minutes to hours.
- (b) Permanent loss of hearing.

- g. Other medical threats to field forces.
 - a) Skin disease—common in extremely dry or humid climates.
 - b) Altitude sickness—locations above 8,000 feet.
 - c) Poisonous plants and animals.
 - d) Tobacco use.
 - e) Poor medical threat intelligence.

2. Ensure that personnel are following the individual PMMs necessary to prevent DNBI. (See STP 21-1-SMCT, task 081-831-1053.)

- a. Protect against cold injuries.
- b. Protect against heat injuries.
- c. Protect against arthropods and arthropod-borne diseases.
- d. Protect against poisonous plants and animals.
- e. Protect against diseases from contaminated food and water.
- f. Protect against diseases from human waste.
- g. Protect against diseases from exposure to soil and common objects.
- h. Maintain personal hygiene.
- i. Maintain the proper level of nutrition.
- j. Take measures to resist stress.
- k. Protect against sexually transmitted diseases.
- l. Protect against acquired immune deficiency syndrome (AIDS).
- m. Avoid adverse effects of tobacco products.

Performance Steps

3. Ensure that FST personnel assist the commander in reducing DNBI during all deployment phases.

Note: Training of FST members enables unit commanders to provide limited control of insects, proper disinfection of water, and safe food supplies. Training of personnel as FST members will be provided by supporting preventive

medicine resources.

a. Requirements for FST members, when no organic medical personnel are available.

- (1) Two Soldiers are selected to receive FST training.
- (2) One Soldier must be a noncommissioned officer (NCO).
- (3) Selected team members should have at least six months service remaining with their unit.
- (4) These Soldiers should receive training from preventive medicine (PM) personnel according to AR 40-5.

b. FST tasks and/or responsibilities. The unit FST performs the following tasks in the unit area:

- (1) Inspect water containers and trailers.
- (2) Disinfect and monitor unit water supplies for chlorine residual.
- (3) Monitor unit field food service operations.
- (4) Monitor unit waste disposal operations.
- (5) Control arthropods, rodents, and other animals in the unit area.
- (6) Train unit personnel in using individual PMM.
- (7) Monitor the status of PMM in the unit.
- (8) Assist in selecting the unit bivouac site.
- (9) Supervise the construction of field sanitation devices.
- (10) Monitor unit personnel when applying individual PMM.

Evaluation Preparation: *Setup:* Evaluate each Soldier individually during a field training exercise (FTX) or normal training session. Use the location, weather conditions, and duration of the FTX as the scenario to base your evaluation questions around. If the evaluation is conducted during normal training sessions, create a scenario as the basis for your evaluation questions.

Brief Soldier: Tell the Soldier that he/she will be evaluated on his/her ability to answer preventive medicine measure questions pertaining to the training scenario provided.

Performance Measures	GO	NO GO
1. Ensured that personnel were aware of the major components of the medical threat to field forces.	_____	_____
2. Ensured that personnel were following individual PMMs to prevent DNBI.	_____	_____
3. Ensured that FST personnel assisted the commander in reducing DNBI during all deployment phases.	_____	_____

SUBJECT AREA 1: INDIVIDUAL CONDUCT AND LAWS OF WAR

071-326-0515

Select a Movement Route Using a Map

Conditions: Given an operation or fragmentary order, a 1:50,000 scale military map, and a compass.

Standards: Select a route with the following characteristics:

1. Take advantage of maximum cover and concealment.
2. Ensure observation and fields of fire for overwatch or fire support elements.
3. Allow positive control of all elements.
4. Accomplish the mission quickly, without unnecessary or prolonged exposure to enemy fire.

Performance Steps

1. Select the route that makes the best use of terrain. Use terrain to your best advantage. Take advantage of the terrain to—

- a.** Cover and conceal the unit during movement.
- b.** Provide maximum effectiveness of the platoon's weapons.

2. Use the military aspects of terrain and apply them to any given situation, whether it is a defense, a delay, or a road march behind the forward edge of the battle area (FEBA). Consider the following essential elements:

a. Use cover and concealment for any type of movement on the battlefield.

(1) Use cover to shield the unit from the effects of weapon fire, especially direct fire. Take advantage of every ravine or depression in the ground to protect and cover the force, especially if forward of the FEBA. Evaluate the terrain, the capabilities of the enemy's weapons systems, and the position of known or suspected enemy emplacements. Visualize a cross section of the terrain and determine where the enemy cannot place effective direct fire on your proposed route.

(2) Conceal or disguise the unit. Consider concealment from both air and ground observation. Consider that exhaust smoke or dust can reveal your unit to the enemy.

b. Ensure that your proposed route can be covered by fire from overwatch or fire support positions when moving in an area where contact with the enemy is expected.

(1) Consider that direct fire weapons must have good observation to fire at known or suspected enemy positions along the movement route. Control the maneuver of your elements, if they make contact. Consider the effects of smoke and dust from friendly and enemy fire.

(2) Select a route that gives your unit the best field of fire. They must be in a position to provide suppressive fires immediately. Use crew-served weapons to overwatch the movement. Ensure the overwatch element is able to observe the moving element and provide fire support all the way to the objective. Select overwatch positions that have unobstructed fields of fire to the next overwatch position.

3. Ensure that the route can be covered by fire from overwatch or fire support positions. Select the route that provides the most favorable tactical advantage and meets the mission requirements. If enemy air is active or enemy ground forces are in the area of the route, take maximum advantage of cover and concealment. If speed of movement is critical, select the route with the most easily negotiable terrain, avoiding difficult obstacles. Choose the route that provides movement from one easily distinguishable terrain feature to another. Check the terrain based on the above considerations, and then select the quickest and safest route.

4. Use special purpose maps and aerial photographs when a planning a route. If those aids are available, they provide the most current information.

5. Reconnoiter the route if time is available and the tactical situation permits it.

Evaluation Preparation: *Setup:* In a field environment, provide the Soldier with a 1:50,000-scale military map of the area and a compass, and issue the Soldier an oral or written operation order.

Brief Soldier: Tell the Soldier to select a route of movement between two given points (marked on the map) where the likelihood of enemy contact is unknown. The Soldier must select a route that offers the best cover and concealment, ensure the best observation and fields of fire for support elements, allow positive control of elements, and accomplish the mission without unnecessary or prolonged exposure to enemy fire.

Performance Measures	GO	NO GO
1. Conducted a map reconnaissance of the area that you had to move over.	_____	_____
2. Selected a route with the appropriate characteristics.	_____	_____

071-456-717

Determine the Grid Coordinates of a Point on a Military Map

Standards: Determined the six-digit grid coordinates for the point on the map with a 100-meter tolerance. Recorded the grid coordinates with the correct two-letter 100,000-meter-square identifier.

Conditions: Given a standard 1:50,000-scale military map in a field location, a 1:50,000 grid coordinate scale, a pencil, paper, and a point on the map for which coordinates must be determined.

Standards: Determined the six-digit grid coordinates for the point on the map with a 100-meter tolerance. Recorded the grid coordinates with the correct two-letter 100,000-meter-square identifier.

Performance Steps

Note.

- 1. A military map can help you spot your location accurately. The map has vertical lines (top to bottom) and horizontal lines (left to right). These lines form small squares 1,000 meters on each side, called grid squares.*
- 2. The lines that form grid squares are numbered along the outside edge of the map picture. No two grid squares have the same number.*
- 3. The precision of a point location is shown by the number of digits in the coordinates; the more digits, the more precise the location. For example: 1996-A 1,000-meter grid square. 192961-To the nearest 100 meters.*

1. Look at figure C-11. Your address is grid square 1181. To determine your address, start from the left and read right until you come to 11, the first half of your address. Then read up to 81, the other half. Your address is somewhere in grid square 1181.

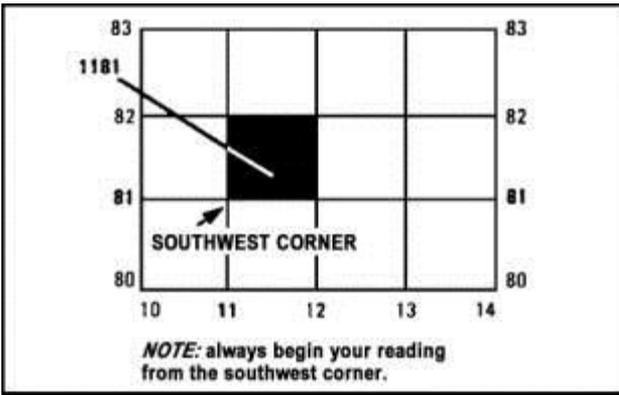


Figure C-11. Grid square 1181

2. Determine your address to the nearest 100 meters. Grid square 1181 gives your general neighborhood, but there is a lot of ground inside that grid square. To make your address more accurate, just add another number to the first half and another number to the other half so your address has six numbers instead of four.

a. To get these extra numbers, suppose that each grid square has 10 lines inside it running north and south, and another 10 running east and west. This makes 100 smaller squares. You can estimate where these imaginary lines are (figure C-12).

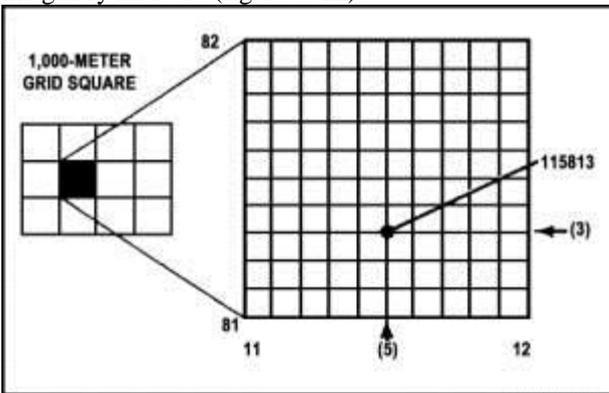


Figure C-12. Grid square 1181 divided

b. Suppose you are halfway between grid line 11 and grid line 12. Then the next number is 5 and the first half of your address is 115. Now suppose you are also 3/10 of the way between grid line 81 and grid line 82. Then the second half of your address is 813. Your address would be 115813 (figure C-12). (If you are exactly on line 81, the second half

would be 810.)

3. Use a coordinate scale. The most accurate way to determine the coordinates of a point on a map is to use a coordinate scale. You do not have to use imaginary lines because you can come up with the exact coordinates. This scale is on the coordinate scale and protractor (GTA 05-02-012) (figure C-13) or the plotting scale (figure C-14). Both of these devices include two coordinate scales, 1:25,000 and 1:50,000 meters. Make sure that when you use either of these devices, you use the correct scale.

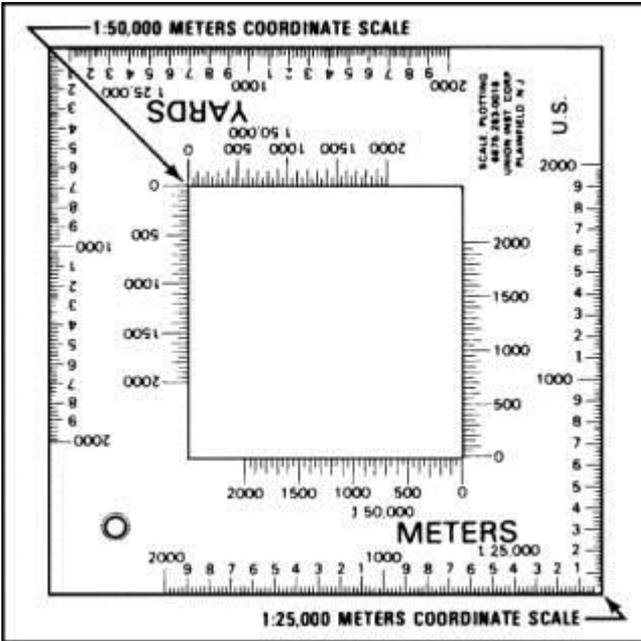


Figure C-13. Coordinate scale and protractor

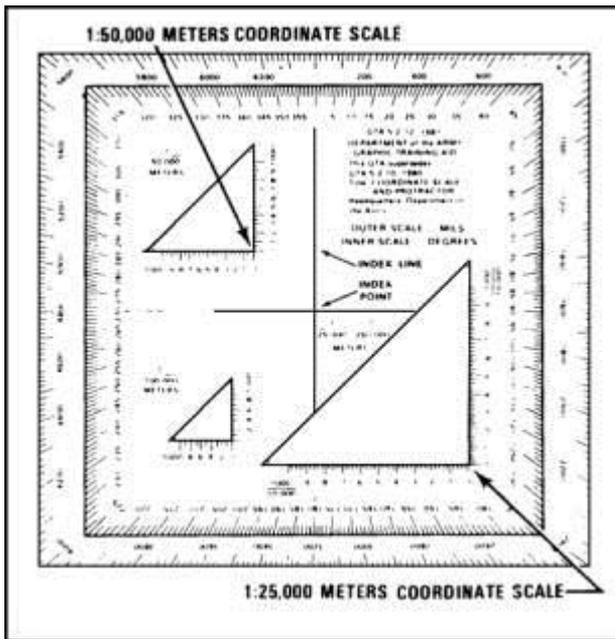


Figure C-14. Plotting scale

- a. Locate the grid square in which the point is located (for example, point A, figure C-15) (the point should already be plotted on the map).
- b. The number of the vertical grid line on the left (west) side of the grid square gives the first and second digits of the coordinate.
- c. The number of the horizontal grid line on the bottom (south) side of the grid square gives the fourth and fifth digits of the coordinate.
- d. Place a coordinate scale on the bottom horizontal grid line of the grid square containing point A to determine the third and sixth digits of the coordinate.
- e. Check to see that the zeros of the coordinate scale are in the lower left-hand (southwest) corner of the grid square where point A is located (figure C-15).

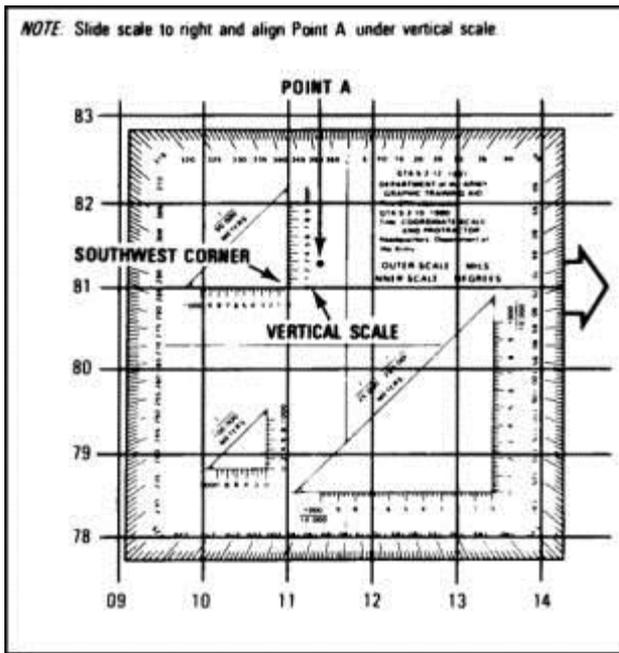


Figure C-15. Placement of the coordinate scale

f. Slide the scale to the right, keeping the bottom of the scale on the bottom grid line until point A is under the vertical (right-hand) scale (figures C-16 and C-17). To determine the six-digit coordinate, the 100-meter mark on the bottom scale, which is nearest the vertical grid line, is the third digit of the number 115. The 100-meter mark on the vertical scale, which is nearest point A, is the sixth digit of the number 813. Putting these together, you have 115813.

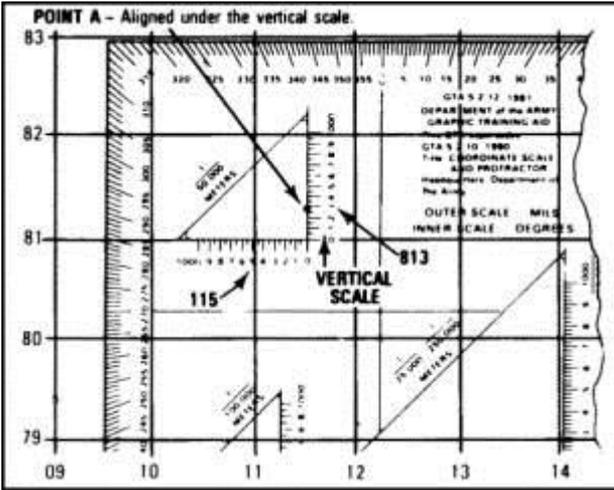


Figure C-16. Aligning the coordinate scale

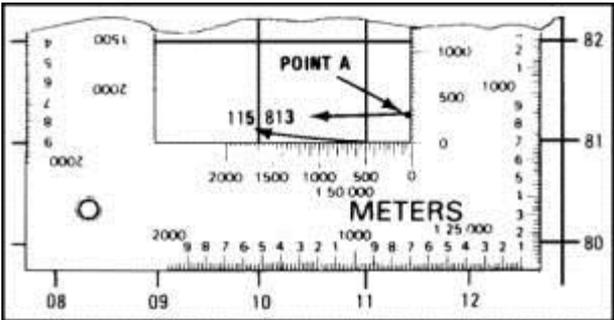


Figure C-17. Aligning the plotting scale

g. To determine the correct two-letter 100,000-meter-square identifier, look at the grid reference box in the margin of the map (figure C-18).

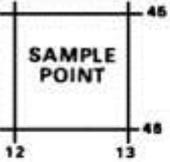
<p>SAMPLE 1,000-METER GRID SQUARE</p> 	<p>100-METER REFERENCE</p> <p>1. READ LARGE NUMBERS LABELING THE VERTICAL GRID LINE LEFT OF POINT AND ESTIMATE TENTHS (100 METERS) FROM GRID LINE TO POINT.</p> <p>2. READ LARGE NUMBERS LABELING THE HORIZONTAL GRID LINE BELOW POINT AND ESTIMATE TENTHS (100 METERS) FROM GRID LINE TO POINT.</p> <p>EXAMPLE: 123456</p>
<p>100,000-METER SQUARE IDENTIFICATION</p> <p>FL GL OO</p>	<p>WHEN REPORTING ACROSS A 100,000-METER LINE, PREFIX THE 100,000 METER SQUARE IDENTIFICATION IN WHICH THE POINT LIES.</p> <p>EXAMPLE: FL123456</p>
<p>GRID ZONE DESIGNATION</p> <p>16S</p>	<p>WHEN REPORTING OUTSIDE THE GRID ZONE DESIGNATION AREA, PREFIX THE GRID ZONE DESIGNATION.</p> <p>EXAMPLE: 16SFL123456</p>

Figure C-18. Grid reference box

h. Place the 100,000-meter-square identifier in front of the coordinate, GL115813.

Evaluation Preparation:

Setup: Give the soldier a standard 1:50,000-scale military map in a field location, a 1:50,000 grid coordinate scale, a pencil, paper, and a point on a map for which coordinates must be determined.

Brief Soldier: Tell the soldier to write down the two-letter 100,000-meter-square identifier and the six-digit grid coordinates for one point and the two-letter 100,000-meter-square identifier.

Performance Measures	GO	NO GO
1. Determined the six-digit grid coordinates for the point on the map with a 100-meter tolerance.	--	--
2. Recorded the grid coordinates with the correct two-letter 100,000-meter-square identifier.	--	--

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed.

If the soldier scores NO GO, show the soldier what was done wrong and how to do it correctly.

113-571-1022 Perform Voice Communications

Conditions: Given one operational radio set (warmed up and set to the net frequency) for each net member.; a call sign information card (5 inches x 8 inches) consisting of net member duty position (S1, S2), net call sign (letter- number-letter), suffix list (net control station [NCS] - 46, S1 - 39, S2 - 13), and a message to be transmitted.

Situation: The net is considered to be secure and authentication is not required (FM 24-19).

Note. This task may have as many net members as there is equipment available. Each net member must have a different suffix and message to transmit.

Standards: Entered a radio net, sent a message, and left a radio net using the proper call signs, call sign sequence, prowords, and phonetic alphabet and numerals with 100 percent accuracy.

Performance Steps

1. Enter the net.

a. Determine the abbreviated call sign and answering sequence for your duty position.

b. Respond to the NCS issuing a net call (figure 113-571-1022-1).

NET THIS IS E3E (NCS) OVER

E3E (NCS) THIS IS E13 (1ST position) OVER

E3E (NCS) THIS IS E39 (2ND position) OVER

E3E (NCS) THIS IS E46 (3RD position) OVER

NET THE E3E (NCS) OUT (IF NCS HAS NO TRAFFIC)

c. Answer in alphanumeric sequence.

Note. At this time, the NCS acknowledges and the net is open.

Send a message.

- a. Listen to make sure the net is clear. Do not interrupt any ongoing communications.
- b. Call the NCS and tell the operator the priority of the message you have for his station
- c. Receive a response from the NCS that he is ready to receive.
- d. Send your message using the correct prowords and pronunciation of letters and numbers. (See tables 113-571-1022-1 through 113-571-1022-3 and figure 113-571-1022-2.)

Letter	Word	Pronunciation
A	ALFA	<u>AL</u> FAH
B	BRAVO	<u>BRAH</u> VOH
C	CHARLIE	<u>CHAR</u> LEE or <u>SHAR</u> LEE
D	DELTA	<u>DELL</u> TAH
E	ECHO	<u>ECK</u> OH
F	FOXTROT	<u>FOKS</u> TROT
G	GOLF	GOLF
H	HOTEL	HOH <u>TELL</u>
I	INDIA	<u>IN</u> DEE AH
J	JULIETT	<u>JEW</u> LEE <u>ETT</u>
K	KILO	<u>KEY</u> LOH
L	LIMA	<u>LEE</u> MAH
M	MIKE	MIKE
N	NOVEMBER	NO <u>VEM</u> BER
O	OSCAR	<u>OSS</u> CAH
P	PAPA	PAH PAH
Q	QUEBEC	KEH <u>BECK</u>
R	ROMEO	<u>ROW</u> ME OH
S	SIERRA	SEE <u>AIR</u> RAH
T	TANGO	<u>TANG</u> GO
U	UNIFORM	<u>YOU</u> NEE FORM or <u>OO</u> NEE FORM
V	VICTOR	<u>VIK</u> TAH
W	WHISKEY	<u>WISS</u> KEY
X	XRAY	<u>ECKS</u> RAY
Y	YANKEE	YANG KEY
Z	ZULU	<u>ZOO</u> LOO

Performance Steps

Numeral	Spoken As
0	<u>Z</u> E RO
1.	WUN
2.	TOO
3.	TREE
4.	<u>F</u> OW ER
5.	FIFE
6.	SIX
7.	<u>S</u> EV EN
8.	AIT
9.	<u>N</u> IN ER

Table 113-571-1022-3.

Proword	Meaning
ALL AFTER	The portion of the message to which I have reference is all that which follows
ALL BEFORE	The portion of the message to which I have reference is all that which precedes
AUTHENTICATE	The station called is to reply to the challenge which follows
AUTHENTICATION IS	The transmission authentication of this message is
BREAK	I hereby indicate the separation of the text from other portions of the message.
CORRECT	You are correct, or what you have transmitted is correct.
CORRECTION	An error has been made in this transmission. Transmission will continue with the last word correctly transmitted.
	An error has been made in this transmission (or message indicated). The correct version is . That which follows is a corrected version in answer to your request for verification.
DISREGARD THIS TRANSMISSION OUT	This transmission is in error. Disregard it. This proword shall not be used to cancel any message that has been of national/allied forces or populace, and which require immediate delivery.

INFO	The addresses immediately following are addressed for information.
I AUTHENTICATE	The group that follows it is the reply to your challenge to authenticate.
I READ BACK	The following is my response to your instructions to read back.
I SAY AGAIN	I am repeating transmission or portion indicated.
I SPELL	I shall spell the next word phonetically.
I VERIFY	That which follows has been verified at your request and is repeated. (To be used as a reply to verify.)
MESSAGE	A message which requires recording is about to follow (Transmitted immediately after the call.)
MORE TO FOLLOW	Transmitting station has additional traffic for the receiving station.
OUT	This is the end of my transmission to you and no answer is required or expected. (Since OVER and OUT have opposite meanings, they are never used together.)
OVER	This is the end of my transmission to you and a response is necessary. Go ahead; transmit.
PRIORITY	Precedence PRIORITY. Reserved for important messages which must have precedence over routine traffic. This is the highest precedence which normally may be assigned to a message of administrative nature.
READ BACK	Repeat this entire transmission back to me exactly as received.
RELAY (TO)	Transmit this message to all addresses (or addresses immediately following this proword). The address component is mandatory when this proword is used.
ROGER	I have received your last transmission satisfactorily.
ROUTINE	Precedence ROUTINE. Reserved for all types of messages which are not of sufficient urgency to justify a higher precedence, but must be delivered to the addressees without delay.
SAY AGAIN	Repeat all of your last transmission. (Followed by identification data means "Repeat (portion indication).")
SERVICE	The message that follows is a service message.
SILENCE	"Cease Transmission Immediately." Silence will be maintained until lifted. (Transmissions imposing silence must be authenticated.)
SILENCE LIFTED	Silence is lifted. (When an authentication system is in force the transmission lifting silence is to be authenticated.)

113-637-2001

Communicate Via a Tactical Radio in a Secure Net

Conditions: Given an operational radio set (SINGGARS, IHFR, VRC-12 series, etc.), with an (SOI), fill device with appropriate fills, and fill cable, TM 11-5820-890-10-8, TM 11-5820-401-10-2, and an operational distant station.

Standards: Established voice communications with the distant tactical radio/network within three minutes.

Performance Steps

1. Place radio into operation.
 - a. Preset controls.
 - b. Turn radio set on.
 - c. Test radio transmission (RT) circuits.
 2. Enter net.
 - a. Load appropriate fills.
 - b. Operate radio set.
 3. Transmit message.
 - a. Establish secure communications.
- b. Use prowords, call signs, frequencies, item numbers and authentications.

Evaluation Preparation:

Setup: An operational radio set (SINGGARS, IHFR, VRC-12 series, etc.), with an (SOI), fill device with appropriate fills, and fill cable, TM 11-5820-890-10-8, TM 11-5820-401-10-2, and an operational distant station.

Brief Soldier: Tell the soldier he must establish voice communications with the distant tactical radio/network, within three minutes. The three-minute limit is only an administrative training requirement.

Performance Measures	GO	NO GO
1. Placed radio into operation.	_____	_____
a. Preset controls.		
b. Turned radio set on.		
c. Tested radio transmission (RT) circuits.		
2. Entered net.	_____	_____

158-100-4003

Communicate Effectively at the Direct Leadership Level

Conditions: As a leader, you receive information which needs to be communicated using the FM 6-22 leadership competency of communicates and its supporting behaviors and actions.

Standards: Communicate to an individual Soldier or group of Soldiers ensuring that the intent of the message was received and a shared understanding was reached.

Performance Steps

1. Receive a task or message to communicate.
2. Listen actively.
 - a. Listen and watch attentively.
 - b. Use verbal and nonverbal means to reinforce with the speaker that you are paying attention.
 - c. Reflect on new information before expressing views.
3. Determine information sharing strategies.
 - a. Determine the necessary information to share with subordinates.
 - b. Determine the purpose of the information.
4. Ensure that communication is sensitive to cultural factors.
 - a. Maintain awareness of communications customs, expressions, actions, or behaviors.
 - b. Demonstrate respect for others.
5. Employ engaging communication techniques.
 - a. State goals.
 - b. Speak enthusiastically.
 - c. Use gestures that are appropriate but not distracting.
6. Present recommendations so that others understand the advantages.
 - a. Use logic and relevant facts in dialogue.
 - b. Keep the conversation on track.
 - c. Express well thought-out and well-organized ideas.

7. Convey thoughts and ideas to ensure shared understandings.
 - a. Express thoughts and ideas to an individual Soldier or a group of Soldiers.
 - b. Use appropriate means for communicating a message.
 - c. Communicate clearly and concisely.
 - d. Clarify when there is a question.
-

Evaluation Preparation: *Setup:* Prepare a message or task that requires the Soldier to respond accurately, according to task standards, to the following measures.

Brief Soldier: Tell the Soldier that he or she will be required to correctly respond to all of the measures to receive a GO on the task.

Performance Measures	GO	NO GO
1. Received a task or message to communicate.	___	___
2. Listened actively.	___	___
a. Listened and watched attentively.		
b. Used verbal and nonverbal means to reinforce with the speaker that you paid attention.		
3. Determined information sharing strategies.	___	___
a. Determined the necessary information to share with subordinates.		
b. Determined the purpose of the information.		
4. Ensured that communication was sensitive to cultural factors.	___	___
a. Maintained awareness of communications, customs, expressions, actions, or behaviors.		
b. Demonstrated respect for others.		
5. Employed engaging communication techniques.	___	___
a. Stated goals.		
b. Spoke enthusiastically.		
c. Used gestures that were appropriate but not distracting.		
6. Presented recommendations so others understood advantages.	___	___
a. Used logic and relevant facts in the dialogue.		
b. Kept the conversation on track.		
c. Expressed well thought-out and well-organized ideas.		
7. Conveyed thoughts and ideas to ensure shared understandings.	___	___
a. Expressed thoughts and ideas to an individual Soldier or a group of Soldiers.		
b. Used appropriate means for communicating a message.		

- c.** Communicated clearly and concisely.
- d.** Clarified when there was a question.

158-100-4009

Communicate in Writing

Conditions: Given a topic, mission requirements, and access to reference materials, AR 25-50, DA Pam 600-67, and FM 6-22

Standards: Write a memorandum, letter, or e-mail to inform, persuade, or direct others in order to aid in effective and efficient communication or decision making.

Performance Steps

1. Define the writing requirement.
 - a. State the purpose.
 - b. Define the main point.
 - c. Choose a format.
2. Gather all relevant information to support your topic or mission.
 - a. Seek guidance, if required.
 - b. Make an outline of ideas.
3. Write the draft.
 - a. Organize ideas and information in a logical order.
 - b. Determine the necessary information to include based on topic or mission and expected outcome.
 - c. Incorporate the information/ideas into the selected format.
 - d. Ensure that communication is sensitive to cultural factors.
4. Edit the draft applying the Army writing style.
 - a. Review the standards for Army writing.
 - b. Apply the general rules for constructing military correspondence.
 - c. Apply active voice writing techniques.
5. Finalize the document.
 - a. Determine if the document communicates the following:
 - (1) States the goals for others to act on.
 - (2) States the relevance to the audience and the purpose.
 - (3) Clearly conveys the message.
 - (4) Provides adequate information and facts.
 - b. Make corrections if necessary.

6. Conduct a final review.
 - a. Assess your document from the reader’s point of view.
 - b. Obtain and evaluate feedback from others on—
 - (1) Coherence and organization of the information.
 - (2) Paragraph and sentence organization. It must be clear and focus on the information.
 - (3) Correct grammar and punctuation usage.
 - c. Rewrite to clarify if there is a question.
7. Give the document to a supervisor for review and distribution.

Evaluation Preparation: *Setup:* Prepare a message or task that requires the Soldier to respond accurately, according to task standards, to the following performance measures.

Brief Soldier: Tell the Soldier that he or she will be required to correctly respond to all of the performance measures to receive a GO on the task.

Performance Measures	GO	NO GO
1. Defined the writing requirement. <ol style="list-style-type: none"> a. Stated the purpose. b. Defined the main point. c. Chose a format. 	—	—
2. Gathered all relevant information to support your topic. <ol style="list-style-type: none"> a. Sought guidance as required. b. Made an outline of ideas. 	—	—
3. Wrote the draft applying the Army writing style. <ol style="list-style-type: none"> a. Organized ideas and information in a logical order. b. Determined the necessary information to include based on topic and outcome. c. Reviewed the standards for Army writing. 	—	—

Performance Measures	GO	NO
GO		
<ul style="list-style-type: none"> d. Applied the general rules for constructing military correspondence. 		
<ul style="list-style-type: none"> e. Applied active voice writing techniques. 		
<ul style="list-style-type: none"> f. Incorporated the information/ideas into the selected format. 		
<p>4. Edited the draft applying the Army writing style.</p> <p>—</p>	—	—
<ul style="list-style-type: none"> a. Reviewed the standards for Army writing. 		
<ul style="list-style-type: none"> b. Applied the general rules for constructing military correspondence. 		
<ul style="list-style-type: none"> c. Applied active voice writing techniques. 		
<p>5. Conducted the final review.</p> <p>—</p>	—	—
<ul style="list-style-type: none"> a. Assessed your document from the reader's point of view. 		
<ul style="list-style-type: none"> b. Obtained and evaluated feedback from others on— 		
<ul style="list-style-type: none"> (1) Coherence and organization of the information. 		
<ul style="list-style-type: none"> (2) Paragraph and sentence organization. It was clear and focused on the information. 		

(3) Correct grammar and punctuation usage.

<p>6. Gave the document to a supervisor for review and Distribution.</p> <p>—</p>	—	—
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158-100-4003

Communicate Effectively at the Direct Leadership Level

Conditions: As a leader, you receive information which needs to be communicated using the FM 6-22 lead and its supporting behaviors and actions.

Standards: Communicate to an individual Soldier or group of Soldiers ensuring that the intent of the message was received and a shared understanding was reached.

2. Receive a task or message to communicate.
3. Listen actively.
 - a. Listen and watch attentively.
 - b. Use verbal and nonverbal means to reinforce with the speaker that you are paying attention.
 - c. Reflect on new information before expressing views.
4. Determine information sharing strategies.
 - a. Determine the necessary information to share with subordinates.
 - b. Determine the purpose of the information.
5. Ensure that communication is sensitive to cultural factors.
 - a. Maintain awareness of communications customs, expressions, actions, or behaviors.
 - b. Demonstrate respect for others.
6. Employ engaging communication techniques.
 - a. State goals.
 - b. Speak enthusiastically.
 - c. Use gestures that are appropriate but not distracting.
7. Present recommendations so that others understand the advantages.
 - a. Use logic and relevant facts in dialogue.
 - b. Keep the conversation on track.
 - c. Express well thought-out and well-organized ideas.
8. Convey thoughts and ideas to ensure shared understandings.

- a. Express thoughts and ideas to an individual Soldier or a group of Soldiers.
- b. Use appropriate means for communicating a message.
- c. Communicate clearly and concisely.
- d. Clarify when there is a question.

Evaluation Preparation: *Setup:* Prepare a message or task that requires the Soldier to respond accurately, according to task standards, to the following measures.

Brief Soldier: Tell the Soldier that he or she will be required to correctly respond to all of the measures to receive a GO on the task.

Performance Measures	GO	NO GO
1. Received a task or message to communicate.	___	___
2. Listened actively.	___	___

- a. Listened and watched attentively.
- b. Used verbal and nonverbal means to reinforce with the speaker that you paid attention.
- 3. Determined information sharing strategies.
 - a. Determined the necessary information to share with subordinates.
 - b. Determined the purpose of the information.
- 4. Ensured that communication was sensitive to cultural factors.
 - a. Maintained awareness of communications, customs, expressions, actions, or behaviors.
 - b. Demonstrated respect for others.
- 5. Employed engaging communication techniques.

- a. Stated goals.
 - b. Spoke enthusiastically.
 - c. Used gestures that were appropriate but not distracting.
6. Presented recommendations so others understood advantages. _____
- _____

- a. Used logic and relevant facts in the dialogue.
 - b. Kept the conversation on track.
 - c. Expressed well thought-out and well-organized ideas.
7. Conveyed thoughts and ideas to ensure shared understandings. _____
- _____

- a. Expressed thoughts and ideas to an individual Soldier or a group of Soldiers.
- b. Used appropriate means for communicating a message.
- c. Communicated clearly and concisely.
- d. Clarified when there was a question.

158-100-4009

Communicate in Writing

Conditions: Given a topic, mission requirements, and access to reference materials, AR 25-50, DA Pam 600-67, and FM 6-22

Standards: Write a memorandum, letter, or e-mail to inform, persuade, or direct others in order to aid in effective and efficient communication or decision making.

1. Define the writing requirement.
 - a. State the purpose.
 - b. Define the main point.
 - c. Choose a format.
2. Gather all relevant information to support your topic or mission.
 - a. Seek guidance, if required.
 - b. Make an outline of ideas.
3. Write the draft.
 - a. Organize ideas and information in a logical order.
 - b. Determine the necessary information to include based on topic or mission and expected outcome.
 - c. Incorporate the information/ideas into the selected format.
 - d. Ensure that communication is sensitive to cultural factors.
4. Edit the draft applying the Army writing style.
 - a. Review the standards for Army writing.
 - b. Apply the general rules for constructing military correspondence.
 - c. Apply active voice writing techniques.
5. Finalize the document.
 - a. Determine if the document communicates the following:
 - (1) States the goals for others to act on.
 - (2) States the relevance to the audience and the purpose.

- (3) Clearly conveys the message.
 - (4) Provides adequate information and facts.
 - b. Make corrections if necessary.
6. Conduct a final review.
- a. Assess your document from the reader's point of view.
 - b. Obtain and evaluate feedback from others on—
 - (1) Coherence and organization of the information.
 - (2) Paragraph and sentence organization. It must be clear and focus on the information.
 - (3) Correct grammar and punctuation usage.
 - c. Rewrite to clarify if there is a question.
7. Give the document to a supervisor for review and distribution.

Evaluation Preparation: *Setup:* Prepare a message or task that requires the Soldier to respond accurately, according to task standards, to the following performance measures.

Brief Soldier: Tell the Soldier that he or she will be required to correctly respond to all of the performance measures to receive a GO on the task.

Performance Measures	GO	NO GO
<ul style="list-style-type: none"> d. Applied the general rules for constructing military correspondence. e. Applied active voice writing techniques. f. Incorporated the information/ideas into the selected format. 		
<p>4. Edited the draft applying the Army writing style.</p> <ul style="list-style-type: none"> a. Reviewed the standards for Army writing. b. Applied the general rules for constructing military correspondence. c. Applied active voice writing techniques. 	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p>5. Conducted the final review.</p> <ul style="list-style-type: none"> a. Assessed your document from the reader's point of view. b. Obtained and evaluated feedback from others on— <ul style="list-style-type: none"> (1) Coherence and organization of the information. (2) Paragraph and sentence organization. It was clear and focused on the information. (3) Correct grammar and punctuation usage. <p>6. Gave the document to a supervisor for review and distribution.</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>

071-326-5502

Issue a Fragmentary Order

Conditions: Given changes to original operation order, and a requirement to develop and issue a fragmentary order (FRAGO).

Standards: Develop and issue a clear and brief FRAGO based on changes in the mission or additional information and issued the FRAGO in the standard operation order (OPORD) format.

Performance Steps

Note: The FRAGO provides timely changes of existing orders. A FRAGO is either oral or written and addresses only those parts of the original OPORD that have changed.

1. Use standard military terminology.
2. Issue the FRAGO in the same sequence as the OPORD.
Use all five paragraph headings (figure 071-326-5502-1).

FRAGMENTARY ORDER _____

References: (Mandatory) Reference the order being modified.

Time Zone Used Throughout the Order: (Optional)

1. SITUATION. (Mandatory) Include any changes to the existing order.

2. MISSION. (Mandatory) List the new mission.

3. EXECUTION.

Intent: (Optional)

a. Concept of operations. (Mandatory)

b. Tasks to subordinate units. (Mandatory)

c. Coordinating instructions. (Mandatory) Include the statement, "Current overlay remains in effect" or "See change 1 to Annex C, Operations Overlay." Mark changes to control measures on overlay or issue a new overlay.

4. SERVICE SUPPORT. Include any changes to existing order or the statement, "No changes to OPORD ____."

5. COMMAND AND SIGNAL. Include any changes to existing order or the statement, "No changes to OPORD ____."

ACKNOWLEDGE: (Mandatory)

NAME (Commander's last name)

RANK (Commander's rank)

- | | | |
|---|-------|-------|
| 1. Issued a FRAGO. | _____ | _____ |
| 2. Used standard military terminology. | _____ | _____ |
| 3. Included all changes to the original OPORD. | _____ | _____ |

071-326-5503

Issue a Warning Order

Conditions: Given preliminary notice of an order or action that is to follow and a requirement to develop and issue a warning order (WARNORD) to subordinates.

Standards: Within time allotted, develop a warning order and issue it to subordinate leaders. Issue order so that all subordinate leaders understand their missions and any coordinated instructions. Issue it in the standard operation order (OPORD) format.

Performance Steps

1. Say "Warning order" before issuing the order.
2. Use standard terminology.
3. Issue the WARNORD in the five-paragraph OPORD format.
 - a. SITUATION paragraph.
 - (1) Enemy forces: Provide available information on disposition, composition, strength, capabilities, and most probable course of action.
 - (2) Friendly forces: Give available information about the missions of next higher and adjacent units.
 - (3) Attachments and detachments: Give information about any units that have been attached or detached.
 - b. MISSION paragraph. Clearly and concisely state the mission as a task to be accomplished and state the purpose for doing it.
 - c. EXECUTION paragraph. Provide information about the operation, if available.
 - d. SERVICE SUPPORT paragraph. Provide all known instructions and arrangements supporting the operation.
 - e. COMMAND AND SIGNAL paragraph. Designate the succession of command if it differs from the unit standing operating procedure (SOP).

Note: Warning orders involving movement should state the time of movement.

Evaluation Preparation: *Setup:* At the test site, provide a platoon-level warning order. The warning order will be given orally to the Soldier. The Soldier will then be given 10 minutes to prepare the squad warning order.

Brief Soldier: Tell the Soldier 1) to extract from the platoon warning order all information that pertains to the squad, 2) to prepare the squad warning order in 10 minutes, and 3) to present an oral squad warning order.

Performance Measures	GO	NO GO
1. Said "Warning order."	_____	_____
2. Used standard military terminology.	_____	_____
3. Issued the warning order in the five-paragraph OPORD format.	_____	_____
4. Gave all available information.	_____	_____

191-376-4114 (SL1) - Control Entry to and Exit from a Restricted Area

Standards: Prevent unauthorized personnel, packages, and/or vehicles from entering or leaving the restricted area.

Conditions: You are assigned to control entry to, and exit from, a restricted area. You are given special orders, identification cards or badges, local standing operating procedures (SOPs), access rosters, communications equipment, locally produced forms, and the current duress code.

Standards: Prevent unauthorized personnel, packages, and/or vehicles from entering or leaving the restricted area.

Performance Steps

1. Identify personnel before allowing them to enter or exit the restricted area.
 - a. Ensure that only one individual is processed in or out at any given time.
 - b. Verify the person's identity by comparing the person's face with the photograph on the identification card.
 - c. Ensure the name of the person attempting to enter is on the access roster. The site commander or custodian must authenticate the roster.
 - d. Obtain authority to enter, if applicable, for personnel whose names are not on the access roster. Call the sergeant of the guards, the security officer, or the vouching officer.
 - e. Ensure that personnel entering the facility know the most direct route to their destination.
2. Use the following card and badge systems:
 - a. Single card or badge system. Permission to enter is shown on the card or badge by letters, numerals, or colors.
 - b. Card or badge exchange system.
 - (1) The individual entering the area presents the badge or card to the guard and the guard exchanges it with the card or badge kept at the entrance.
 - (2) The individual again exchanges the card or badge when leaving the area.

Note. Always keep the second card or badge in the area.

- c. Multiple card or badge system.
 - (1) Exchange the card or badge at the entrance to each security area within the installation.
 - (2) Keep cards and badges at each area only for those personnel who have the appropriate card or badge.
 - (3) Brief the badge holder that the badge must be displayed at all times when in the controlled or restricted area.

Note. For comparison purposes, card and badge data are identical.

3. Obtain an escort for visitors with authority to enter the restricted area according to special orders.
4. Use challenges, passwords, and code words in tactical areas.
5. Use a duress code.

6. Check the authorization for vehicle entry and exit.
 - a. Log all vehicles entering or leaving the area. Include in the log the description of the vehicle, the identity of the driver, the purpose of the visit, and the destination.
 - b. Arrange an escort for all vehicles entering the area according to special orders.
7. Prohibit entry (into the restricted area) of harmful materials, such as matches, cameras, and any other items prohibited by the special orders.
 - a. Be alert for the wrongful appropriation, pilferage, or compromise of materials or recorded information.
 - b. Make periodic spot checks of personnel.
 - c. Search all packages.
 - d. Search vehicles before allowing them to enter or exit.
8. Take the appropriate actions in the event of a security violation.
 - a. Detain the suspect until help arrives.
 - b. Report a discovery of security violations.
 - c. Apprehend the suspect.
 - d. Prepare a detailed, written report.

Evaluation Preparation:

Setup: Create scenarios using the various control techniques and provide the materials and equipment necessary for each. Have other soldiers role play the part of authorized and unauthorized personnel.

Brief Soldier: Tell the soldier being evaluated the challenge word, password, code word, or duress code to be used.

Performance Measures	GO	NO GO
1. Identified personnel before allowing them to enter or exit the restricted area.	<input type="checkbox"/>	<input type="checkbox"/>
2. Used the card and badge systems.	<input type="checkbox"/>	<input type="checkbox"/>
3. Obtained an escort for visitors with authority to enter the restricted area according to special orders.	<input type="checkbox"/>	<input type="checkbox"/>
4. Used challenges, passwords, and code words in tactical areas.	<input type="checkbox"/>	<input type="checkbox"/>
5. Used a duress code.	<input type="checkbox"/>	<input type="checkbox"/>
6. Checked the authorization for vehicle entry and exit.	<input type="checkbox"/>	<input type="checkbox"/>
7. Prohibited entry (into the restricted area) of harmful materials, such as matches, cameras, and any other items prohibited by the special orders.	<input type="checkbox"/>	<input type="checkbox"/>
8. Took the appropriate actions in the event of a security violation.	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Guidance: Score the soldier GO if all performance measures are passed. Score the soldier NO GO if any performance measure is failed. If the soldier fails any performance measure, show him what was done wrong and how to do it correctly.

224-176-1425 (SL1) - Interact with News Media

Standards: Identified the principles of interacting with the media.

Conditions: In a field, military operations in urban terrain (MOUT) or garrison environment interact with news media when no public affairs practitioners are present.

Standards: Identified the principles of interacting with the media.

Performance Steps

1. Role of the individual when interacting with the media.
 - a. Check identification or press credentials. If identification or press credentials are produced, continue with interview. If no identification or press credentials are produced, refer the individual to your chain of command or public affairs representative.
 - b. Recognize your rights.
 - (1) You don't have to speak to the media.
 - (2) You don't have to answer all the questions.
 - (3) You control the length of the interview.
 - c. Maintain operational security (OPSEC). Do not discuss classified information.
2. Guidelines for speaking with the media.
 - a. Think before you answer.
 - b. Tell the truth. You should not lie or intentionally mislead members of the media.
 - c. Discuss only things that you have direct responsibility for or have personal knowledge about. Speak at your level. You should discuss only matters for which you have direct knowledge.

- d. Don't answer speculative (what if) or hypothetical questions.
 - e. Avoid jargon, acronyms, slang and technical terms.
 - f. Answer the question with which you are most comfortable when asked multiple questions.
 - g. Keep remarks brief and concise.
 - h. Assume everything you say may be printed or broadcast.
 - i. Use "I" not "we" when stating your opinion.
 - j. If you don't know the answer to a question or cannot discuss it for any reason, say so. Avoid using "no comment".
3. Inform the chain of command of interaction with the media.

Evaluation Preparation:

Setup: Provide soldier with a realistic scenario of a simulated media interview situation. Use mock press credentials when necessary.

Brief Soldier: Tell the soldier he is about to be interviewed by the media. No public affairs representatives are present. Evaluate soldier on his ability to interact with the media.

Performance Measures	GO	NO GO
1. Checked media representative for identification or credentials.	--	--
2. Stated three recognized rights.	--	--
3. Maintained OPSEC throughout the interview.	--	--
4. Discussed subject areas related to direct responsibility and personal knowledge.	--	--
5. Stated answers while avoiding speculation.	--	--
6. Performed interview without use of jargon, acronyms, slang or technical terms.	--	--
7. Employed concise remarks.	--	--
8. Ensured no "off-the-record" comments were made.	--	--
9. Stated answers, avoiding "no comment" response.	--	--

10. Informed chain of command of interaction with media. -- --

Evaluation Guidance: Score the soldier GO if 70 percent or more of the performance measures are passed. Score the soldier NO GO if less than 70 percent of the measures are passed. If the soldier scores NO GO on any performance measure, show or tell him what was wrong and how to perform the measure correctly.

153-001-4000

Integrate Risk Management into Mission Plans

Conditions: As a company level senior leader, given a mission or task, in a garrison or tactical environment, access to FM 5-19, and a DA Form 7566 (*Composite Risk Management Worksheet*).

Standards: Demonstrate how the five steps of composite risk management (CRM) apply to the eight steps of the troop-leading procedures (TLPs).

Performance Steps

- Describe the relationship between the five steps of CRM and the eight steps of TLP. See figure 153-001-4000-1.

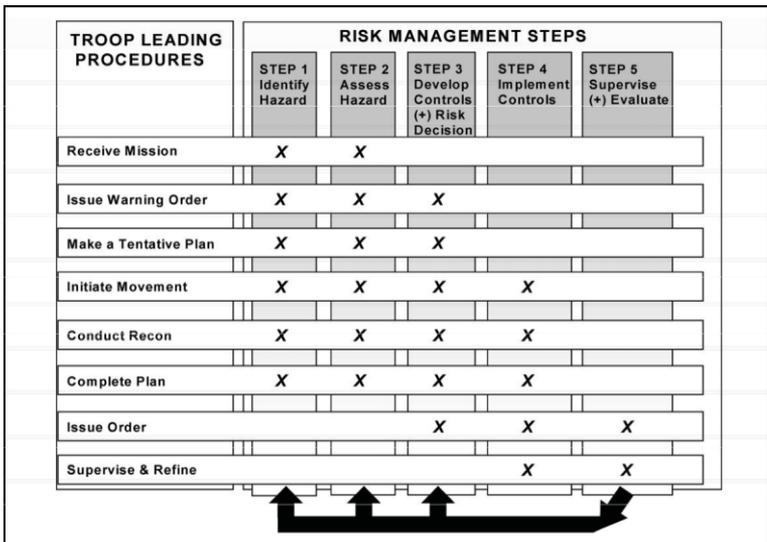


Figure 153-001-4000-1. TLP and CRM relationship

- Identify risk guidance received as part of the assigned mission order.

Evaluation Preparation: *Setup:* To evaluate this task, you need an assigned

mission or task which may be in the form of an operations order (OPORD), fragmentary order (FRAGO), warning order, patrol order, training task, and so forth. The Soldier will apply the CRM process to the assigned mission or task as an integrated part of TLPs.

Brief Soldier: Tell the Soldier that you are going to evaluate him/her on his/her ability to apply the CRM process to TLPs.

Performance Measures	GO	NO GO
1. Described the relationship between the five steps of CRM and the eight steps of TLP.	_____	_____
2. Identified the risk guidance contained in the mission order.	_____	_____

SUBJECT AREA 27: RISK MANAGEMENT

153-001-3000

Employ the CRM Process and Principles and Apply Them to Operations

Conditions: As a small unit leader, in a garrison or tactical environment, given a subordinate who has completed the composite risk management (CRM) process for a mission, activity, or task, access to FM 5-19 and a completed DA Form 7566 (*Composite Risk Management Worksheet*).

Standards: Verify that the CRM process has been conducted for a given mission, task, or activity by a subordinate leader.

Performance Steps

1. Verify that a risk assessment has been conducted.
 - a. Ensure that mission, enemy, terrain and weather, troops and support available, time available, civil considerations (METT-TC) factors have been considered and hazards associated with the mission or task have been identified.
 - b. Ensure that the level of risk for each hazard was correctly estimated.
2. Verify that controls have been developed and properly implemented.
 - a. Ensure appropriate controls have been developed.
 - b. Ensure that the residual risk for each hazard has been reassessed.
 - c. Ensure that controls have been properly implemented. (How can we ensure controls are implemented?)

3. Verify how the controls will be supervised and evaluated.
 - a. Verify the technique for monitoring the controls.
 - b. Verify how well the controls and the risk management process worked. (How can we verify that the process worked?)
4. Verify that the overall residual risk for the mission or task is correct.
5. Verify that the overall risk for the mission has been accepted by the proper level of the chain of command.

Evaluation Preparation: *Setup:* To evaluate this task, you will require a subordinate who has received a mission or task which may be in the form of an operations order (OPORD), fragmentary order (FRAGO), warning order, patrol order, training task, and so forth.

Brief Soldier: Tell the Soldier that you are going to evaluate him/her on his/her ability to supervise the implementation of the CRM process.

Performance Measures	GO	NO GO
1. Verified that all of the hazards associated with the mission or task (a minimum of one, depending on the mission or task) had been identified.	_____	_____
2. Verified that the level of risk for each hazard had been correctly estimated.	_____	_____
3. Verified that the controls for each hazard were appropriate.	_____	_____
4. Verified the residual risk for each hazard.	_____	_____
5. Verified methods for implementing the controls.	_____	_____
6. Verified how controls would be supervised and evaluated.	_____	_____
7. Verified the overall residual risk for the mission, task, or activity.	_____	_____
8. Verified that the overall level of risk had been		

approved at the proper level of command.

091-CTT-2001

Supervise Preventive Maintenance Checks and Services (PMCS)

Conditions: In a contemporary operational environment, given equipment, appropriate technical manuals, supporting forms and documentation, tools, petroleum, oils, and lubricants (POL) (if applicable), and personnel.

Standards: Ensure that the maintenance status of assigned equipment is reported and personnel are trained in the proper procedures for conducting preventive maintenance checks and services (PMCS) according to the applicable references.

Performance Steps

1. Direct PMCS.
 - a. Verify that all current and updated technical manuals and references are available or requisitioned for section's assigned equipment.
 - b. Verify that all tools, POL, personnel and other resources are available for PMCS.
 - c. Observe operators performing PMCS at prescribed intervals according to the technical manual.
 - d. Review maintenance forms and reporting procedures for accuracy and completeness.
 - e. Reduce training distractions.
2. Train personnel in the proper procedures for conducting PMCS.
 - a. Enforce the commander's training program for operators of assigned equipment.
 - b. Verify that all operators are licensed for their equipment.
 - c. Verify that all operators are properly trained with PMCS procedures.
3. Report the maintenance status of assigned equipment.

a. Verify that the operator has correctly identified and corrected or recorded faults on DA Form 5988-E (*Equipment Inspection Maintenance Worksheet*) or DA Form 2404 (*Equipment Inspection and Maintenance Work Sheet*).

b. Confirm that not mission capable (NMC) faults are corrected before dispatch (if applicable).

Performance Measures	GO	NO GO
1. Verified that current and updated technical manuals and references were available.	_____	_____
2. Verified correctly that all tools, POL, personnel and other resources were available for PMCS.	_____	_____
3. Checked operator's DA Form 5988-E to confirm that operators were licensed.	_____	_____
4. Identified correct PMCS intervals according to the technical manual.	_____	_____
5. Verified that the operator had correctly identified and corrected or recorded faults on DA Form 5988-E or DA Form 2404.	_____	_____
6. Reviewed maintenance forms and reporting procedures for accuracy and completeness.	_____	_____

805C-PAD-2044

Recommend Individual for Award

Conditions: You are a supervisor and have had the opportunity to observe and evaluate the performance of your subordinates. As a supervisor, you may have the opportunity to observe Soldiers performance or act of heroism, which warrant recognition. You have access to AR 600-8-22 and DA Form 638 (*Recommendation for Award*), pen and/or computer with authorized software.

Standards: Submit the recommendation for award to appropriate approval authority (within established time lines.) Verify accuracy of Soldiers' personnel data and ensure justifications (achievements) are entered in bullet format.

Performance Steps

1. Determine if the Soldier's performance or action merits an award.
2. Determine the type of award merited.
 - a. Review authorized awards.
 - b. Compare performance or act against award criterion.
3. Determine criteria for submitting award recommendations.
 - a. Identify the time limitations for submitting an award.
 - b. Identify the period of an award.
 - c. Identify the service, achievement, or heroism.
 - d. Verify nonduplication of awards.
 - e. Identify interim awards (if given).
 - f. Identify the rules for recognition upon retirement.
 - g. Identify the approving authorities.
4. Prepare the award recommendation (DA Form 638).
 - a. Complete the personal data on Soldier.
 - b. Specify the type and level of award.
 - c. Enter the period of service or date for which the award is being submitted.
 - d. Enter the supporting comments in block 20.
 - e. Attach the supporting documents required for awards for heroism.
5. Sign DA Form 638 in the appropriate block.
6. Submit the completed award recommendation to individual's chain of

command.

Performance Measures	GO	NO GO
1. Determined if the Soldier's performance or action merited an award.	_____	_____
2. Determined the type award merited.	_____	_____
3. Determined the criteria for submitting an award recommendation.	_____	_____
a. Identified the time limitations for submitting the award.		
b. Identified the period of the award.		
c. Identified the service, achievement, or heroism.		
d. Identified if duplication of an award.		
e. Identified interim award.		
f. Identified the rules for recognition upon retirement.		
g. Identified the recommendation official.		
h. Identified the approving authorities.		
4. Prepared the award recommendation.	_____	_____
a. Completed the personal data on the Soldier.		
b. Specified the type and level of award.		
c. Entered the period covered.		
d. Entered the supporting comments in block 20.		
5. Signed DA Form 638 in the appropriate block.	_____	_____
6. Forwarded DA Form 638 to the individual's chain of command.		

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158-100-7003

Counsel a Subordinate

Conditions: You are assigned to a leadership position. You observe a behavior or pattern of behavior in a subordinate that requires leader intervention, or are given a requirement to conduct counseling. You have access to the appropriate counseling form (DA Form 4856 [*Developmental Counseling Form*] or DA Form 2166-8-1

[*Noncommissioned Officer Counseling and Support Form*]), FM 6-22, AR 635-200, and AR 135-178, if required.

Standards: Correctly identify the need for counseling and/or type of counseling required. Prepare for the counseling session by: 1) selecting a suitable place, 2) scheduling a time, 3) notifying the subordinate in advance, 4) organizing information, 5) outlining the counseling session component,; 6) planning a counseling strategy, and 6) establishing the right atmosphere. Conduct the counseling session to include: 1) opening the session, 2) discussing the issues, 3) developing a plan of action, 4) documenting the counseling session, and 5) closing the session. Conduct a follow-up of the counseling session to assess the plan of action and adjust it if necessary.

Performance Steps

1. Identify the need for counseling.
2. Identify the type of counseling required.
 - a. Organizational or regulatory guidance.
 - b. Reception and integration of new personnel.
 - c. A subordinate crisis.
 - d. Referral of a subordinate to an appropriate agency or organization.
 - e. Not recommended for promotion.
 - f. Adverse separation counseling.
 - g. Performance counseling.
 - h. Professional growth counseling.
3. Prepare for the counseling session to include—
 - a. Selecting a suitable location.
 - b. Scheduling a time.

- c. Notifying the subordinate of the time and place in advance.
 - d. Organizing information.
 - e. Outlining the counseling session components.
 - f. Planning the counseling strategy.
 - g. Establishing the right atmosphere.
4. Conduct the counseling session to include—
- a. Opening the session.
 - b. Discussing the issues.
 - c. Developing a plan of action.
 - d. Documenting the session.
 - e. Closing the session.
5. Conduct a follow-up of the counseling session that—
- a. Provides support for implementation of the counseling session.
 - b. Assesses the plan of action.
 - c. Adjusts the plan of action if required.

Evaluation Preparation: *Setup:* Provide the Soldier with the references listed below. This task is best evaluated using a role playing scenario and an assistant to act as the subordinate. Prepare a scenario that requires the Soldier to perform accurately, according to task standards, to the following performance measures. The scenario may be presented verbally or in writing.

Brief Soldier: Tell the Soldier that he or she will be required to receive a GO on all performance measures to receive a GO for this task.

Performance Measures	GO	NO GO
1. Identified the need for counseling.	___	___
2. Identified the type of counseling required.	___	___
a. Organizational or regulatory guidance.		
b. Reception and integration of new personnel.		
c. A subordinate crisis.		
d. Referral of a subordinate to an appropriate agency or organization.		
e. Not recommended for promotion.		
f. Adverse separation counseling.		
g. Performance counseling.		
h. Professional growth counseling.		

Performance Measures	GO	NO GO
f. Planned the counseling strategy.		
g. Established the right atmosphere.		
4. Conducted the counseling session.	_____	_____
a. Opened the session.		
b. Discussed the issues.		
c. Developed a plan of action.		
d. Documented the session.		
e. Closed the session.		
5. Conducted a follow-up of the counseling.	_____	_____
a. Provided support for implementation of the counseling session.		
b. Assessed the plan of action.		
c. Adjusted the plan of action if required.		

158-100-7012

Develop Subordinates

Conditions: You are assigned to a leadership position and given the requirement to develop your subordinates as outlined in FM 6-22.

Standards: Demonstrate competency by: 1) correctly assessing the developmental needs of subordinates, 2) conducting professional growth counseling resulting in an individual development plan (IDP), 3) ensuring that your actions encourage and support your subordinates' ability to grow, and, 4) correctly conducting the performance counseling.

Performance Steps

1. Assess developmental needs of subordinates.
 - a. Observe subordinates' performance in the core leader competencies.
 - b. Record observations.
 - c. Determine if the performances meet, exceed, or fall below expected standards.

2. Conduct professional growth counseling.
 - a. Inform subordinates of your observations.
 - b. Get feedback from subordinates.

3. Assist subordinates in designing an IDP.
 - a. Identify actions to correct weaknesses.
 - b. Identify actions to sustain strengths.
 - c. Obtain subordinates' agreement to the plan.

4. Develop subordinates on the job
 - a. Provide opportunities on the job.
 - b. Assign tasks to provide practice in areas of subordinates' weaknesses.
 - c. Provide challenging, mission-oriented training to improve practice.

5. Create a positive learning environment.

6. Share relevant personal experience with subordinates.

7. Provide counseling, coaching, or matching (as required).

8. Conduct periodic performance counseling (as required).

- a. Review the IDP to assess subordinates' progress.
- b. Modify the IDP if necessary.

Evaluation Preparation: *Setup:* Provide the Soldier with the references listed below. Prepare a scenario that requires the Soldier to perform accurately, according to task standards, to the following performance measures. The scenario may be presented verbally or in writing.

Brief Soldier: Tell the Soldier that he or she will be required to receive a GO on all performance measures to receive a GO for this task.

Performance Measures	GO	NO GO
1. Assessed developmental needs of subordinates. <ul style="list-style-type: none"> d. recorded observations. c. Determined if the performances met, exceeded, or fell below expected standards. 	_____	_____
2. Conducted professional growth counseling that— <ul style="list-style-type: none"> a. Informed subordinates of observations. b. Solicited comments from subordinates. 	_____	_____

- | | | | |
|-----------|---|-------|-------|
| a. | Identified actions to correct weaknesses. | | |
| b. | Identified actions to sustain strengths. | | |
| c. | Obtained subordinates' agreement to the plan. | | |
| 4. | Provided opportunities for on-the-job development that— | _____ | _____ |
| a. | Allowed opportunities for cross training. | | |
| b. | Assigned tasks to provide practice in areas of subordinates' weaknesses. | | |
| c. | Provided challenging, mission-oriented training to improve practice. | | |
| 5. | Performed actions to create a positive learning environment that— | _____ | _____ |
| a. | Informed subordinates of existing individual self- development programs. | | |
| b. | Provided training opportunities to improve subordinates self-awareness, confidence, and competence. | | |
| c. | Applied effective assessment and training methods. | | |
| 6. | Shared relevant personal experiences with subordinates. | _____ | _____ |
| 7. | Provided counseling, coaching, or mentoring (as required). | _____ | _____ |
| 8. | Conducted periodic performance counseling (as required) that— | _____ | _____ |
| a. | Reviewed the IDP to assess subordinates' progress. | | |
| b. | Modified the IDP if necessary. | | |

158-100-7015

Develop an Effective Team

Conditions: You have been assigned to a leadership position and are given the requirement to implement effective team building techniques as outlined in FM 6-22.

Standards: Implement an initial plan to apply the team building techniques outlined in FM 6-22. Perform all leader actions throughout the formation, enrichment, and sustainment stages of team building and develop an assessment plan to measure team effectiveness. Develop a revised plan, if necessary, to correct any deficiencies.

Performance Steps

1. Upon assignment to a leadership position, implement a plan to apply effective team building techniques.
2. Perform leader actions during the formation stage of team building.
 - a. General team building actions:
 - (1) Implement an effective reception and orientation plan.
 - (2) Create learning experiences.
 - (3) Communicate expectations.
 - (4) Listen to and care for subordinates.
 - (5) Reward positive contributions.
 - (6) Set an example.
 - b. Deployment team building actions:
 - (1) Talk with each Soldier.
 - (2) Reassure Soldiers by providing a calm presence.
 - (3) Communicate vital safety tips.
 - (4) Provide a stable situation.
 - (5) Establish a buddy system.
 - (6) Help Soldiers deal with immediate problems.
3. Perform leader actions during the enrichment stage of team building.
 - a. General team building actions:
 - (1) Demonstrate and encourage trust.

- (2) Reinforce desired group norms.
- (3) Establish clear lines of authority.
- (4) Establish goals.
- (5) Identify and grow leaders.
- (6) Train as a team for the mission.
- (7) Build pride through accomplishment.

Performance Steps

- b.** Deployment team building actions:
 - (1) Demonstrate competence.
 - (2) Prepare as a unit for operations.
 - (3) Know the Soldiers.
 - (4) Provide stable unit climate.
 - (5) Emphasize safety for improved readiness.
- 4.** Perform leader actions during the sustainment stage of team building.
 - a.** General team building actions:
 - (1) Demonstrate trust.
 - (2) Focus on teamwork, training, and maintaining.
 - (3) Respond to subordinate problems.
 - (4) Devise training that is more challenging.
 - (5) Build pride and spirit.
 - b.** Deployment team building actions:
 - (1) Observe and enforce sleep discipline.
 - (2) Sustain safety awareness.
 - (3) Inform Soldiers.
 - (4) Know and deal with Soldiers' perceptions.
 - (5) Keep Soldiers productively busy.
 - (6) Use in-process reviews (IPRs) and after-action reviews (AARs).
 - (7) Act decisively in face of panic.

5. Assess team effectiveness and identify all deficiencies.
 6. Develop a revised plan, if necessary, to correct any deficiencies.
-

Evaluation Preparation: *Setup:* Provide the Soldier with the references listed below. Prepare a scenario that requires the Soldier to perform accurately, according to task standards, to the following performance measures. This may be presented orally or in writing. The Soldier should be evaluated against the performance measures listed dependent on whether the team building event is for general team building purposes or in preparation for a deployment.

Brief Soldier: Tell the Soldier that he or she will be required to correctly respond to at least 75 percent of the performance measures to receive a GO on the task.

Performance Measures

GO **NO GO**

1. Implemented a plan that included all team building techniques outlined in FM 6-22.

2. Performed all leader actions during the formation stage of team building.

a. General team building actions:

(1) Implemented an effective reception and orientation plan.

(2) Created learning experiences.

(3) Communicated expectations.

(4) Listened to and cared for subordinates.

(5) Rewarded positive contributions

(6) Set example.

b. Deployment team building actions:

(1) Talked with each Soldier.

(2) Reassured Soldiers by providing a calm presence.

(3) Communicated vital safety tips.

(4) Provided a stable situation.

(5) Established a buddy system.

(6) Helped Soldiers deal with immediate

problems.

3. Performed all leader actions during the enrichment stage of team building.

a. General team building actions:

(1) Demonstrated and encouraged trust.

(2) Reinforced desired group norms.

(3) Established clear lines of authority.

(4) Established goals.

(5) Trained as a team for the mission.

— —
(6) Built pride through accomplishment.

- b.** Deployment team building actions:
 - (1) Demonstrated competence.
 - (2) Prepared as a unit for operations.
 - (3) Knew the Soldiers.
 - (4) Provided stable unit climate.
 - (5) Emphasized safety for improved readiness.

4. Performed all leader actions during the sustainment stage of team building.

- a.** General team building actions:
 - (1) Demonstrated trust.
 - (2) Focused on teamwork, training, and maintainin3.
 - (3) Responded to subordinate problems.
 - (4) Devised training that was more challenging.
 - (5) Built pride and spirit.

- b.** Deployment team building actions:
 - (1) Observed and enforced sleep discipline.
 - (2) Sustained safety awareness.
 - (3) Informed Soldiers.
 - (4) Knew and dealt with Soldiers' perceptions.
 - (5) Kept Soldiers productively busy.
 - (6) Used IPRs and AARs.
 - (7) Acted decisively in face of panic.

5. Assessed team effectiveness and identified all deficiencies. _____

6. Developed a revised plan (if required) to correct all identified deficiencies. _____

158-100-8006

Solve Problems Using the Military Problem Solving Process

Conditions: Given available information about a problem and FM 5-0, FM 6-0, and FM 6-22.

Standards: Apply each step of the military problem solving process to solve a problem.

Performance Steps

1. Identify the problem.
2. Gather information.
3. Develop criteria.
4. Generate possible solutions.
5. Analyze possible solutions.
6. Compare possible solutions.
7. Make and implement the decision.

Evaluation Preparation: *Setup:* Provide the Soldier with the references listed below. Prepare a scenario that requires the student to respond accurately, according to task standards, to the following performance measures. This may be presented orally or in writing.

Brief Soldier: Tell the Soldier that he or she will be required to correctly respond to at least 75 percent of the performance measures to receive a GO on the task.

Performance Measures	GO	NO GO
1. Identified the problem.	_____	_____
a. Recognized and defined the problem.		
b. Developed a problem statement.		
c. Developed a plan to resolve the problem.		
2. Gathered information.	_____	_____
a. Identified facts bearing on the problem.		
b. Developed assumptions bearing on the problem.		
c. Evaluated opinions bearing on the problem.		
3. Developed criteria.	_____	_____
a. Defined the desired end state.		
b. Developed screening criteria.		
c. Developed evaluation criteria.		

4.	Generated possible solutions.	_____	_____
	a.	Generated options applying brainstorming techniques.	
	b.	Generated options applying intuition.	
	c.	Develop solution statements.	
5.	Analyzed possible solutions.	_____	_____
	a.	Developed quantitative and/or qualitative measures for each solution.	
	b.	Applied screening criteria to possible solutions.	
	c.	Applied evaluation criteria to possible solutions.	
6.	Compared possible solutions.	_____	_____
	a.	Developed the comparison technique to be applied.	
	b.	Compared and contrasted possible solutions.	
7.	Made and executed your decision.	_____	_____
	a.	Determined the preferred solution.	
	b.	Developed the findings and recommended solution for decision.	
	c.	Analyzed the solution for effectiveness.	

805C-PAD-2407 (SL2) - Recommend Disciplinary Action for a Soldier

Standards: Verified act occurred, determined if conduct was a violation, prepared and submitted recommendation.

Conditions: You are a squad/section leader. One of your soldiers has committed an act that may require disciplinary action based on violation of standards, bad conduct, breach of discipline, or insubordination. Given a computer with appropriate software, printer, AR 25-50, AR 27-10, AR 600?8?2, AR 600-20, AR 601-280, AR 630-10 and AR 635-200.

Standards: Verified act occurred, determined if conduct was a violation, prepared and submitted recommendation.

Performance Steps

1. Verify that reported or observed act occurred.
 - a. Obtain written/sworn statements.
 - b. Obtain blotter reports/counseling statements.
2. Determine if conduct is in violation of standards, breach of discipline, or insubordination.
 - a. Gather all information.
 - b. Seek advice from legal representative (unit legal clerk or JAG officer).
3. Prepare recommendation in memorandum or as required by local directive.
4. Submit recommendation to higher authority.

Evaluation Preparation:

Setup: To evaluate this task, give the soldier a scenario that would provide enough information to accomplish the performance steps. Provide the soldier with access to a computer, a printer, and references.

Brief Soldier: Tell the soldier he will be evaluated on his ability to recommend disciplinary action for a soldier.

Performance Measures		GO	NO GO
1.	Verified that reported or observed act occurred.	<input type="checkbox"/>	<input type="checkbox"/>
a.	Obtained written/sworn statements.		
b.	Obtained blotter reports/counseling statements.		
2.	Determined if conduct was in violation of standards, breach of discipline, or insubordination.	<input type="checkbox"/>	<input type="checkbox"/>
a.	Gathered all information.		
b.	Sought advice from legal representative (unit legal clerk or JAG officer).		
3.	Prepared and sent recommendation to higher authority for disciplinary action.	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Guidance: Score the soldier GO on performance measures passed. Score the soldier NO GO on any performance measures failed. The soldier must score a GO on performance measures 1 through 3 to receive a GO on the task. If the soldier scores NO GO, show him what was wrong.

805C-PAD-4597

Integrate Newly Assigned Soldiers

Conditions: Given a section/platoon, newly assigned Soldiers, and local policy.

Standards: Establish personnel accountability. Provide Soldiers with health and welfare items, initial area orientations, and special orders (if required). Verify Soldiers' qualifications, assign Soldiers to duty positions, inform the commander, and conduct initial counseling.

Performance Steps

1. Receive new Soldiers.
 - a. Provide health and welfare items.
 - b. Provide initial required area orientations and special orders.
 2. Verify Soldiers' qualifications and equipment.
3. Determine duty assignments.
 - a. Notify the commander.
 - b. Notify the Soldiers.
4. Provide initial counseling.
5. Update personnel accountability.

Evaluation Preparation: *Setup:* Provide the Soldier with a scenario and sufficient information to accomplish the performance steps. Provide the Soldier with a section/platoon roster which indicates military occupational specialty (MOS), grades and filled/vacant positions, paper and pencils. Scenario should provide local requirements for personnel accountability, health and welfare items, and area orientations. Have the Soldier list the actions/items he/she would take or provide to integrate newly assigned Soldiers.

158-100-3006

Resolve an Ethical Problem

Conditions: Given FM 5-0, FM 6-22, DOD 5500.7-R, and a situation which requires you to make an ethical decision.

Standards: Implement a solution based upon sound reasoning and judgment in the application of an abbreviated military problem solving process to an ethical problem.

Performance Steps

1. Define the ethical problem.
2. Identify applicable laws, regulations and values.
3. Develop acceptable possible solutions.
4. Implement the best ethical solution.

Evaluation Preparation: *Setup:* Provide the Soldier with the references listed below. Prepare a scenario that requires the Soldier to respond accurately, according to task standards, to the following performance measures. This may be presented orally or in writing.

Brief Soldier: Tell the Soldier that he or she will be required to correctly respond to all of the performance measures to receive a GO on the task.

Performance Measures	GO	NO GO
1. Defined the ethical problem.	___	___
2. Identified all applicable laws, regulations, and values.	___	___
a. Identified applicable laws and rules.		
b. Correctly identified all appropriate ethical values.		
c. Accurately determined all relevant guiding moral principles from the ethical values chosen.		
3. Developed acceptable possible solutions that addressed the problem.	___	___
a. Developed possible solutions.		
b. Accurately applied all relevant information to the ethical problem.		
4. Implemented the best ethical solution.	___	___

153-001-2000

Employ the CRM Process and Principles and Show How They Apply to

Performance of My Job/Assigned Duties

Conditions: As a small unit leader, given a mission, activity, or task, in a garrison or tactical environment, access to FM 5-19 and a DA Form 7566 (*Composite Risk Management Worksheet*).

Standards: Make an oral or written report that identifies the five steps of the composite risk management (CRM) process, and apply the CRM process to a given mission, activity, or task.

Performance Steps

1. Identify the five steps of the CRM process.
 2. Identify and list hazards associated with the mission or task using mission, enemy, terrain and weather, troops and support available, time available, civil considerations (METT-TC) factors.
 3. Assess the hazards to determine the level of risk (E,H,M,L) for each hazard and its impact on the mission or task
 4. Select appropriate controls and reassess risk (E,H,M,L) for each identified hazard.
 5. Identify appropriate methods for implementing the identified controls.
 6. Identify appropriate personnel to supervise and evaluate the controls.
 7. Determine the overall level of risk (E,H,M,L) for the mission, activity, or task.
-

Evaluation Preparation: *Setup:* To evaluate this task, you need an assigned mission, task, or activity, on or off duty, which may be in the form of an operations order (OPORD), fragmentary order (FRAGO), warning order, patrol order, training task, and so forth

Brief Soldier: Tell the Soldier to identify the five steps of the CRM process and complete the CRM process for the assigned mission, task, or activity.

Performance Measures	GO	NO GO
1. Identified all five steps of the CRM process.	_____	_____
2. Identified all hazards associated with the mission or task using METT-TC factors (a minimum of one, depending on the mission or task).	_____	_____
3. Determined the level of risk (E,H,M,L) for each hazard.	_____	_____
4. Selected appropriate controls for each hazard and reassessed the risk levels (E,H,M,L) for all identified hazards.	_____	_____
5. Identified appropriate methods for implementing controls.	_____	_____
6. Identified the appropriate personnel to supervise and evaluate control implementation.	_____	_____
7. Determined the overall level of risk (E,H,M,L) for the mission, activity, or task.	_____	_____

805C-PAD-2401

The Army's Equal Opportunity Program and Sexual Harassment Policy

Conditions: You are a leader in a unit or section responsible for supervising personnel. The personnel include both male and female and represent different races, colors, religions and national origins. You have access to AR 600-20, TC 26-6, AR 670-1, AR 690-12, AR 690-600, and DOD 1350.2. The following agencies or individuals are available for assistance: equal opportunity advisor (EOA), equal opportunity leader (EOL), chaplain, staff judge advocate (SJA), provost marshal (PM), inspector general (IG), and Chief, Community Housing Referral and Relocation Services (CHRRS) Office.

Standards: Ensure that unit leaders communicate the Army's equal opportunity (EO) program and the sexual harassment policy. Take appropriate actions to prevent discrimination based on the five protected EO categories and prevent sexual harassment in units. Take immediate and appropriate actions to resolve sexual harassment complaints. Take immediate and appropriate actions to resolve EO complaints. Use support agencies and/or personnel to facilitate implementing all aspects of the Army's EO policies. Keep the chain of command informed of all actions that involve complying with the Army's EO policy.

Note: All above actions must be completed in the above prescribed manner.

Performance Steps

1. Ensure that Soldiers in your organization are familiar with the Army's EO policy:
 - a. The U.S. Army will provide equal opportunity and fair treatment for military personnel and family members without regard to race, color, religion, gender, or national origin, and provide an environment free from unlawful discrimination and offensive behavior. This policy applies—
 - (1) On and off post.
 - (2) To working, living, and recreational environments (including both on and off post housing).
 - b. Soldiers will not be accessed, classified, trained, assigned, promoted, or otherwise managed on the basis of race, color, religion, gender, or national origin.

Note: The assignment and utilization of female Soldiers is governed by federal law. AR 600-13, prescribes policies, procedures, responsibilities and the position coding system for female Soldiers.
 - c. Requires rating and reviewing officials to evaluate each member's commitment to the elimination of unlawful discrimination and/or sexual harassment and to document significant deviations from that commitment in evaluation reports.
 - d. Substantiated formal complainants require a "Does not support EO" on the NCOER or the OER. This documentation includes administering appropriate administrative, disciplinary, or legal actions(s) to correct inappropriate behavior.
 - e. Physical disability and age controls are not addressed due to overriding concerns of medical fitness and deplorability of military personnel.
2. Ensure that Soldiers know the five protected categories (cornerstones) within the Army's EO policy as listed in step 1 above (race, color, religion, gender, or national origin).
3. Inform Soldiers of the Army's EO program related elements.

Related EO elements are subject areas that can, and often do, include actions that are usually based on discrimination or prejudicial behaviors. While not directly linked to EO, when individuals take inappropriate action in these areas, it often results in discrimination that is based on the cornerstones of the EO program, race, color, religion gender or national origin.

- Relationships between Soldiers of different rank.
- Consideration of others.
- Army language policy.
- Accommodating religious practices.
- Tattoos.
- Extremist organizations.
- Army values.

4. Identify the reasons for conducting an EO climate assessment.

a. Regulatory: All company, troop, and battery equivalent commanders are required to conduct a climate and training needs assessment within 90 days of assuming command (180 days for reserve component) and annually thereafter.

b. Command Directed: The commander, at any level, in attempting to evaluate the execution of his or her EO program may direct a climate assessment.

Performance Steps

c. Driven by Events: This type of assessment is normally conducted to ascertain the cause and effect relationship precipitated by major EO events, trends, or other unfavorable conditions within an organization.

d. Staff Assistance Visit: During a staff assistance visit, the EO staff advisor or other staff personnel may conduct a climate assessment to provide the commander with feedback status and execution of the command's EO program.

e. Monitor EO Action Plan: Climate assessment can also be used to monitor the impact or success of the unit's EO Action Plan (EOAP) goals or milestones.

5. Ensure that Soldiers are aware of the definition of sexual harassment.

Sexual harassment is a form of gender discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature between the same or opposite genders when—

- Submission to, or rejection of, such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, career; or
- Submission to, or rejection of, such conduct by a person is used as a basis for career or employment decisions affecting that person; or
- Such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creates an intimidating, hostile or offensive.

6. Identify the types of sexual harassment.

a. **Quid Pro Quo:** A Latin term meaning "this for that." This term refers to conditions placed on a person's career or term of employment in return for sexual favors.

b. **Hostile Environment:** This occurs when Soldiers or civilians are subjected to offensive, unwanted, and unsolicited comments and behaviors of a sexual nature. If these behaviors have the potential of unreasonably interfering with their performance, then the environment is classified as hostile.

Evaluation Preparation: *Setup:* Provide the Soldier with the references listed in the conditions statement. Prepare a scenario that requires the Soldier to respond accurately according to task standards to the following performance measures.

Brief Soldier: Tell the Soldier that he/she will have to correctly perform all of the performance measures in order to receive a GO.

Performance Measures	GO	NO GO
1. Accurately discussed the Army's EO policy.	___	___
2. Correctly identified the five protected EO categories.	___	___

3.	Correctly identified five of the seven Army's EO program related elements.	_____	_____
4.	Correctly identified three of the five reasons for conducting a climate assessment.	_____	_____
5.	Correctly defined the Army's sexual harassment policy.	_____	_____
6.	Correctly identified the two types of sexual harassment.	_____	_____