

- PROPOSED UNIT BATTLE DRILLS**
- Reacting to enemy contact.
  - Conducting a hasty attack.
  - Occupying a battle position (same for assembly area).
  - Clearing a hasty point minefield.
  - Laying a point minefield.
  - Reacting to a Sagger attack.
  - Reacting to an artillery attack.
  - Securing a bridge or ford.
  - Conducting a passage of lines.
  - Reacting to an enemy air attack.
  - Reacting to a strikewarn message.
  - Performing hasty decontamination of vehicles following a chemical attack.
  - Practicing the actions of survey and monitoring teams.
  - Practicing the actions of chemical detection teams.
  - Resupplying ammunition and fuel.
  - Crossing a contaminated area.

tle responses, they give the unit both tactical expertise and confidence.  
The Army Training Board at Fort

Eustis, Virginia, has recognized the value of unit battle drills and is in the process of developing a standard manual of combat battle drills. In the meantime, units can develop their own drills using ARTEP 71-2 and the approved Soldier's Manuals as guides. (Some proposed battle drills are shown in the accompanying chart.)

Each unit should select the drills most appropriate for it and then thoroughly research and wargame each to produce the best possible tactical response. The next step for a unit is to practice these drills until they become second nature to the squads or platoons that will have to execute them under combat conditions. (With relatively few well-learned drills, any unit can increase

its efficiency dramatically.)  
No unit leader will be able to win the action-reaction race against his opponent on the battlefield of the future if he has not trained his unit to respond automatically and correctly to his opponent's specific actions. In short, unit battle drills are vital to a unit's success in combat, and it is up to its leader to see that it is ready.



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# Training Lieutenants

**MAJOR JAMES W. TOWNSEND**

The Infantry Officer Basic Course gives new infantry lieutenants an excellent tactical and technical background, but it certainly does not complete their training, nor is it intended to do so. The lieutenants master the knowledge they need to survive and win on the modern battlefield only through further training in their units, and that training requires time and a good deal of effort on the part of their company commanders.  
With all the other challenges he faces, this is no easy task for a commander. But there are some principles that can guide him in the training of his new lieutenants. He must

- Establish clear objectives.

- Emphasize technical and tactical proficiency.
- Demand the time to train.
- Set the example.

Clear objectives are essential, and they must be supported by a simple, well thought-out training plan. In its simplest form this plan is nothing more than a list of tasks and a schedule of events he will use to train his lieutenants.  
Along with the training plan the commander must set clear standards for technical and tactical proficiency so that his lieutenants will know what to study and practice. Every unit event offers an opportunity for learning, and he must demonstrate to his

lieutenants through personal involvement the hard work and study it takes to achieve technical and tactical proficiency.  
To do this he will have to spend a considerable amount of time observing, talking, and listening to his lieutenants, and he must take the time to do so. He must be bold and stick to his plan, briefing his battalion commander on it and keeping him informed of its progress.  
Finally, and most important, the company commander has to set the example. Lieutenants tend to mirror the actions of their commander — as he wants the lieutenants to be, so he must be. If he wants his lieutenants to

study, he must study. If he wants them to be in shape, he must be in shape. If he wants them to be enthusiastic, he must be enthusiastic.

## TECHNIQUES

The specific techniques a commander uses in implementing his training plan will depend on his individual leadership style and also on the capabilities of his subordinates. But there are certain guidelines that he can follow.

First, the lieutenants' training should be performance oriented and should include action and as much realism as possible. For a field training exercise (FTX), he should involve his lieutenants in the entire process of planning, preparing, executing, and evaluating it.

Before each FTX, he should have them plan and prepare their platoon training objectives along with a scenario and then brief him on the plan. The briefing should include the initial operation order, a tactical sketch or overlay, a time schedule, an evaluation plan, and support requirements, such as blank ammunition, field manuals, and training aids.

During the FTX the commander should observe the execution of the planned training and demand that the lieutenants be prepared to brief him on both their accomplishments and their failures. After the FTX he should have them brief him in specific detail on the lessons they have learned from it.

For training in garrison, the commander should plan one day each month for a terrain walk with his lieutenants and put it on the training schedule. (The first sergeant and the other NCOs can conduct the company training for that day.)

He should give the lieutenants an operation order for the terrain walk and some time to conduct a reconnaissance. During their reconnaissance, the lieutenants should stake positions for their squads, their armored personnel carriers, and their crew-served weapons. Then the com-

mander should have them write operation orders, brief him on their plans, and then walk him through their areas, position by position. Finally, he should have each lieutenant evaluate the others' plans.

If time is short, the commander can use a terrain model to drive home the same lessons, using a box indoors or the ground outdoors. Later, he should have the lieutenants use such terrain models, too, to present operations orders to their platoons during their normal FTXs.

Maintenance is another important part of the lieutenants' training, and the key to good maintenance is knowledge of the preventive maintenance checks and services (PMCS) for each piece of equipment. One way for a commander to train a new lieu-



tenant in PMCS for his platoon's vehicles is to perform the PMCS with him, with the commander serving as the supervisor. After a couple of sessions, he should reverse these roles so that the lieutenant acts as the supervisor. This works for all systems including armored vehicles, guided missiles, radios, machineguns, and chemical protective masks. (Here again, the NCOs can run things while the commander trains the lieutenants.)

In all his association with his lieutenants, the commander should encourage them to read and study leadership and tactics on their own. He might assign them a military history book to read and then discuss its main points with them a couple of weeks later — over lunch, perhaps. Any time he is with his lieutenants, he should question them about tactical lessons and draw out their ideas. He

should try to be friendly and relaxed but should stress the need for them to think, study, and learn.

There are many other important matters as well that the lieutenants need to know about, such as military justice, awards, and efficiency reports. In these matters, practical experience is the best teacher. The commander should therefore involve them at an early stage, having them write letters, awards, and reports. With respect to military justice, he should ask them to recommend what they would do in a given case if they were the company commander.

## ADDITIONAL DUTIES

As a part of his practical experience process, he should assign the lieutenants additional company duties. There are two reasons for this — by doing these duties the lieutenants can help make the company operate better, and the additional duties will expand their technical knowledge as well. The key aspects of these additional duties are study, inspection, reports, and supervision.

At the same time, the commander should work with the lieutenants on time management so that they do not lose sight of their platoons' needs. He must insist that they set goals and develop a plan in each of their additional duty areas, tying this to weekly briefings and regular inspections of each of their additional duty areas.

Throughout this training process, the commander should remember, too, the value of evaluation and feedback, the key to which is knowledge of the standards. He should observe his lieutenants, evaluate their performance, and let them know where they stand — good and bad. He should also encourage them to evaluate themselves, questioning them to draw out their ideas and to see if they understand what he wants. He should not limit this to sessions in his office. He should talk to them, and get them to talk to him, in the motor pool, in the field, in the dining hall, and anywhere else he finds them. But he

should not always expect agreement or good news during these talks — some of it will be bad. And if he overreacts to the bad news he may shut off the flow of information.

Finally, the company commander should encourage his lieutenants to seek the counsel of the first sergeant, because he can play a vital role in their training. Through experience and training, he has become a knowl-

edgeable observer and usually has some good ideas and good advice to give them.

There is no doubt that well-trained lieutenants improve the combat readiness of a unit. And any commander can have well-trained lieutenants if he will develop a plan for training them, insist on the time he needs to implement that plan, and, above all else, set the example for them to follow.



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# Forced March and Live Fire

LIEUTENANT WILLIAM O. ODOM

ARTEP 7-15 includes a forced march/live fire event in which a squad is trained and evaluated on its defensive skills — specifically, on fire control and distribution techniques and on individual marksmanship — under simulated combat conditions. Because of this ARTEP requirement, most installations now have ranges that are dedicated to this event.

The ARTEP requirements for the layout of a forced march/live fire range are straightforward and relatively simple: The range must contain an array of 30 personnel targets and two armor targets at distances varying from 25 to 300 meters. The squad sector, or firing line, must be about 100 meters wide. (Although some of the dedicated ranges at installations are equipped with the vastly inferior "E" and "F" type staked silhouettes, most installations are now equipped with controlled pop-up targets.)

Such a range has far-reaching potential for squad training — potential, unfortunately, that is not being fully tapped. With a little imagination and initiative, though, squad trainers

can make this range more realistic and more efficient. They can add some special effects to the basic ARTEP scenario, modify the range (with some support), and vary the ARTEP itself.

## SPECIAL EFFECTS

Various special effects can be used without affecting the ARTEP test conditions. For example, the trainers can easily create the effect of the "dirty battlefield" complete with enemy dead, obscurants, and noises. They can stuff worn fatigue uniforms and boots with newspaper to simulate the dead, adding aggressor helmets and small arms and moulage kits with splashes of simulated blood for the finishing touches. They can also incorporate pre-arranged friendly "casualties" into all of the actions to give training in first aid and medical evacuation skills.

To provide the battlefield obscurants — smoke, smell, and haze — trainers can burn worn tires and con-

taminated POL products and employ smoke-generating devices (smoke pots are best). To simulate enemy artillery, they can use electrically-primed TNT blocks, and to create a rolling barrage, they can "walk" the explosions up to within 25 meters of the firing line and then throw artillery simulators behind the firers. (These explosions also contribute to the battlefield haze by producing small dust clouds.)

To improve the enemy's "attack," they can add Hoffman devices to the armor targets, place machinegun simulators down range, dress pop-up targets in fatigue shirts, and, if desired, play tapes of battlefield noise.

All the materials needed to produce these special effects are available at installation Training Aids Support Centers, Property Disposal Offices, and Range Supply Sections.

The range modifications are considerably more involved than these special effects, and they may require a major effort and even engineer support. But they are neither impossible