

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 071-FREBB013 Version 2.0

PRACTICAL EXERCISE SHEET 071-FREBB013 PE1

Time: 2 hours 0 minutes

Title Conduct Mission Analysis.

Lesson Number/Title 071-FREBB013 Version 2.0 / Mission Analysis Back Brief

Security Classification For Official Use Only

Introduction Your group will conduct a mission analysis briefing at the conclusion of the PE.
Note: Use this statement or develop one of your own relating to the material.

Motivator In order to execute a successful mission, leaders at all levels must fully understand each of the variables of Mission, Enemy, Terrain and Weather, Troops and Support Available, Time Available, Civil Considerations (METT-TC). Prior to developing a friendly course of action the leader must execute a detailed Mission Analysis. Armed with the information gathered in this analysis in regards to their mission, the enemy they face, the terrain the mission will be conducted upon, the troops and time available along with any civil considerations they must consider based on their given mission the leader will be able to determine a course of action that will result in success.
Note: Use this statement or develop one of your own relating to the material.

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

Action:	Conduct a Mission Analysis.
Conditions:	In a classroom with known IED activity, given a platoon-sized element with organic vehicles (if applicable) and equipment, an operations order (OPORD), intelligence assessment, unit SOP, a map of the area with overlays, and control measures including phaselines, boundaries, routes, axis of advance, and check points IAW ADP/ADRP 5-0.
Standards:	Execute mission analysis and course of action development for a mounted/dismounted movement of personnel and equipment IAW the published OPORD time line and mission requirements. Domain: Cognitive Level: Application

Safety Requirements **Safety Requirements in a Classroom Setting:**
 Safety is of the utmost importance in any training environment. During the training process, commanders will utilize the 5-Step Risk Management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training. Safety

is everyone's responsibility to recognize, mitigate, and report hazardous conditions.

Instructor note: The instructor will brief the students on the unit/facility SOP for classroom contingencies (i.e. what doors will be used to exit the classroom, rally points, severe weather, WBGT/Kestrel set up, etc).

Safety Requirements other than Classroom Settings:

Safety must be paramount in the complex outdoor environment. During the training process, commanders will utilize the 5-Step Risk Management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions. Safety is everyone's responsibility to recognize, mitigate, and report hazardous conditions. The instructor will brief the unit/site SOP and Risk Management Worksheet for all potential contingencies encountered during that training period/event (i.e. WBGT/Kestrel set up, trail vehicles for PT/foot marches, severe weather, fire, evacuation routes, muzzle awareness, range safety briefs, required medical FLA with driver and medics with emergency equipment, student injury procedures, and rally points etc).

Risk Assessment Level

Low

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-100.4, Environmental Considerations in Military Operations, Appendix G, and ensure students are briefed on hazards and control measures.

No major environmental impact, training entirely of an administrative or classroom nature, with little or no environmental impact on the environment, equipment or personnel.

Evaluation

Students will be evaluated during their Situational Training Exercise (STX).

Instructional Lead-in

Failing to properly plan for the execution of any mission is the equivalent to planning to fail. Planning is simply thinking before acting. In order to properly develop a course of action a detailed mission analysis is necessary to understand the roles that the environment and the enemy are going to play. Properly analyzing the mission will provide a roadmap for the development of your course of action.

Note: Use this statement or develop one of your own relating to the material.

Resource Requirements

Instructor Materials:

1. Lesson plan with Appendix A, C, and D as applicable
2. All references linked to this lesson plan
3. Visitor Book
4. Risk Assessment
5. All equipment needed for PE

Student Materials:

1. Student Disc
2. All references linked to this lesson

3. Pen/Pencil and note taking materials
4. All equipment needed for the PE
5. Student handout

**Special
Instructions**

None

Procedures

Admin notes: The instructor will provide the students with a pre-developed scenario that includes enough mission specific information for the students to execute a detailed mission analysis of a specific operation. One primary instructor per squad will serve as the single point of coordination for the student chain of command. The instructor will need to be able to field questions that would be asked of the Company Intelligence Support Team (CoIST), the Company Commander/current operations cell, or any other supporting agency. The instructor will also answer questions relating to adjacent unit activity, any support element (EOD, QRF, CASEVAC, etc) and will be responsible for allocating any C-IED enablers if the squad requests them. This PE is executed in two phases. The first phase is the mission analysis and the development of a Course of Action (COA). The second phase is briefing the COA to the entire class and all of the instructors. Phase one will take approximately 2 hours with the second phase taking 30 minutes per squad for a total time of 3.5 hours and then a AAR will be conducted that relates what we learned during the exercise.

a. Instructors will need to locate a piece of terrain that will support three squads conducting this exercise, have a central location for starting, and all are within walking distance of each other. 2 hours for the emplacement IEDs targeting coalition forces and an additional 1.5 hours for each group to explain their thought processes and reasoning for how they emplaced their IEDs is the planning requirement (total of 4.5 hours).

b. Purpose of the exercise: The purpose of this exercise is to ensure that the students understand the importance of a proper Mission Analysis prior to the development of a Course of Action.

Material Requirements:

3x different Platoon sized C-IED mission scenarios with enough detail to execute mission analysis.

3x Laptop Computers

1x Projector Screen

1x Proxima or similar projector

3x Overhead imagery of the area of operations

(1) This station will require at least .25 hour for set up. At the beginning of the exercise the lead instructor will brief the students on the concept of the practical exercise and explain requirements. The instructors responsible for providing the squad with coordination will be identified. That instructor will then identify the leadership for the squad and issue them the scenario ensuring that the students understand their mission and all of the additional information provided. The instructor will teach, coach and mentor the squad through the mission analysis process and answer their questions and requests for support. No other instructors will provide answers to the students, but will refer them back to the primary instructor to prevent any confusion of the information provided.

(2) Upon receipt of the mission the leader will then be required to issue a warning order to his subordinates and task organize their efforts in the mission analysis process. The squad will

then analyze the mission utilizing METT-TC. The leader will determine all of his specified and implied tasks along with his mission essential task and any constraints that apply to his mission. The squad will then analyze the enemy situation in an attempt to identify the enemy composition, disposition, strength, capabilities, strengths and weaknesses. The Instructor will coach the students to ensure that they are executing proper Intelligence Preparation of the Operational Environment (IPOE) following the 4 step process of defining the operational environment, describing the environmental effects, evaluating the threat and determining the enemy courses of action. At this point the students will execute an analysis of the time available utilizing the backwards planning process and ensuring that they account for times imposed by their higher headquarters, times associated with the execution of the operation and the projected actions of the enemy. Also considered in this process is the light data associated with the operational timeline and the impacts of this on both friendly and enemy forces. The students will analyze their available troops and special equipment in order to identify their options for various task organizations. The students will executed a detailed analysis of the terrain inside of their area of operations utilizing paying particular attention to identified vulnerable areas and vulnerable points that they will encounter along their routes. Finally the students must identify the civil considerations that must be considered based on the nature of their operation.

(3) Once the students have thoroughly examined the different aspects of METT-TC and have a full understanding of how these variables will impact their mission as well as having developed a most probable course of action for the enemy in the area that they can plan against they will develop a friendly course of action. The instructor will work with the students to help them identify potential C-IED enablers that might or might not be able to assist them in the successful completion of their mission. Students will develop a course of action utilizing the laptop and provided imagery that they will be able to brief to the rest of the class. At a minimum the areas covered in the brief need to include the following:

- a. Review General Situation
- b. Initial Threat Assessment
- c. Give restated Mission
- d. Concept of the operation/ Scheme of maneuver
- e. Actions on the Objective
- f. Vulnerable Point 360 plan/2/4 man drill
- g. Recommended cordon locations on IED and 5 C's
- h. Proposed Incident Control Point location (5 C's)
- i. Task/Purpose for enablers
- j. CASCVAC plan

(4) Enabler employment (Enablers stated in the scenario brief):

- a. Other factors that would improve the plan (i.e. use of dogs, UAVs etc.)

(5) Each squad will brief their plan and then field questions from their fellow students and the instructors about different aspects of their plan. The focus of these questions will be directed towards the C-IED aspects of the mission.

Feedback Requirements

Feedback is essential to effective learning. Schedule and provide feedback on the any information to help answer student's questions.