

# MILITARY CADETS



## JUNIOR LEADERS COURSE (JLC) MODULE

### PART 1 of 2

Surname:

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First name:

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Cadet Number:

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# Military Cadets

## Junior Leaders Course Syllabus

### Understand basic leadership principles (10)

- Understand the difference between command, leadership & management, & leadership principles (1)
- Understand Military discipline, Morale & Esprit de Corps (1)
- Understand individual needs and group dynamics (1)
- Discuss leadership theory (2 x syndicate discussion)
- Conduct an After Action Review (AAR) (1)
- Study for Leadership Theory test (3)
- Leadership Theory Test (1)

### Command a Squad on Parade (5)

- Understand the Aim & Purpose of Drill, Role of the Drill Instructor, Squad Formations, Fronts & Flanks, Blank files & Guides, position of the squad commanding when marching (1)
- Give Stationary Words of Command (1 Prac)
- Give Words of Command on the march (1 Prac)
- Conduct a Dress Inspection (1)
- Practice marching a Squad (1 + duty student duties).

### Give a Theory Lesson (8)

- Structure of a theory lesson (1)
- Training Aids (1)
- Study (3)
- Give a theory lesson using a lesson plan (3 prac)

### Give a Drill Lesson (18)

- Structure of a Drill lesson (2)
- Study (6)
- How to give a drill lesson theory test (2)
- Give a drill lesson – practice (4)
- Give a drill lesson – assessed (4)

### Conduct Basic Administration (2)

- Mark a Roll Book (1)
- Complete a Stores Loan Issue Book (1)

### **Lead a Section Patrol (28)**

- Conduct Individual Military Appreciation Process (IMAP) (2)
- Conduct Battle Procedure (Issue a WNGO, resupply water & rations, stores requests , comms checks, reconnaissance, & rehearsals) (2)
- Construct a Mud Model (1 Prac)
- Give Orders (SMEAC) (3)
- Section formations and field signals (2)
- Controlling the patrol (1)
- Send a Contact Report, LOCSTAT, CASEVAC Request, Resupply Request via Radio (1)
- Lead a section - Assesment (15 Prac)

### **Command a Section Harbour (9)**

- Occupy a Section Harbour (1)
- Post Sentries and Piquets (1)
- Write a Piquet List and manage rotation (1)
- Occupy a section harbour (6 Prac)

### **Participate in course routine (16)**

- March-in admin (2)
- Morning Physical training (4)
- Room inspection (4)
- Parade rehearsal (4)
- March-out Admin (1)
- Conduct graduation parade (1)

**Total periods = 96**



# Military Cadets Junior Leaders Course (JLC) Training Program Dates: 05-13 Jan 2013



Day	Date	Per	Timings	Lesson	Loc	Class	Instructor	Asst Instr(s)	Remarks
Sat	05 Jan		NLT 0745 h	All cadets arrive at Baden Powell Scout Park	Carpk.	All	CSM	All staff	NLT = No Later Than
		1	0800-0840 h	March-In Admin – Paperwork	Office	JLC	Admin Offr	CSM	
		2	0850-0930 h	March-In Admin – Rooms to inspection order	Office	GDs	Admin Offr	CSM	
		-	0930-0950 h	Morning Tea Break	Mess	All	Duty Student		Fruit & biscuits
		3	0950-1030 h	Opening Address	CLR	All	OC & CSM	All staff	
		4	1040-1120 h	First Aid Revision – Heat illness	CLR	All	CPL Cronk	CAPT Cullen	
		5	1130-1210 h	First Aid Revision – Snake & Spider bite	CLR	All	CPL Cronk	CAPT Cullen	
		-	1210-1300 h	Lunch break	Mess	All	Duty Student		MYO sandwiches
		6	1300-1340 h	Navigation Revision – Nav Lessons 1-3	CLR	All	OC	CAPT Guy	
		7	1350-1430 h	Navigation Revision – Nav Lessons 4-5	CLR	All	OC	CAPT Guy	
		8	1430-1510 h	Navigation Revision – Lesson 6 Map to Gnd Ex	CTA	All	CAPT Guy	Sect DS	JLC priority attention
		-	1510-1530 h	Afternoon Tea Break	Mess	All	Duty Student		Fruit & biscuits
		9	1530-1610 h	Navigation Revision – Nav Lessons 7-9	CLR	All	OC	CAPT Guy	
		10	1620-1700 h	Nav Revision – Lesson 10 Compass/ Resect Ex	CTA	JLC	CAPT Guy	Sect DS	JLC priority attention
		11	1710-1750 h	Nav Revision – Lesson 10 Compass/ Resect Ex	CTA	JLC	CAPT Guy	Sect DS	JLC priority attention
		-	1750-1850 h	Dinner Break	Mess	All	Catering Offr	Duty Student	Cooked meal
		12	1850-1930 h	Navigation Revision – Nav Lessons 11-15	CLR	All	OC	CAPT Guy	
		13	1940-2020 h	Navigation Revision – Directed Study	CLR	All	OC	Sect DS	
		14	2030-2110 h	Navigation Revision – Directed Study	CLR	All	OC	Sect DS	Canteen available
		15	2120-2200 h	Personal administration	Bks	All	Duty Student		
		-	2200 h	Lights Out	Bks	All	Duty Offr		
Sun	06 Jan	-	0600 h	Reveille	Bks	All	Duty Offr		
		-	0610 h	Roll call	PG	All	Duty Offr		
		1	0620-0700 h	Physical Training (PT)	PG	All	SGT Tau		
		-	0700-0800 h	Showers & Breakfast		All	Duty Student		MYO Cereal & toast
		2	0800-0840 h	Room inspection / re-inspection	Bks	All	CSM	Sect DS	
		3	0850-0930 h	Parade practice	PG	JLC	CSM		
		-	0930-0950 h	Morning Tea Break	Mess	All	Duty Student		Fruit & biscuits
		4	0950-1030 h	Navigation Revision – Directed Study	CLR	All	Sect DS		
		5	1040-1120 h	Navigation Theory Test	CLR	All	CSM	Sect DS	
		6	1130-1210 h	Navigation Theory Test	CLR	All	CSM	Sect DS	
		-	1210-1300 h	Lunch break	Mess	All	Duty Student		MYO sandwiches
		7	1300-1340 h	Understand the difference between command, leadership & management, & leadership principles	CLR	All	OC		
		8	1350-1430 h	Understand Military discipline, Morale & Espirit de	CLR	All	CSM		



Tue	08 Jan			FIELD PHASE CONTINUED	Fd	JLC	CAPT Guy	Sect DS	
Wed	09 Jan		0001-1200 h	FIELD PHASE CONTINUED	Fd	JLC	CAPT Guy	Sect DS	
		-	1200-1300 h	Lunch Break	Mess	All	Duty Student		Cooked meal
		7	1300-1340 h	Return field stores & equipment	Q-Store	All	QM	Duty student	
		8	1350-1430 h	Clean personal equipment & hang to dry	Accn	All	CSM	Duty student	
		9	1430-1510 h	Clean personal equipment & hang to dry	Accn	All	CSM	Duty student	
		-	1510-1530 h	Afternoon Tea Break	Mess	All	Duty Student		Fruit & biscuits
		10	1530-1610 h	Rest / Study	Accn	All	Duty Offr		
		11	1620-1700 h	Rest / Study	Accn	All	Duty Offr		
		12	1710-1750 h	Rest / Study	Accn	All	Duty Offr		
		-	1750-1850 h	Dinner Break	Mess	All	Catering Offr	Duty Student	Cooked meal
		13	1850-1930 h	Rest / Study	Accn	All	Duty Offr		
		14	1940-2020 h	Rest / Study	Accn	All	Duty Offr		
		15	2030-2110 h	Rest / Study	Accn	All	Duty Offr		
		16	2120-2200 h	Personal administration	Bks	All	Duty Offr		
		-	2200 h	Lights Out	Bks	All	Duty Offr		
Thur	10 Jan	-	0600 h	Reveille	Bks	All	Duty Offr		
		-	0610 h	Roll call	PG	All	Duty Offr		
		1	0620-0700 h	Physical Training (PT)	PG	All	SGT Tau		
		-	0700-0800 h	Showers & Breakfast	Mess	All	Duty Student		MYO Cereal & toast
		2	0800-0840 h	Intro to Structure of a theory lesson	CLR	JLC	CSM		
		3	0850-0930 h	Training Aids	CLR	JLC	CSM		
		-	0930-0950 h	Morning Tea Break	Mess	All	Duty Student		Fruit & biscuits
		4	0950-1030 h	Prepare Theory lessons	CLR	JLC	CSM	Sect DS	
		5	1040-1120 h	Prepare Theory lessons	CLR	JLC	CSM	Sect DS	
		6	1130-1210 h	Prepare Theory lessons	CLR	JLC	CSM	Sect DS	
		-	1210-1300 h	Lunch break	Mess	All	Duty Student		MYO sandwiches
		7	1300-1340 h	Give a theory lesson using a lesson plan	Syn	JLC	Sect DS		Reading off lesson plan allowed. Intro prac only.
		8	1350-1430 h	Give a theory lesson using a lesson plan	Syn	JLC	Sect DS		
		9	1430-1510 h	Give a theory lesson using a lesson plan	Syn	JLC	Sect DS		
		-	1510-1530 h	Afternoon Tea Break	Mess	All	Duty Student		Fruit & biscuits
		10	1530-1610 h	Understand the Aim & Purpose of Drill, Role of the Drill Instructor, Squad Formations, Fronts & Flanks, Blank files & Guides, position of the squad commanding when marching	CLR	JLC	OC	CSM	
		11	1620-1700 h	Give Stationary Words of Command	PG	All	CSM	Sect DS	
		12	1710-1750 h	Conduct a Dress Inspection	PG	All	CSM	Sect DS	
		-	1750-1850 h	Dinner Break	Mess	All	Catering Offr	Duty Student	Cooked meal
		13	1850-1930 h	Give Words of Command on the march	PG	All	CSM	Sect DS	

		14	1940-2020 h	Practice marching a Squad	PG	All	CSM	Sect DS	
		15	2030-2110 h	Reserved	TBA	All	OC	CSM	
		16	2120-2200 h	Personal administration	Bks	All	Duty Student		
		-	2200 h	Lights Out	Bks	All	Duty Offr		
Fri	11 Jan	-	0600 h	Reveille	Bks	All	Duty Offr		
		-	0610 h	Roll call	PG	All	Duty Offr		
		1	0620-0700 h	Physical Training (PT)	PG	All	SGT Tau		
		-	0700-0800 h	Showers & Breakfast	Mess	All	Duty Student		MYO Cereal & toast
		2	0800-0840 h	Structure of a Drill lesson	CLR	JLC	OC	CSM/SectDS	
		3	0850-0930 h	Structure of a Drill lesson	CLR	JLC	OC	CSM/SectDS	
		-	0930-0950 h	Morning Tea Break	Mess	All	Duty Student		Fruit & biscuits
		4	0950-1030 h	How to give a drill lesson – directed study	CLR	JLC	OC	CSM/SectDS	
		5	1040-1120 h	How to give a drill lesson – directed study	CLR	JLC	OC	CSM/SectDS	
		6	1130-1210 h	How to give a drill lesson – directed study	CLR	JLC	OC	CSM/SectDS	
		-	1210-1300 h	Lunch break	Mess	All	Duty Student		MYO sandwiches
		7	1300-1340 h	How to give a drill lesson – directed study	CLR	JLC	OC	CSM/SectDS	
		8	1350-1430 h	How to give a drill lesson – directed study	CLR	JLC	OC	CSM/SectDS	
		9	1430-1510 h	How to give a drill lesson – directed study	CLR	JLC	OC	CSM/SectDS	
		-	1510-1530 h	Afternoon Tea Break	Mess	All	Duty Student		Fruit & biscuits
		10	1530-1610 h	How to give a drill lesson theory test	CLR	JLC	OC	CSM/SectDS	
		11	1620-1700 h	How to give a drill lesson theory test	CLR	JLC	OC	CSM/SectDS	
		12	1710-1750 h	Allocation of drill lessons (One two-stage drill movt only per lesson. Lessons to go for 20 mins)	CLR	JLC	OC	CSM	
		-	1750-1850 h	Dinner Break	Mess	All	Catering Offr	Duty Student	Cooked meal
		13	1850-1930 h	Drill lesson preparation	PG	JLC	Sect DS		
		14	1940-2020 h	Drill lesson preparation	PG	JLC	Sect DS		
		15	2030-2110 h	Drill lesson preparation	PG	JLC	Sect DS		
		16	2120-2200 h	Personal administration	Bks	All	Duty Student		
		-	2200 h	Lights Out	Bks	All	Duty Offr		
Sat	12 Jan	-	0600 h	Reveille	Bks	All	Duty Offr		
		-	0610 h	Roll call	PG	All	Duty Offr		
		1	0620-0700 h	Physical Training (PT)	Pg	All	SGT Tau		
		-	0700-0800 h	Showers & Breakfast	Mess	All	Duty Student		MYO Cereal & toast
		2	0800-0840 h	Parade practice	PG	JLC	CSM		
		3	0850-0930 h	How to Give a Drill Lesson Demo	PG	JLC	OC	CSM/SectDS	
		-	0930-0950 h	Morning Tea Break	Mess	All	Duty Student		Fruit & biscuits
		4	0950-1030 h	Give a drill lesson - assessment	Shade	All	OC/CSM	Sect DS	
		5	1040-1120 h	Give a drill lesson - assessment	Shade	All	OC/CSM	Sect DS	
		6	1130-1210 h	Give a drill lesson - assessment	Shade	All	OC/CSM	Sect DS	
		-	1210-1300 h	Lunch break	Mess	All	Duty Student		MYO sandwiches

		7	1300-1340 h	Give a drill lesson - assessment	Shade	All	OC/CSM	Sect DS	
		8	1350-1430 h	Give a drill lesson - assessment	Shade	All	OC/CSM	Sect DS	
		9	1430-1510 h	Give a drill lesson - assessment	Shade	All	OC/CSM	Sect DS	
		-	1510-1530 h	Afternoon Tea Break	Mess	All	Duty Student		Fruit & biscuits
		10	1530-1610 h	Give a drill lesson - assessment	PG	All	OC/CSM	Sect DS	
		11	1620-1700 h	Give a drill lesson - assessment	PG	All	OC/CSM	Sect DS	
		12	1710-1750 h	Give a drill lesson - assessment	PG	All	OC/CSM	Sect DS	
		-	1750-1850 h	Dinner Break	Mess	All	Catering Offr	Duty Student	Cooked meal
		13	1850-1930 h	Give a drill lesson - retests	Mess	JLC	OC/CSM		
		14	1940-2020 h	Give a drill lesson - retests	Mess	JLC	OC/CSM		
		15	2030-2110 h	Military Cadets Discipline Code	CLR	All	CSM		
		16	2120-2200 h	Personal administration	Bks	All	Duty Student		
		-	2200 h	Lights Out	Bks	All	Duty Offr		
Sun	13 Jan	-	0600 h	Reveille	Bks	All	Duty Offr		
		-	0610 h	Roll call	PG	All	Duty Offr		
		1	0620-0700 h	Physical Training (PT)	PG	All	SGT Tau		
		-	0700-0800 h	Showers & Breakfast	Mess	All	Duty Student		MYO Cereal & toast
		2	0800-0840 h	Closing Address / End of course Admin	CLR	All	OC	Admin Offr	
		3	0850-0930 h	Parade Practice with Drum	PG	JLC	CSM		
		-	0930-1000 h	Morning Tea Break	Mess	All	Duty Student		Fruit & biscuits
		4	1000-1040 h	Parade Practice with Band	PG	All	CSM		
		5	1040-1100 h	Break	Mess	All	Duty Student		
			1100-1200 h	March Out Parade	PG	All	OC		
			1200-1300 h	BBQ Lunch with families & friends	Mess	All	Catering Offr	All staff	BBQ

LEGEND: CLR = Classroom, PDE = Parade Ground, FD = Field, BKS = Barracks, Carp. = Carpark, Syn = Syndicate Room

**Lesson:** Understand the difference between command, leadership & management, & leadership principles

## Definition of Leadership

1. Leadership is 'the art of influencing and directing people to achieve willingly the team or organisational goal.'

## Difference between Leadership, Command and Management

2. Leadership, Command and Management are three different things and should not be confused. Leadership is about *influencing and guiding* people to *willingly* act for you and achieve the desired goal. Command is about using *authority* to force people to act. And Management is simply about how you divide and employ resources, be they people, things, money or time.

3. Anybody in a leadership position should always use *leadership* first to get the team to act and achieve the goal. However command authority remains there as a back-up for when leadership fails or subordinates simply refuse to act, to ensure the mission is still achieved.

4. It is the sign of a lazy leader if they are constantly resorting to using their authority to get things done. Such leaders are also ineffective because when they are not there to enforce their will upon their subordinates, they will simply not do the task or find an excuse to not do it out of resentment of the leader. Only when subordinates are truly inspired by and loyal to their leader will they perform unsupervised.

5. A good leader must of course still be a good manager of their people, resources and time, or their inefficiency and waste will breed resentment of them by their subordinates.

## 10 Principles of Leadership

- a. be proficient;
- b. know yourself and seek self-improvement;
- c. seek and accept responsibility;
- d. lead by example;
- e. provide direction;
- f. know and care for your subordinates;
- g. develop the potential of your subordinates;
- h. make sound and timely decisions;
- i. build the team and challenge its abilities; and
- j. keep your team informed.



## Principle 1 – Be Proficient

6. Subordinates trust leaders who are confident in their own abilities. Confidence comes with proficiency. Proficiency can be attained through a combination of formal training, on-the-job experience and self-improvement.

7. Successful leaders recognise that developing proficiency is a lifelong pursuit. It is the capacity to develop and improve skills that distinguishes good leaders from others. They have the self-discipline to develop themselves. Some suggestions for expanding individual proficiency include:

- a. studying the techniques of successful leaders and adopting the approaches that suit;
- b. seeking balance in all that is done;
- c. maintaining confidence – all leaders at some time in their lives have doubted their ability. To develop creativity, each individual should constantly seek improvement and innovation; and
- d. maintaining personal motivation to take positive, goal-oriented action.

## Principle 2 – Know Yourself and Seek Self-improvement

8. Gaining insight into one's strengths and weaknesses requires time for reflection on personal performance. Knowing oneself and making a conscious effort to improve lays the foundation for knowing others. If leaders understand this, then they will find it easier to improve their own strengths and weaknesses.

9. The more leaders are aware of their own values, needs and biases, the less likely they will be to impose these values and biases on others. Leaders will also be able to consistently act in a manner that reflects their values, gaining them credibility with the members of their team.

## Principle 3 – Seek and Accept Responsibility

10. Being a leader will always involve responsibility. Leaders must be prepared to accept those responsibilities passed from superiors and those demands placed on them by subordinates. Beyond stated responsibilities, superiors expect subordinate leaders to take the initiative in accordance with the commander's intent and to train and encourage their subordinates to seek responsibility. The example set by leaders in assuming responsibility helps to shape the team.

## Principle 4 – Lead by Example

11. Subordinates expect their leader to be a role model. **No aspect of leadership is more powerful.** If the leader expects courage, competence, candour, commitment and integrity from followers, then the leader must personally demonstrate those qualities. High, but attainable standards should be set, and the leader should be willing to do what is required of the rest of the team, and to share dangers and hardships with team members.

12. The leader's personal example will affect followers more than any amount of instruction or form of discipline. The leader must become a model for others to trust and choose to follow. Good leaders know when to listen, when to act and when to refocus their energies.

## **Principle 5 – Provide Direction**

13. The team must understand its purpose. Its members need to know the nature of the task to be completed, the standard to be achieved, and the time-frames within which it is to be achieved. Being able to analyse the superior commander's intent and operate within the environment of mission command is essential for success. In the absence of orders, the leader and the team should have the skills, knowledge and initiative to act in accordance with the commander's vision. The following considerations should be adopted in applying this principle:

- a. it is essential to use the established chain of command;
- b. clarity of communication is vital;
- c. the team must be encouraged to seek clarification where necessary;
- d. it is important to confirm the team's understanding of orders, the context of the situation and the superior commander's intent; and
- e. while supervision is necessary to ensure the intent is being achieved, initiative should not be stifled.

## **Principle 6 – Know and Care for Your Subordinates**

14. Leaders must commit time and effort to listen to and learn about their subordinates. They must strive to understand what drives their soldiers and what is important to them. Leaders who show genuine concern for their team will find that the team will in turn trust and respect them. Failure to care for them during training will send the message that little value is placed on their lives in battle. Accordingly, leaders should actively demonstrate concern for their soldiers through:

- a. observing and being seen;
- b. being fair and approachable;
- c. gaining as much knowledge as possible from personal records and contact with the team;
- d. being concerned for subordinates' domestic circumstances, living conditions and work environment;
- e. being fair and firm in the administration of reward or discipline;
- f. providing opportunities to assist subordinates' personal development; and
- g. supporting the team with loyalty and respect.

## **Principle 7 – Develop the Potential of Your Subordinates**

15. Delegating authority will enable subordinates to develop their potential as leaders. When a leader is willing to delegate authority, it indicates trust in the team and will foster an environment in which team members seek more responsibility. It is the leader's responsibility to create conditions in which subordinates' potential may flourish. Leaders should:

- a. provide opportunities for team members to take on additional responsibilities; be quick to recognise the accomplishments of subordinates, be open with praise and correct any errors constructively; and
- b. back their subordinates – have faith in their ability and performance until convinced otherwise.

## **Principle 8 – Make Sound and Timely Decisions**

16. Leaders must be able to rapidly assess a situation and make sound decisions. Delaying or avoiding making a decision will lead to loss of confidence and confusion. Good decisions made at the right time are better than the best decisions made too late. Successful leaders do not have all the answers all the time. They do however, have to be prepared to endorse a decision to act when necessary. In order to develop the ability to make sound and timely decisions, leaders should:

- a. clarify the issue and gather the facts without relying on assumptions. Decisions should be based on all available facts while balanced with the need to be 'timely';
- b. plan ahead, anticipate problems and include a risk scenario where appropriate;
- c. listen to soldiers and value their knowledge. Seek the opinion of subordinates and use their thoughts to assist in the decision-making process;
- d. consider the short and long-term effects of decisions; and
- e. keep team members informed of policies and plans so that they can also plan ahead.

## **Principle 9 – Build the Team and Challenge its Abilities**

17. The Military is a team activity. The leader must develop a camaraderie among subordinates that motivates them to willingly and confidently meet all challenges. Subordinates need confidence in the leader's ability to lead them, and in their own ability to perform as members of the team. Individuals will perform better when they share the goals and achievements of the group. Subordinates will gain satisfaction from performing tasks that are reasonable and challenging but will be frustrated if tasks are too easy, unrealistic, or unattainable. Leaders should:

- a. ensure the group is keeping pace with the current training program,
- b. utilise the best training facilities and resources available and make training innovative and demanding,
- c. educate subordinates in the duties of other team members and in the duties of flanking groups,

- d. reinforce for each individual the importance of his role in the team, and
- e. use the full capabilities of the group before requesting assistance.

### **Principle 10 – Keep Your Team Informed**

18. Success depends upon team support. Individual soldiers have changed the outcome of battle using initiative in the absence of orders. Keeping subordinates informed:

- a. helps them to make decisions and execute plans within the commander's intent;
- b. encourages initiative; and
- c. improves teamwork.

19. Subordinates who are well informed are less likely to be influenced by false rumour and their morale and confidence will be higher. Subordinates will look for logic in orders and in a high trust environment should question where this logic is absent. They expect the leader to keep them informed and, when possible, explain reasons for instructions. Leaders will need to work hard at building these relationships, based on mutual respect and open communication.



## Discipline

20. Discipline is a state of mind that produces a readiness for willing and intelligent obedience and appropriate conduct. Within the military context it is based on good training, self-discipline, high morale, and fair and just treatment.

21. It is essential to distinguish between punishment and discipline. The aim of punishment is to correct and prevent the recurrence of faults and inappropriate behaviour. The resort to punishment in order to achieve results is a negative approach; however, when punishment is appropriate the leader must not hesitate.

## Why Discipline is Necessary

22. The efficient operation of a military unit can only be achieved through a high degree of discipline, which ensures stability and builds confidence and trust. In peacetime, discipline is necessary to ensure the orderly conduct of a unit. Within a disciplined unit, regular, predictable patterns are followed. All members work together towards a common goal.

23. In peacetime, the penalty for lack of discipline will be disorganisation and low morale. In war, the penalty will be loss of life. Operations are a team endeavour that demand discipline for the controlled application of force, for instant reaction to danger, and for the mutual protection of individuals.



## Types of Discipline

24. There are three forms of military discipline:

- a. imposed discipline;
- b. self-discipline; and
- c. collective discipline.

25. **Imposed Discipline.** Imposed discipline is instilled during initial or recruit training in which troops learn the discipline of obedience and the basic standards of behaviour that form part of military life. During initial training a directive or authoritative style of leadership is employed. The recruit is taught how to dress uniformly and smartly. Mental alertness and an instinctive obedience to the spoken word of command are learned. Throughout training, troops are subjected to both physical and mental challenges. In mastering these they gain satisfaction and a sense of achievement and learn to persevere in adversity. As higher order needs begin to be satisfied, individuals will complete tasks because of an internal desire. This is the assertion of self-discipline.

26. **Self-discipline.** The essence of self-discipline is mental control and restraint. All individuals have innate standards and values governing their behaviour.

27. Most people learn to accept authority in its various forms from their earliest years. As they develop they learn to discipline themselves, rather than be disciplined. The pattern of military training is very similar. As training progresses, and the individual moves from the artificial atmosphere of recruit training to a unit, there will be a shift in emphasis from imposed discipline to self-discipline. This provides the real test of the soundness of basic training and the leader's capacity to maintain and extend the principles taught.

28. The ability of the individual to accept the standards that have been set and apply them personally is a measure of self-discipline. Leaders down to very junior levels are expected to operate on their own initiative within broad directives. While the military imposes discipline at every rank level, it requires self-discipline to meet demands peculiar to operational situations. When an individual displays resistance to self-discipline through repeated offences, the leader must explore the possible causes of this behaviour and endeavour to remove them. The leader should also concentrate on preventative, rather than remedial, measures. If resistance continues, the imposition of more enforced methods of control should be considered.

29. **Collective Discipline.** The purpose of training is to prepare individuals to operate as members of a team. Collective discipline within a unit or team ensures stability under stress and consistency in performance at the unit level. Such discipline is the result of positive leadership. Collective discipline is a natural progression that begins with the imposition of discipline, the development of self-discipline, and finally, the voluntary acceptance by individuals of team objectives. Collective discipline requires troops to be prepared to sacrifice their self-interests in favour of the team interests and provides the mutual trust and confidence essential on the battlefield.

## Guide to Effective Discipline

30. The following factors provide guidance on the maintenance of discipline:
- a. *Understanding.* Leaders must understand their disciplinary responsibilities. The respect of subordinates is earned largely through the leader's judgement, fairness and example.
  - b. *Standards.* A leader must always insist on high standards of performance. Soldiers who do not perform effectively have little incentive to improve. In fact, their performance is likely to deteriorate over time.
  - c. *Maintenance of Communication.* Leaders must communicate effectively with the members of their team. Performance expectations must be clearly enunciated. Soldiers must be encouraged to suggest improvements not only to their own performance, but also to the efficient operation of their team and their unit.
  - d. *Enforcement.* Discipline must be enforced fairly. Leaders cannot afford to close their eyes to any lack of discipline, and orders must apply equally to all. When a disciplinary offence occurs, the leader must quickly establish the facts before making a decision.
  - e. *Personal Example.* Discipline begins with the leader. When leaders are placed in a position of responsibility, they become role models. The standards set by personal leadership example will be the standards that subordinates will seek to emulate.

## The Evidence of Discipline

31. The obvious indicators of discipline include:
- a. dress and bearing,
  - b. alert response,
  - c. standard of saluting,
  - d. cleanliness, and
  - e. conduct on and off duty.



## Morale

32. Morale is the team's will to fight, or complete the tasks at hand. A team's morale is reflected in the willingness to endure hardship, danger and mortal peril. Morale is a state of mind, a mental attitude of confidence and well-being in individuals. While morale can be individual, it can also be collective, such as when people identify themselves with a group and accept group goals, norms and values.

## Influencing Factors

33. The quality of morale has often been the deciding factor in battle. Morale is influenced by external factors that are situation-dependent and largely relate to individual and group needs. Understanding these factors enables the building of individual and team morale. The most important of these are:

- a. **Leadership.** It is essential that soldiers have confidence in leadership. Leadership is the single most important factor in the attainment and maintenance of high morale.
- b. **Unity of Purpose.** Individuals must feel that they are members of a team working towards team goals. Leaders at all levels must instil this unity of purpose in their subordinates.
- c. **Discipline.** Good discipline, high morale, and *esprit de corps* are inseparable.
- d. **Self-respect.** Individual self-respect is necessary before high morale can be generated. Leaders can encourage individual self-respect by ensuring that members have a sense of belonging to the team and that tasks assigned to them are commensurate with their training and ability.
- e. **Mateship.** Mateship involves a sense of belonging and sharing which is largely intangible but historically well documented. Effective leadership, loyalty and good humour all contribute to the building of mateship.
- f. **Mutual Confidence.** Mutual confidence is crucial to any team. Within the military, where the actions of comrades can mean life or death, mutual confidence is vital. It must exist at all levels and between all ranks.
- g. **Dependants' Well-being.** Personal and domestic issues, particularly when soldiers are separated from family for long periods, can have a disproportionate effect on morale. The effective leader must identify issues early, know what support is available, and act promptly and with sincerity.
- h. **Spiritual Beliefs.** Leaders have an obligation to ensure that their subordinates' spiritual needs are met. They must ensure that individuals can practise their particular beliefs without prejudice or derision.
- i. **Comfort and Welfare.** Soldiers will work long hours in bad conditions without their morale being adversely affected, provided they know why the hardship is necessary and they are confident that their leaders have a sincere interest in their personal welfare.

## The Evidence of Morale

34. Morale is essentially an abstract quality. It is peculiar in that the lack of morale is often more evident than its presence. Morale can and must be deliberately cultivated and fostered. The state of morale at any time depends upon, and is measured by soldiers' attitudes to:

- a. the unit/organisation,
- b. themselves,
- c. their comrades, and
- d. their leaders.

## Esprit de Corps

35. *Esprit de corps* is best described as a sense of pride in belonging to a unit. It is built on the foundations of morale and discipline, and can quite often prove to be a deciding factor in battle.

36. *Esprit de corps* is created within a unit through the recognition of individual and group accomplishment. Leaders can cultivate the feeling of accomplishment and identity in a number of ways:

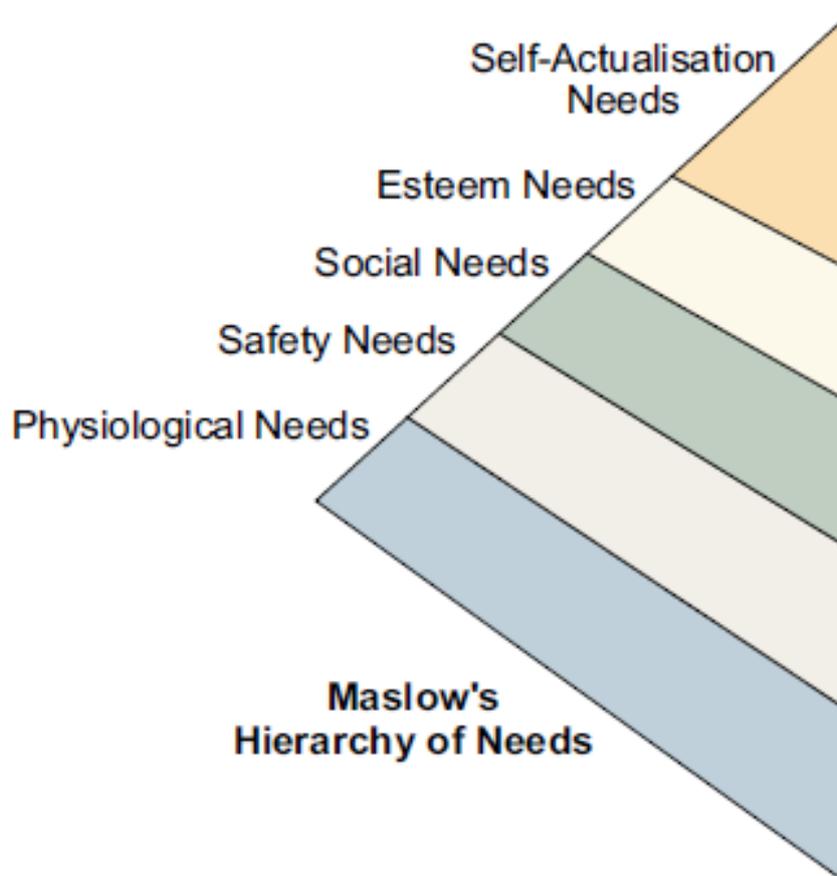
- a. by ensuring that unit integrity is maintained wherever possible through soldiers' receiving orders and carrying out tasks within the unit;
- b. by having clearly understood goals and reinforcing each individual's contribution to mission achievement;
- c. by encouraging individuals to identify with the unit through symbols such as unit insignia and mottos; and
- d. by fostering unit traditions, recounting unique experiences common to the group, and through competition.



## Maslow's Hierarchy of Needs

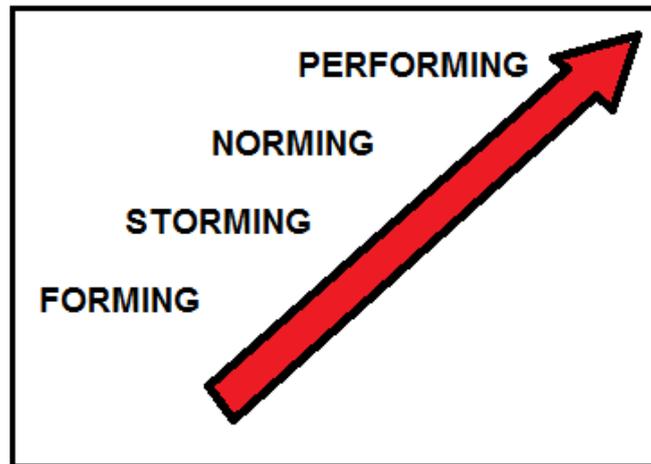
37. Maslow's Hierarchy of Needs is one of the earliest and best known theories of motivation. Maslow's theory concludes the following:

- a. People are wanting beings – they always want, and when they get it, they want more. In accordance with this theory, as soon as one need is satisfied another appears in its place;
- b. A satisfied need is not a motivator of behaviour. **Only unsatisfied needs motivate behaviour.** An individual who has plenty of food is not motivated by more food. Only when hunger returns will food motivate behaviour. Thus only unsatisfied needs exert force on what a person does; and
- c. People's needs are arranged in a series of levels – a hierarchy of importance. As lower-order needs are largely met, higher-level needs emerge and require satisfaction. This hierarchy consists of two main groups:
  - 1) *Lower-order needs.* Lower-order needs comprise physiological (food, water and shelter); safety (security and protection from physical and emotional harm); and social (affection; belonging, and friendship) needs.
  - 2) *Higher-order needs.* Higher-order needs comprise esteem (internal factors such as self-respect, autonomy and achievement, and external factors such as status and recognition), and self-actualisation (the drive for growth and self-fulfilment).



## Stages of Group Development

38. Groups develop in a series of stages. In each stage individual and group behaviour and performance will vary. It is important for a leader to understand what stage their group is in, so that they can make decisions and lead appropriately. The stages are commonly known as 'forming', 'storming', 'norming', and 'performing'.



39. **Forming.** During the group formation stage (forming), members first meet and learn about each other and the tasks to be completed. The group establishes its boundaries socially and professionally and begins to understand the nature of its members and the interests, abilities and values that these individuals bring to the group.

40. **Storming.** The second stage is known as the intra-group conflict (storming) stage. Once people in the new group have learned a little about one another, a hierarchy of members begins to emerge. Informal leaders begin to appear, power struggles may erupt and conflict may arise about how the task should be accomplished. This is normal, but should not be allowed to get out of hand. New members joining a cohesive group will experience the force of the socialisation process of the group at this stage. This type of conflict can cause the loss of considerable time and energy if unresolved. Morale will deteriorate rapidly if internal power struggles are allowed to continue.

41. **Norming.** Norming refers to the stage in which the team becomes more cohesive. Close bonds and relationships are formed between members of the group. By this stage the group will have defined its roles and the various relationships among roles. Appropriate behaviour will also have been established and an identifiable group culture will have started to emerge. The group will also have agreed on how its members will work together and what standards and values they will uphold.

42. **Performing.** The performing stage is achieved when the team is working well. When the members of the group are comfortable with one another and have accepted the norms they move into the task orientation 'performing' stage. By this stage it is reasonable to expect that they will work smoothly and productively together. The leader's role is then to maintain the group at that level of performance.

43. The introduction of new members to an established team can affect what stage that team is in. When adding new members to an organisation they should normally be spread out across individual teams. The more new people you add to an existing team the further back that team will in development stages.

## Leadership Theory Test & Answers

**1. What is the definition of Leadership?**

A: Leadership is 'the art of influencing and directing people to achieve willingly the team or organisational goal.'

**2. What is Command?**

A: Command is using *authority* to force people to act.

**3. What is Management?**

A: Management is dividing and employing resources efficiently.

**4. What are the 10 Principles of Leadership?**

A: be proficient;  
know yourself and seek self-improvement;  
seek and accept responsibility;  
lead by example;  
provide direction;  
know and care for your subordinates;  
develop the potential of your subordinates;  
make sound and timely decisions;  
build the team and challenge its abilities; and  
keep your team informed.

**5. What is Discipline?**

A: Discipline is a state of mind that produces a readiness for willing and intelligent obedience and appropriate conduct.

**6. What are the three types of discipline?**

A: imposed discipline;  
self-discipline; and  
collective discipline.

**7. What is Morale?**

A: Morale is the team's will to fight, or complete the tasks at hand.

**8. What is Esprit de Corps?**

A: *Esprit de corps* is the sense of pride in belonging to a unit.

**9. What are the four stages of group performance?**

A: Forming, Storming, Norming, Performing.

# Leadership Theory Test

CADET NAME: \_\_\_\_\_ CADET NUMBER: \_\_\_\_\_

1. What is the definition of Leadership?

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2. What is Command?

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/2

3. What is Management?

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/2

4. What are the 10 Principles of Leadership?

A:

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/10

5. What is Discipline?

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/2

**6. What are the three types of discipline?**

A:

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/3

**7. What is Morale?**

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/2

**8. What is Esprit de Corps?**

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/2

**9. What are the four stages of group performance?**

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/4

**TOTAL /30**

[PASS MARK = 27 or 90%]

**Lesson: Conduct After Action Reviews (AARs)**

**AFTER ACTION REVIEWS**

**General**

After Action Reviews (AARs) help troops gain feedback on performance after activities; identify how to correct deficiencies, sustain strengths and better focus on training objectives; and assist in the continuous pursuit of improvement. AARs enables troops to discover for themselves what happened, and why it happened. It is a tool commanders can use to get maximum benefit from every mission, exercise and task. An AAR provides:

- a. candid insights into specific soldier, leader and unit strengths and weaknesses from various perspectives;
- b. feedback and insights into critical training; and
- c. details often lacking in debriefs alone.

The AAR process has four steps:

- a. plan;
- b. prepare;
- c. conduct; and
- d. follow up (using AAR results).

**Table 18-1: The After Action Review Process**

<i>Plan (15 minutes)</i>	
<ul style="list-style-type: none"> <li>● Review the mission and tasks in order to plan the conduct of the AAR.</li> <li>● List those key issues you believe are necessary.</li> <li>● List points which may become stopping points.</li> <li>● Determine if there is a need for non-section members to attend.</li> </ul>	<ul style="list-style-type: none"> <li>● Select AAR sites (rest areas or neutral sites).</li> <li>● Choose training aids where needed in order to illustrate particular issues.</li> <li>● Write dot point plan for AAR.</li> </ul>
<i>Prepare (5 minutes)</i>	
<ul style="list-style-type: none"> <li>● Review doctrine, training techniques and SOPs where needed.</li> <li>● Collect observations from non-section members who may be able to contribute or were involved.</li> </ul>	<ul style="list-style-type: none"> <li>● Organise observations (identify key discussion or teaching points).</li> <li>● Prepare the AAR site.</li> <li>● Conduct rehearsal.</li> </ul>
<i>Conduct (40 to 60 minutes)</i>	
<ul style="list-style-type: none"> <li>● Seek maximum participation.</li> <li>● Maintain focus on training objectives.</li> </ul>	<ul style="list-style-type: none"> <li>● Constantly review teaching points.</li> <li>● Record key points.</li> </ul>
<i>Follow-Up</i>	
<ul style="list-style-type: none"> <li>● Identify tasks requiring retraining.</li> <li>● Fix the problem – retrain immediately, revise SOPs, integrate lessons into future activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Use AAR results to assist with post activity reports (PARs).</li> <li>● Consider distributing to unit, wider Army (on return to barracks) through Army Centre for Army Lessons (CAL).</li> </ul>

**Table 18-2:** Example of After Action Review Plan

<i>AAR Plan</i>	
OIC	CPL Bloggs (Does not need to be the section commander)
Section/troop/platoon	3 Sect, 1 PI
Mission/tasks	List mission and key task(s)
Who attends	All sect members and non-sect members who may also be needed; eg, supporting Engr Det.
When held	Upon return to squadron/company Base
Location	
Key issues/Events	This is a list of observations made by section commander, 2IC and VIP as needed in order to kick start the AAR.
Special requirements	Need mud-model. Copies of relevant pams, SOPs, etc.
Remember	The AAR should cover who, what, where and when.

### Conducting the AAR

As a guide, a section to troop/platoon level AAR should take approximately 40 to 60 minutes. A recommended format for the AAR is as follows:

- a. introduction and scope;
- b. review of training objectives;
- c. commander's mission and intent;
- d. enemy commander's mission and intent;
- e. relevant doctrine, tactics, techniques, and procedures;
- f. summary of recent events (what happened);
- g. key issues (why it happened, how to improve);
- h. optional issues;
- i. safety (or summarise any prior discussion about safety); and
- j. closing comments by leader.

**Introduction.** All AARs should commence with a short introduction. The introduction may include an appropriate anecdote, historical example or even a joke.

**Scope.** The introduction is followed by a concise statement of the scope of the AAR. This will remind each member that the AAR is **not** about assigning blame, but more for self-discovery. The scope should review the purpose and sequence of the AAR to ensure everyone understands what an AAR is and how it works. This may include the following points:

- a. An AAR is not a critique. No-one, regardless of rank, position, or strength of personality, has all of the information or answers.
- b. AARs maximise training benefits by allowing soldiers, regardless of rank, to learn from each other.
- c. An AAR does not grade success or failure. There are always weaknesses to improve and strengths to sustain.

**Summary.** During the summary, the AAR leader reviews and summarises key points identified during the discussion. The AAR should always be ended on a positive note.

**The “Sustain/Improve/Fix” Discussion Method.** This technique focuses on identifying tasks in which the unit is proficient and tasks which require further training. The Sustain/Improve/Fix discussion method may be used early to encourage discussion from participants and to 'break the ice'. It will highlight tasks which are being performed well (to sustain) and tasks which are being performed less well (to improve). The AAR leader can do this by asking each identified participant in turn to nominate one task performance they should sustain and one task performance they can improve. The AAR leader should focus the sustain/improve/fix discussion on key events or tasks (not individuals) and ask the group for their comments.

**Following Up the After Action Review**

The capture of AAR points is summarised in table 18-3. It is the section/troop/platoon commander's responsibility to ensure that the points listed in 'Fix' are fixed.

**Table 18-3: Capturing After Action Review Points**

<i>Tasks</i>	<i>Sustain</i>	<i>Improve</i>	<i>Fix</i>	<i>Who</i>
Can be the list taken from the plan, or issues raised by the section.	Those tasks or actions which we are doing well and should maintain.	Those tasks or actions which we are not doing well enough.	What we are going to fix and how.	Who is responsible for fixing and when.

### **Warning Orders (WNGOs)**

A WNGO should be used where possible and forms the basis around which battle preparation can be conducted. The sequence of a WNGO is:

1. Situation,
2. General outline of task(s),
3. Timings or degree of notice,
4. Rendezvous (RV) and time for orders group,
5. Preliminary moves and/or regroupings,
6. Limitations on moves and/or reconnaissance,
7. Administration instructions, and
8. Acknowledgment instructions.

### **THE SEQUENCE OF ORDERS**

The sequence of orders complies with the term SMEAC as follows:

1. **Situation,**
2. **Mission,**
3. **Execution,**
4. **Administration and Logistics, and**
5. **Command and Signals.**

<b>SITUATION</b>	
Topography	[Use maps, air photographs, and mud model] Area of Operations (AO) Terrain, Vegetation & Fauna effects Weather effects
Enemy forces	<b>“SALUTE HIM”</b> Size. Activities. Locations. Units. Tactics. Equipment & uniforms. Habits. Intentions. Morale.
Friendly forces	Higher commander’s plan Activities of flanking units
Attachments and detachments	Attachments under command Detachments elsewhere
Civilians	Locations, attitudes
<b>MISSION</b>	
Mission:	..... Section, is to ....., no later than....., in order to ..... ' (Said twice).
<b>EXECUTION</b>	
General outline	Prep Phase..... Phase 1..... Phase 2..... Phase 3..... Endstate....
Groupings and tasks	Group: Tasks:  Group: Tasks:  Group: Tasks:
Coordinating instructions	(1) Timings: - Battle procedure complete by: - Rehearsals: - H-Hour: - Mission complete by: (2) Method of movement. (3) Routes & Boundaries, (4) RVs. (5) Key Locations. (6) Formations to be used. (7) Navigation tasks. (8) Deception and cover plan. (9) Light & Noise discipline. (10) Actions on - contact - lost (11) Degree of weapon readiness. (12) Rules of engagement

<b>ADMINISTRATION &amp; LOGISTICS</b>	
Rations	Type and number of days, resupply and cooking
Dress and equipment	Order of dress, change of clothing, large or small pack, ground sheets, stretcher canvas, toggle ropes, entrenching tools, mosquito nets, water filter bag, footwear
Weapons	Type, distribution, test firing, inspections, cleaning, etc
Ammunition	Type and distribution, amount, grenades (smoke and fragmentation), claymores, illumination, etc
Medical	First field dressing/shell dressings, medical orderly and medkit, water sterilising tablets, anti-miting and mosquito repellent, special medication (eg, anti-malarial), casualty evacuation
Special equipment	Cameras, night vision equipment (carriage, testing and batteries), explosives, dogs, marker panels and balloons, wire cutters, mine detection, prodders
<b>COMMAND &amp; SIGNALS</b>	
Loc of HQs	Higher HQ, and own HQ. Location of commander
Radio	(1) Net call signs. (2) Time net open. (3) Frequencies. (4) SOIs. (5) Codes. (6) Authentication. (7) Radio equipment test. (8) Radio checks
Other comms	Alternate means Ground air communications Marker panels
Security	Code words, nicknames and passwords
Patrol seniority	Comd, 2IC, 3IC
Special instructions	Location Statements (LOCSTATs).
Time	Synchronisation of watches
Questions	Questions from, questions to.
Conduct Inspections	From From Infection (FFI) Inspection Personal equipment check Radio checks Water & Rations check Essential stores check
<b>Notes:</b>	
<p>1. Use questions and answers to check thoroughly that everything has been understood by patrol members at the completion of orders.</p> <p>2. The execution stage may be divided into phases: eg, Phase 1 – route out, Phase 2 – action at the firm base, Phase 3 – action at the objective, Phase 4 – route back.</p> <p>3. An inspection must be carried out, prior to the patrol departing, to ensure all equipment is accounted for and serviceable. Questions should be asked of each patrol member during the inspection, to confirm the orders.</p>	

## **The Individual Military Appreciation Process (IMAP)**

An “*Appreciation Process*” is a process that any decision maker goes through before making a decision or plan to achieve a task or mission. In the Military it is simply not good enough to just ‘make things up as you go along’. A structured appreciation process is necessary to ensure that all necessary things are considered before making a decision on the best plan to follow.

The Individual Military Appreciation Process, or IMAP, is the process used by junior commanders in the Australian Army, and has been adopted and adapted with some modifications by Military Cadets as our standard appreciation process.

### **Steps of the IMAP**

The IMAP consists of the following six steps:

- 1/ Mission Analysis
- 2/ Environmental Analysis
- 3/ Threat Analysis
- 4/ Course Of Action (COA) Development
- 5/ Course Of Action (COA) Analysis
- 6/ Decision and Execution

### **General**

The IMAP is used to develop a plan before orders are given. The IMAP is designed to produce the best plan possible, given available information and time. When time is short, many of the steps may be performed mentally.

### **When to start an IMAP**

A commander should commence an IMAP when:

- Given a new mission or task, or
- When the situation changes so much that the existing plan is no longer valid.

### **STEP 1. MISSION ANALYSIS**

Mission Analysis is the most important step of the IMAP. If you get it wrong, the rest of your appreciation could be worthless, so it is important that you do not rush through it, and ask all the necessary questions that you may have of your commander.

#### **Activity 1A. Time available**

Time is a resource that must be carefully managed by the commander. The commander should remember that their subordinates will also need time to prepare. They should practice the “One-third, Two-thirds rule” and make sure that they only use a one-third of the available time for their own IMAP, and give the remaining two-thirds to their troops for their own preparation. Good commanders will make maximum use of WNGOs early in the planning time to enable concurrent planning and preparation at the lower level .

The commander should ask themselves the following questions:

*What timings have I been told to meet?  
How much time do my troops need to prepare?  
What time must I issue my Warning Order (WNGO) by?  
What time must I give my orders by?*

### **Activity 1B. Higher Commander's Intent and Determination of Own Mission**

It is important to understand the intent behind orders and do not simply blindly follow them. Often the situation will change without the higher commander's knowledge, and their previous orders may become irrelevant or no longer make sense.

This activity involves going through all the orders and directions that you have been given by your higher commanders and write them all down so that the plan you come up with achieves all those tasks.

At times there will also be tasks that are *implied* without being said. For example, if you are told to move to a new location and stay there for three days, it is *implied* that you will take 3 days rations and water. Those tasks are also written down.

The commander should ask themselves the following questions:

*What is my Commander's plan and intent?  
What is my role in my Commander's bigger plan?  
What specified tasks have I been given?  
What implied tasks are there?*

**Activity 1C. Determination of Freedom of Action.** The commander also needs to identify what they cannot do. Examples of such restrictions may include: area boundaries, time limits, resource limits, Rules of Engagement (ROE). The Commander should ask themselves:

*What CAN'T I do?*

**Activity 1D. Identification of Facts and Assumptions.** Sometimes there are critical facts that should be noted when forming a plan. Those facts may include a resource allocation, key information etc. Sometimes when planning ahead some information, resources or facts may still not be confirmed as available but planning needs to occur. For example, there may be some doubt if there is sufficient ration packs for a planned three day patrol. In this instance the command will make an "Assumption" that the resources needed will be available and continue to plan based on that assumption. Making assumptions should be avoided wherever possible, but if they have to be made, they must be recorded and confirmed as correct before starting the operation. If they are not confirmed the IMAP will need to be re-done. The commander should ask themselves:

*What key facts should be noted?  
What assumptions need to be made (if any)?*

**Activity 1E. Confirmation of the Mission.** Once all the above tasks are completed the commander can then confirm what their mission is. A mission should always include: The unit, the task, the time limit, and the purpose. For example "One Section (the unit), is to patrol to GR 123 456 (the task), no later than 2359 h (time limit), in order to be in position for the water crossing activity in the morning.

At this time the commander should ask themselves:

*What is my mission? (unit, task, time limit, purpose)*

## **STEP 2. BATTLESPACE ANALYSIS**

The *Battlespace* refers to the environment the mission will be conducted in. The environment will affect a commander's troops often far more harshly than the enemy will, and as such should be analysed carefully.

**Activity 2A. Define the Battlespace.** It is important for the commander to know their Area of Operations (AO). The AO is that area that they physically cannot move outside of without higher permission. The commander should ask themselves:

*What is my AO?*

**Activity 2B. Define the Battlespace Effects.** This activity involves identifying what elements of the environment can help or hurt the commander's troops. Many environmental factors need to be considered. The commander should ask themselves:

*How will the ground help or hurt my troops? (cover, obstacles, key terrain, routes, injuries)*

*How will the vegetation help or hurt my troops? (concealment, shade, injuries)*

*How will the fauna help or hurt my troops? (bites & stings)*

*How will the weather help or hurt my troops? (Heat, Cold, Floods, Dust, injuries)*

## **STEP 3. ENEMY ANALYSIS**

**Activity 3A. Analyse the Enemy.** When considering the enemy we use the "SALUTE HIM" acronym. The commander should ask themselves:

**Size.** *What is the size of the enemy force?*

**Activities.** *What is the enemy doing?*

**Locations.** *Where is the enemy located?*

**Units.** *What is the name and type of each unit?*

**Tactics.** *What tactics are they using?*

**Equipment & uniforms.** *What equipment and uniforms are they using?*

**Habits.** *What habits do they have that we can exploit?*

**Intentions.** *What is their intentions, what do they want?*

**Morale.** *How is their morale, will they fight or run?*

**Activity 3B. Determine Enemy Courses of Action (COA).** When planning we always consider COAs the enemy could do: the Most Likely COA (MLCOA) and the Most Dangerous COA (MDCOA). The MLCOA is what we expect the enemy to do. The MDCOA is the worst case scenario that would hurt us the most. The commander now asks themselves:

*What is the enemy's MLCOA?*

*How can I defeat the enemy's MLCOA?*

*What is the enemy's MDCOA?*

*How can I defeat the enemy's MDCOA?*

## **STEP 4. COA DEVELOPMENT**

Once both the battlespace and the enemy have been considered, it is now time for the commander to develop their own plan. As there is always more than one way of doing things, the commander should create at least two different COAs to then analyse later.

**Activity 4A. Create COAs.** The commander should create a sketch of each COA and then write down the edge of the sketch the steps that COA would follow

**Activity 4B. Test Course of Action.** The commander should then ask them self the following questions about each COA:

*Is it **Suitable** (ie will it work)?*

*Is it **Feasible** (can it actually be done with the troops and resources available)?*

*Is it **Acceptable** (ie casualties, resources, time limits)?*

*Is it **Distinguishable** (is the COA different from the others considered)?*

## **STEP 5. COA ANALYSIS**

The purpose of COA Analysis is to test whether the COAs will actually work. At the junior level the commander may talk-through each COA with his step-by-step, identifying all the things that could go wrong along the way and noting them. The commander should ask of each COA:

*What steps will each COA take?*

*What could go wrong with each COA and can we fix it?*

One technique is to “wargame” the plan with the 2IC acting as the enemy commander and mother nature. A time interval is selected and the commander and 2IC take turns in an action-reaction- counteraction cycle, talking through each step of the plan and identifying what the enemy and the environment will do to the friendly force.

This process is completed for each COA and the best COA and the positives and negatives of each COA are noted.

## **STEP 6. DECISION AND EXECUTION**

Once COA analysis is complete, it is now time to select a COA and turn it into a plan and orders. The commander should ask themselves the following questions:

*Which COA works best with the troops, resources and mission I have?*

*Should I combine the best bits of both COAs and make a hybrid COA?*

*What steps/phases should the plan follow?*

*What ‘Actions On’ need to be in place?*

The commander should then write their orders in SMEAC format (Situation, Mission, Execution, Admin & Log, Command & Signals).



STEP 3. ENEMY ANALYSIS	
<p><b>Activity 3A. Analyse the Enemy</b>  <b>Size.</b> <i>What is the size of the enemy force?</i>  <b>Activities.</b> <i>What is the enemy doing?</i>  <b>Locations.</b> <i>Where is the enemy located?</i>  <b>Units.</b> <i>What is the name and type of each unit?</i>  <b>Tactics.</b> <i>What tactics are they using?</i>  <b>Equipment &amp; uniforms.</b> <i>What equipment and uniforms are they using?</i>  <b>Habits.</b> <i>What habits do they have that we can exploit?</i>  <b>Intentions.</b> <i>What is their intentions, what do they want?</i>  <b>Morale.</b> <i>How is their morale, will they fight or run?</i></p>	<p><b>Notes:</b></p>
<p><b>Activity 3B. Determine Enemy COA</b>  <i>What is the enemy's MLCOA?</i>  <i>How can I defeat the enemy's MLCOA?</i>  <i>What is the enemy's MDCOA?</i>  <i>How can I defeat the enemy's MLCOA?</i></p>	
STEP 4. COA DEVELOPMENT	
<p><b>Activity 4A. Create COAs</b>            Create a sketch and description of each COA</p>	<p><b>Notes:</b></p>
<p><b>Activity 4B. Test Course of Action</b>  <i>Is it Suitable (ie will it work)?</i>  <i>Is it Feasible (can it actually be done with the troops and resources available)?</i>  <i>Is it Acceptable (ie casualties, resources, time limits)?</i>  <i>Is it Distinguishable (is the COA different from the others considered)?</i></p>	
STEP 5. COA ANALYSIS	
<p><i>What steps will each COA take?</i>  <i>What could go wrong with each COA?</i></p>	<p><b>Notes:</b></p>
STEP 6. DECISION AND EXECUTION	
<p><i>Which COA works best with the troops, resources and mission I have?</i>  <i>Should I combine the best bits of both COAs and make a hybrid COA?</i>  <i>What steps/phases should the plan follow?</i>  <i>What 'Actions On' need to be in place?</i></p>	<p><b>Notes:</b></p>

Now write your orders (SMEAC)

**Lesson: Battle Procedure**

**Battle Procedure**

The term “Battle Procedure” describes all activities that occur in preparation for a patrol or operation. Battle procedure is normally initiated by a Warning Order (WNGO) issued by the commander to their troops at the first indication of a new task or mission. Battle procedure is normally supervised by the 2IC while the Commander prepares their orders.

Battle procedure may include any of the following:

- Ammunition, rations and water resupply
- Equipment issue, repair and/or preparation
- Inspections
- Rest
- Rehearsals
- Mud model preparation
- Special equipment training
- Radio equipment testing
- Reconnaissance

**Ammunition, rations and water resupply.** When the warning order is issued it will normally contain a general indication of how many days the operation ahead will take, and the intensity of any combat expected. From that information the 2IC should be able to forecast the need for ammunition, rations and water. Often ammunition will be un-boxed and loaded into magazines to save time later and reduce weight. Ration packs will be cut down and all unwanted ration pack items discarded or recycled.

**Equipment issue, repair and/or preparation.** Any additional equipment needed for the next operation will be drawn from the q-store. Any repairs will be conducted, and any preparation tasks executed. Saws and knives may need to be sharpened. Engines may need refuelling and servicing. Vehicles may need inspecting etc.

**Inspections.** Several types of inspections may be ordered and conducted. Free From Infection (FFI) inspections, personal equipment checks, rattle checks, crew-served weapons, technical equipment, accommodation areas and so on may be inspected.

**Rest.** An often overlooked but critical task may simply be to get some rest. Operations are intensive and sleep cannot be guaranteed, so every opportunity should be taken to rest prior to an operation. If rest is required, commanders and 2ICs should be vigilant to ensure that the rest is of quality and that the resting troops are not distracted or disturbed by others. Import also is that the Commander and 2IC get rest themselves as the troops will be relying on them to perform at their best during the operation.

**Rehearsals.** Rehearsals are an often overlooked by important way to ensure that the team is successful on the operation. Rehearsal of specific tasks may be ordered early to ensure a high level of competence is held by the team when the operation commences. Additionally, while the commander may understand the plan well, rehearsals help the less well informed subordinates to understand the plan. Some troops will not be able to understand the plan based on verbal orders alone, and it will not be until a rehearsal is conducted that they will understand.

**Mud model preparation.** Often the commander will task the 2IC to get a mud model created prior to the formal orders group. The commander should know early in planning the general area of operations to be used, and can pass that on to the 2IC in the WNGO for the preparation of the mud model. Good section commanders and 2ICs will carry a mud model kit in their webbing. A sound mud model kit will include string of different colours used to mark roads, creeks and grid lines, and buttons or tokens to mark unit positions or key terrain etc.

**Radio equipment testing.** Radio equipment testing is another critical task of battle preparation. All radios should be set-up, switch on and actually tested to ensure they send and receive signals clearly. Batteries should be inspected and spare batteries acquired. Supporting equipment such as antennas and handsets should also be inspected and tested prior to departure on the operation. Remember... no comms... no bombs .... no casevac.

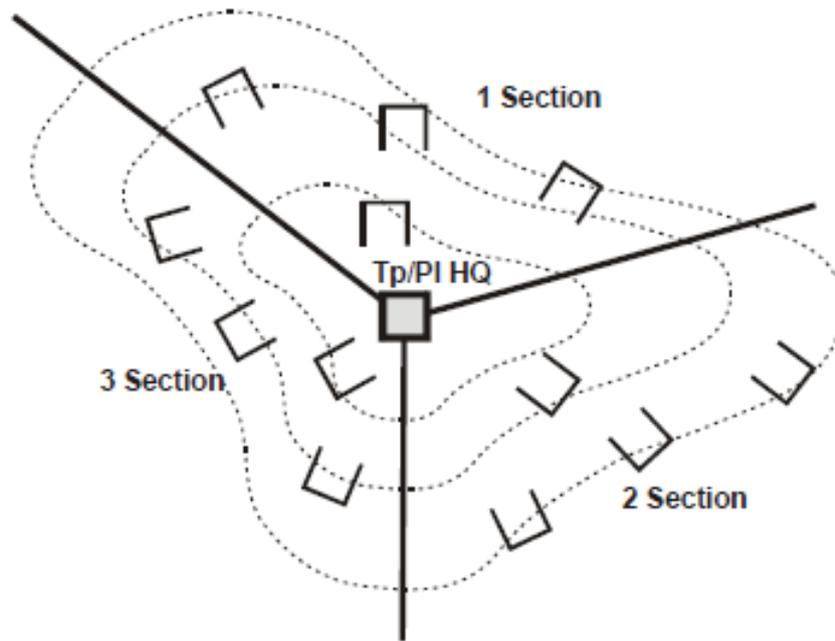
**Reconnaissance.** Part of battle procedure may also be reconnaissance (Recon). Recon may be conducted by the commander personally or delegated to the 2IC. There are four types of recon that may be conducted:

- **Map/photo recce.** Use maps and photos to survey the ground from the safety of the base camp first.
- **Vantage point recce.** Move to a position of observation where the objective can be seen but still be relatively safe from enemy action
- **Tactical recce.** Tactical recce involves physically getting close to the object and closely observing it.
- **Technical recce.** A technical recce is only conducted in an area where that is safe. Technical recces involve all aspects not related to the enemy, and often involve the employment of equipment or a camp site.



**General**

The requirement to form a harbour will depend on the duration of the halt and the topography.



**Figure 1.** Section Harbour

**Brief Halt.** A brief halt can be of a duration of up to 10 minutes. The following occurs:

- a. the section closes up,
- b. section members are deployed to either side of its axis of advance and adopt a fire position facing out, and
- c. packs are not removed unless ordered.

**Extended Halt.** An extended halt can be of a duration of up to 45 minutes. The following occurs:

- a. All round protection is adopted.
- b. Clearing patrols may be deployed.
- c. Claymore weapons and sensing devices may be positioned.
- d. Sentries are posted.
- e. Soldiers are sited in pairs or groups.
- f. There should be no noise and minimum movement.
- g. Hexamine stoves are placed behind packs.

- h. Gear remains packed as much as possible.
- i. Only one weapon should be cleaned at a time at each position. LSWs are only cleaned on order.
- j. Soldiers maintain a low profile and face out at all times.
- k. Weapons must be immediately at hand.

**Long Halt.** A long halt is of a duration of over 45 minutes. The following occurs:

- a. A harbour is formed.
- b. A full reconnaissance is conducted.
- c. Deception is employed.
- d. Harbour drill is conducted, including deploying clearing patrols and posting sentries.
- e. Claymore weapons and sensing devices are positioned.
- f. There is no noise and minimum movement.
- g. Depending on the threat, there may be a requirement to dig shell scrapes.
- h. Gear remains packed.
- i. Weapons remain immediately at hand.

### **The Defensive Layout**

The commander may site all or part of the sect/platoon, or only the LSW pits. It may be necessary to prepare several defensive positions as follows:

- a. **Primary Position.** This is the position from which a section or weapon carries out its primary task.
- b. **Alternate Position.** This is the position from which the primary task can be carried out if the primary position becomes untenable. Alternate positions are prepared to:
  - (1) deny the enemy knowledge of weapon positions, by moving them to alternate positions by day and night;
  - (2) enable depth weapons to move to prepared positions to assist in countering penetration; and
  - (3) cover the same approach from a different location.
- c. **Secondary Position.** This is a previously reconnoitred (and if possible, prepared) position to which a section or weapon may move to in order to cover another approach.

The layout of a platoon's pits may consist of the three section pits and platoon headquarters pits being evenly spaced throughout the locality, or of three section posts and a platoon headquarters. The section posts consist of a close grouping of the section pits, but they must still cover the section area by observation and fire. A combination of the two types of layout may be desirable, depending on the ground.

Platoon headquarters should be in an accessible location where the troop/platoon commander can see and control his sections, preferably by night as well as day.

### **Fire Trenches**

The digging of fire trenches must only commence after the platoon commander has visited each section and is satisfied with their pit locations.

**Fire Lanes.** Fire lanes must be prepared with minimum interference to the existing growth. Where vegetation has to be disturbed it should be completed in an irregular manner.

**Camouflage.** The top layer of soil should be carefully removed and preserved for later use. The soil should be progressively hidden in depressions or behind logs or the buttresses of trees, within or just outside the post. Fire trenches and lanes can be further camouflaged by transplanting shrubs from elsewhere into sandbags. These shrubs can be easily knocked down if the enemy assaults.

**Latrines.** Latrines should be sited and dug as soon as possible after work begins.

### **Battle Procedure**

**Warning Orders.** The platoon commander will issue a warning order to the platoon sergeant and section commanders either after receiving orders or after receiving a warning order from the company commander.

**Reconnaissance.** After receiving orders for the impending operation, the platoon commander starts a detailed reconnaissance.

**Orders.** Once the orders have been prepared, the platoon commander calls the O-group and gives orders for the occupation of the position to the section commanders.

### **Occupation**

Section Commander actions on occupation are as follows:

- a. Receive orders from platoon commander;
- b. Carry out a detailed reconnaissance of the area.
- c. Site the machine guns (if not already told by higher),
- d. Select sites for the remaining section weapons, arcs of fire, both primary and secondary tasks;
- e. Liaise with neighbouring section posts so that they know each other's positions and can ensure that all the enemy approaches are covered by fire;
- f. Mark out fire trenches on the ground. This is called 'spitlocking' and consists of using the entrenching tool to scrape out the dimensions of each pit, including shell scrapes.

The basic considerations are:

- a. The machine gun is sited to cover the main task allotted and may be in any one of the section's trenches.
- b. The distance between trenches depends on visibility, terrain and voice range.
- c. Where there is an odd number of members in the section, one trench must be adapted to accommodate three.
- d. Trenches in depth may be sited to fire between or over the heads of forward trenches.

The troops must be given their dispositions and fire tasks before digging commences so that they can deal with any immediate enemy attack.

When preparing a position while in contact with the enemy, and as soon as the weapon has been sited, each member must provide themselves with some form of cover from which they can fire.



## Orders for Sentries

Sentries will usually be posted for local protection. They will be posted to give all round protection, and particular attention must be paid to likely approaches. Sentries give early warning of attacks and check the identity of visitors or suspicious persons in the vicinity. They should be concealed and in a position from which they can fire.

The following tips are hard-won lessons from various Australian operations.

- a. By night, sentries are in pairs.
- b. Where possible, use two men rather than one man.

The table below provides a basic non exhaustive checklist for orders to sentries.

<i>1. Situation</i>	
a. Topography	<ol style="list-style-type: none"> <li>(1) The extent of the ground they have to watch.</li> <li>(2) The names of landmarks to their front.</li> <li>(3) Use range cards if time allows.</li> <li>(4) Arcs (primary and secondary).</li> </ol>
b. Enemy	<ol style="list-style-type: none"> <li>(1) Enemy approaches.</li> <li>(2) Dress, equipment and numbers.</li> <li>(3) Likely actions when discovered.</li> </ol>
c. Friendly	<ol style="list-style-type: none"> <li>(1) The positions of flanking posts/sentries.</li> <li>(2) Patrols and claymores.</li> </ol>

<i>2. Mission</i>	
	(Example) 'You are the sentry for 2 section. Your task is to cover the SW approaches in order to warn 1 troop/platoon so that the main unit position will not be surprised by the enemy and we will be prepared.'

<i>3. Execution</i>	
a. General outline	
b. Groupings and tasks	<ol style="list-style-type: none"> <li>(1) Grouping (1/2/more sentries, who is the commander, etc).</li> <li>(2) Tasks (procedures for challenging and for alerting the section, air/nuclear, biological and chemical (NBC) observation, use of early warning aids include positions of trip flares, etc).</li> </ol>
c. Coordinating instructions	<ol style="list-style-type: none"> <li>(1) Timings for mounting duty, reliefs and the relief system.</li> <li>(2) Locations of key positions and particulars of returning patrols and movement of civilians.</li> <li>(3) Boundaries between other flanking posts and positions.</li> <li>(4) Routes by day and night, if posted forward of the main position, return routes to the position).</li> <li>(5) Surveillance Target Acquisition Plan (covers who is responsible for battlefield illumination and use of active targeting devices; eg, under what circumstances a soldier may use his NAD).</li> <li>(6) ROEs.</li> <li>(7) OFOFs.</li> <li>(8) State of weapon readiness.</li> <li>(9) Use of other weapons (claymore, grenade, smoke, etc).</li> <li>(10) Plan for withdrawing under fire.</li> </ol>

4. Administration and Logistics	
	(1) Rations (whether they can brew up and cook, whether they can eat, next hot meal).
	(2) Rest plan.
	(3) Dress and equipment.

5. Command and Signals	
	(1) Location of their immediate superiors.
	(2) Special instructions (signal for defensive fire).
	(3) Passwords and counter signs.
	(4) Reminder for the challenge and reply sequence.
Questions	
Synchronise watches	

## Procedure for Challenge and Reply

The procedure for the challenge and reply is detailed in the table below.

<i>Challenge by Sentry</i>	<i>Action and/or Reply by Person or Group Challenged</i>
Halt! Hands up. Who goes there?	Halts and gives any reply which indicates the person or group is authorised to pass; eg, 'Friend', 'Ally', 'Corporal of the guard'.
Dismount one <sup>1</sup> or Advance one and be recognised.	Person or group leader gets off vehicle, no reply. Person or group leader advances, no reply.
Halt! Sentry halts person until recognition is complete.	Person halts until recognised by the sentry, no reply.
Secret challenge, if any, is given in a low voice. <sup>2</sup>	Password is given in reply to the secret challenge, in a low voice.
The remainder of the group, if any, is then advanced as directed by the sentry.	Group leader or person designated by the group leader remains with the sentry to assist in identifying and counting the remainder of the group through.  Last man informs sentry that he is the last man by stating, 'Last man'.
<b>Notes:</b>	
1. This order applies when person or group is riding in a vehicle.	
2. This procedure may be varied on the orders of the unit commander.	

**Lesson: Controlling the patrol**

**PATROL CONTROL**

**Control by the Commander**

The success of the patrol largely depends on the control exercised by the patrol commander.

**Field Signals.** Arm and hand signals should be used whenever possible. Immediate obedience to hand signals is of paramount importance. All members must understand the signals and be alert to pass them on to other members.

**Verbal Orders.** Verbal orders may sometimes be given in the course of a patrol, especially long patrols. In this case, commanders should speak just loudly enough to be heard, and should never shout except in an emergency. The patrol should be halted and group leaders brought forward for orders.

**Accounting for Patrol Members.** An important aspect of control is the accounting for patrol members. This should always be done after crossing obstacles, after enemy contact and after halts. Extra care needs to be maintained by night.

**Moving by Bounds.** Patrols should always move in tactical bounds. The distance between bounds will vary according to the ground, vegetation and visibility.

**Speed of Movement.** Speed of movement is dictated by the terrain and task. Speed is better obtained by intelligent route planning than by trying to push forward quickly and blindly. Troops must be kept fresh and alert for action.

**Halts.** Frequent halts must be made for observation and listening. When halted for a rest, a patrol must always take up positions for all round defence.

**Movement of the Patrol**

Silence is essential at all times. Patrol members should move steadily and carefully, parting undergrowth and avoiding dry leaves, sticks, rotten wood, etc.

When moving along sloping ground, the patrol should contour around the slope keeping fairly high but below the crest. (Moving along crests in open country increases the risk of being seen against the skyline.) When forced to cross a ridge, the patrol should crawl and try to make use of any background available.

**Action on Illumination**

When a flare is activated, there is limited time to find concealment or drop and lie motionless before the light takes full effect. When surprised by full light in close country it is best to 'freeze'; in open country it is best to fall flat. Don't look directly at the flare/light source; rather, immediately close the eyes to avoid night blindness, which will hit after the flare goes out. If wearing NVG, close the eye behind the goggle to avoid 'blooming' if the light filter fails to shut down the NVG immediately, and guard the other eye from illumination.

## **Movement at Night**

When moving at night, advantage should be taken of noises such as wind, vehicles, aircraft or battle sounds. As with normal patrolling, halts must be made to stop, visually scan, and listen. If you are using NVG, the distance between these halts can be greater. Night patrols in close country will be much slower, due to low levels of ambient light, and the use of IR light may be necessary to cross obstacles. However, this involves risk of compromise by an active light source if the enemy have NVG.

The following aids will assist in maintaining control when moving at night, with or without NVG:

- a. luminous tape or patches worn on the back of the collar or hat (when near the enemy the hat can be turned inside out); and
- b. white cloth fixed to the back of equipment.

## **Cutting**

Cutting of vegetation should only occur as a last resort. Cutting has the following disadvantages:

- a. it is noisy,
- b. it reduces speed of movement,
- c. it increases fatigue in the leading elements,
- d. it hampers quick handling of weapons, and
- e. it leaves a distinct trail.

## **Crossing Obstacles**

If a patrol encounters an obstacle, it must carry out the drills rehearsed prior to the patrol. If the enemy's presence is known or suspected, the obstacle should be crossed at night or in reduced visibility, or otherwise avoided, if possible.



## Tracks

If a straight linear feature such as a track, fence or ditch must be followed for direction, it is best to move parallel to it, and not along it, as the enemy is likely to cover the feature with defensive fire tasks, mines or ambush.

## Concealment of Movement

Not only should established tracks be avoided, but efforts should also be made to disguise or hide signs of movement. This applies particularly to operations in close country. Some hints to conceal movement are:

- a. Maintain track discipline while in a harbour position.
- b. Do not signpost the route with litter or waste food (rubbish must be kept and carried).
- c. Do not unnecessarily damage vegetation.
- d. Task the rear member with obliterating any signs of the crossing.
- e. Avoid handling small saplings when moving through close country.
- f. Avoid shaking overhead branches, which can be seen and heard at a distance.



## Reports and returns

### Contact Report

Table 2-1: Contact/Incident Report

<i>Serial</i>	<i>Format</i>	<i>Remarks</i>
	A. REFERENCE (MAP OR OTHER IF REQUIRED)	
1.	FROM CALL SIGN	
2.	Date Time Group (DTG) OF INCIDENT	
3.	LOCATION OF INCIDENT	
4.	BRIEF DESCRIPTION OF INCIDENT	Include direction of enemy movement and withdrawal after contact.
5.	DETAILS OF ENEMY FORCES	
6.	ENEMY PERSONNEL CASUALTIES a. Killed in action (KIA) b. Wounded in action (WIA) c. PW	
7.	ENEMY EQUIPMENT CASUALTIES a. Weapons (Destroyed/Captured) b. Vehicles (Destroyed/Captured) c. Other	
8.	FRIENDLY PERSONNEL CASUALTIES a. KIA b. WIA (1) Priority 1 (2) Priority 2 (3) Priority 3 (4) Missing in action (5) PW	
9.	FRIENDLY EQUIPMENT CASUALITIES a. Weapons b. Vehicles c. Other	Encode if transmission insecure.
10.	COMMANDER'S EVALUATION/INTENT	

## Casualty Evacuation Request (CASEVAC)

Serial	CASEVAC Format	CASEVAC example at section level
Security Classification <sup>1</sup>		UNCLASSIFIED
From CSN		13A
To CSN		0A (DJFHQ)
CASEVAC/DUSTOFF X/XX <sup>2</sup>		DUSTOFF
A. MAP REF (ONLY REQUIRED IF ON DIFFERENT MAP TO HQ)		A. MAP TOOLAN, SHEET 3682, ED 1, SER R514, 1:50000
1.	Type of Support	DUSTOFF
2.	Unit/sub-unit to be supported	CSN 13A
3.	Pick-up point giving GR, IDENTITY, NICKNAME <sup>3</sup>	GR 703503, RED 13
4.	Timings and locations: a. Briefing <sup>4</sup> b. Commence task <sup>5</sup> c. Finish task <sup>6</sup> d. Debriefing <sup>7</sup>	b. ASAP
5.	Contact at unit/sub-unit to be Supported <sup>8</sup>	
6.	Radio call sign and frequency <sup>9</sup>	5GLC on 36 pt 40 alt 4TWZ on 55 pt 90.
7.	Casualty details <sup>10</sup>	a. 1 X pri 1, litter. Gunshot wounds to chest and limbs. b. 1 X pri 2, litter. Gunshot wound to leg. c. 2 X asst med req.
8.	Load details <sup>11</sup>	2 X pers equip total wt 100lbs.
9.	Other information	Best app to LZ from SW due to en acty north and NW. Smoke aval. Nil hoist.

### Notes:

- Classifications should be relevant to the activity and content. However, you can broadcast in plain language on insecure circuits in emergency conditions, in which case call signs and frequencies should be sent using freq designations.
- CASEVAC or DUSTOFF XXX as appropriate. The request number is the Request Identity Number. It consists of a sequence number and a year; eg, 2/01. Each formation/DCU is to keep a register of their CASEVACs/DUSTOFFs.
- For DUSTOFF, identity of the type of LZ and its location are required.
- Briefings initiated by the requesting unit will rarely be required for DUSTOFF tasks; however, in some cases specific briefings might be required for medical and/operational reasons. Such briefings would be in addition to any conducted as part of normal flying procedures.
- DUSTOFF tasks will normally commence ASAP. There may, however, be occasions (usually for operational reasons) when DUSTOFF aircraft should enter or leave an area within a particular timeframe.
- This serial will rarely be completed by the originating unit.
- If required by originating unit.
- Not normally required unless the originator is remote from the casualty.
- Originator's C/S and alternate freq. Freq are never to be transmitted in plain language on insecure circuits unless emergency conditions render it essential. Allocated freq designations are to be used.
- Must include the number of casualties to be collected, their priority, nationality (if other than AS), the nature and site of wounds and whether they are on litters or are sitting. Include details of accompanying medical staff (or requested).
- Load detail must include the type and weight of the load, including personal equipment (in kilograms (kg) for CASEVAC, in pounds (lbs) for DUSTOFF [1kg = 2.2lbs]).

## Resupply Requests (OPDEM/PRIDEM/MAITDEM).

Requests for resupply are made via:

- a. Operational Demands (OPDEMs) need to be filled within **6 hours**;
- b. Priority Demands (PRIDEMs) need to be filled within **18 hours**; or
- c. Maintenance Demands (MAITDEMs) need to be filled within **72 hours**.

<i>Format</i>	<i>Section Level Example</i>
FROM (FMN/UNIT)	FROM 13A
TO (FMN/UNIT)	TO 10
INFO	N/A
1. UNIT TITLE & DEMAND NUMBER	1. N/A
a. REASON FOR DEMAND IF NO ENTITLEMENT EXISTS (Usually only used for specialist equipment)	a. N/A
b. ITEM & QTY (1) REGISTERED NUMBER OF EQUIP TO BE REPLACED IF APPLICABLE TGI 42 NUMBER IF APPLICABLE	b. F89A1 X 1( AT SECTION LEVEL LIST ALL STORES/EQPT REQUIRED TO BE DELIVERED),1,000 RND LNK, 6 X F1 GRENADES, MINIMI POUCH X 1, (1) 926701 (2) N/A
c. DELIVERY REQUIRMENTS (1) LOC (GR) (2) TIME (3) PREFERED MODE (4) SIGNALS AT DELIVERY LOC (5) FREQ DESIGNATOR (6) CALL SIGN (7) LZ/landing Point (LP)/Drop Zone SIGNALS (IFREQUIRED)	c. Weapon cleaned and ready for immediate use. (1) GR 123456 (2) ASAP (3) HELO, ROAD, AIRDROP, (4) RADIO (5) WK1M (6) 13A (7) SMK, MIRROR, MARKER PANEL, ETC
2. REPEAT ABOVE STEPS FOR FURTHER ITEMS, (USUALLY ONLY DONE AT UNIT LEVEL)	NOT USUALLY REQUIRED AT SECTION LEVEL.

## Location Status (LOCSTAT)

LOCSTATs are sent by subordinate units over radio to their higher HQ routinely so that HQ can know where their troops are at all times.

<i>Serial</i>	<i>LOCSTAT Format</i>	<i>LOCSTAT example at Section level</i>	<i>LOCSTAT example at Formation/Unit level</i>
	A. REF ( MAP OR OTHER IF REQUIRED)	A. not applicable (N/A)	A. 3 BDE LOCSTAT OF 041200KJUN01
1.	LOCATION OF FORMATION/UNIT HQ LOC (GR REF)	GR 456123	KF235763
2.	LOCATION OF SUB UNITS AS REQUIRED (GR REF) CSN AND LOCATION CSN AND LOCATION	N/A	a. 1 RAR (1) BHQ KF123872 (2) A COY GS 1440 b. 2 RAR. No change.
3.	ADMIN ELEMENTS	N/A	a. 3BMA. No change. b. FWD FARP No change.
4.	CRITICAL INDEP ELEMENTS	N/A	N/A
5.	CORRECT AS AT .....	CORRECT AS AT 051200KJUN01	CORRECT AS AT 051200KJUN01