

Operation Bold Strike

TDE Facilitators Guide

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Title: bold_strike.sce

Variations: bold_strike_a.sce

Map: MAP_Matthews.jpg

Instructor: Major R. Matthews

Class: MS200

Players: Single

AAR: Bold_Strike_COA1.aar

FM Version: 13 JUL 09

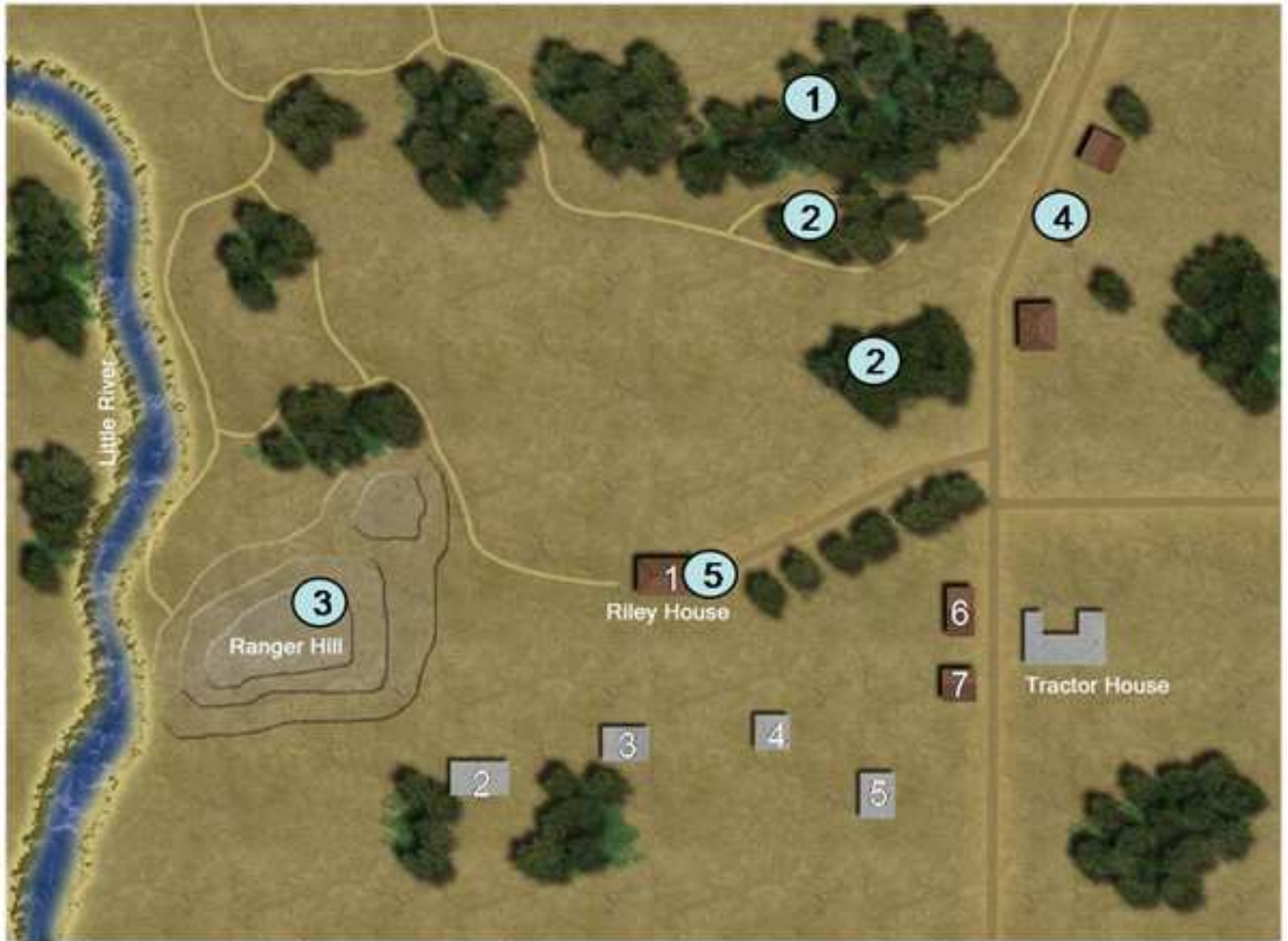
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2.0 COMPANY OPORD

OPERATION BOLD STRIKE	SITUATION: 24 hours ago a small EN force engaged and destroyed a supply convoy delivering supplies to FOB Tango. Two hours ago local contacts in OPAREA REDLEG reported observing a small EN force moving thru the area. 1 st BDE S2 believes this is the same EN force that engaged the supply convoy earlier. EN force consists of (10) insurgents with at least one MG. Last known location was RILEY HOUSE. These are hardcore insurgents that have been known to stand and fight. Buildings to the (E) of the road that runs (N)-(S) are confirmed friendly.
TASK ORG 3 X INF SQDs (27 soldiers) 2 x WPNS TMs (8 soldiers, 2 x 240Bs)	MISSION: 1300 A/1-6 IN Clears OBJ MATTHEWS IOT to deny the EN a safe haven in which to operate.
	EXECUTION: 1st PLT ME Clears OBJ MATTHEWS. 2 nd PLT Block the (N) routes IOT prevent EN. forces from leaving or entering the area. 3 rd PLT Block the (S) routes IOT prevent EN. forces from leaving or entering the area.
	COORDINATING INSTRUCTIONS: Admin/LOG: SOP Communications: SOP
SCHEME OF MANEUVER	

3.0 TERRAIN ANALYSIS



- 1 BLUEFOR start position.
- 2 There are a number of areas that could be used as SBF positions. These are just two examples.
- 3 Most dominating terrain feature in the area. Provides good observation of all routes into and out of the area, overlooks primary objective. Can be used to isolate Riley House. May interfere with blue movement south.
- 4 Houses (E) of the road that run (N)-(S) are considered friendly, also includes Tractor House. There is no reason for BLUEFOR to ENTER any of these houses.
- 5 Primary objective.

3.1 TERRAIN ANALYSIS INSTRUCTOR'S NOTES

3.1.1 SKILLS AND ABILITIES

- I identify at least two key terrain features and explain why they are key.
- Identify at least two overwatch/SBF positions.
- Identify two routes to the objective.

The ability to “read” the terrain is crucial to making good decisions. Students should be given the opportunity to do a terrain analysis prior to starting the scenario.

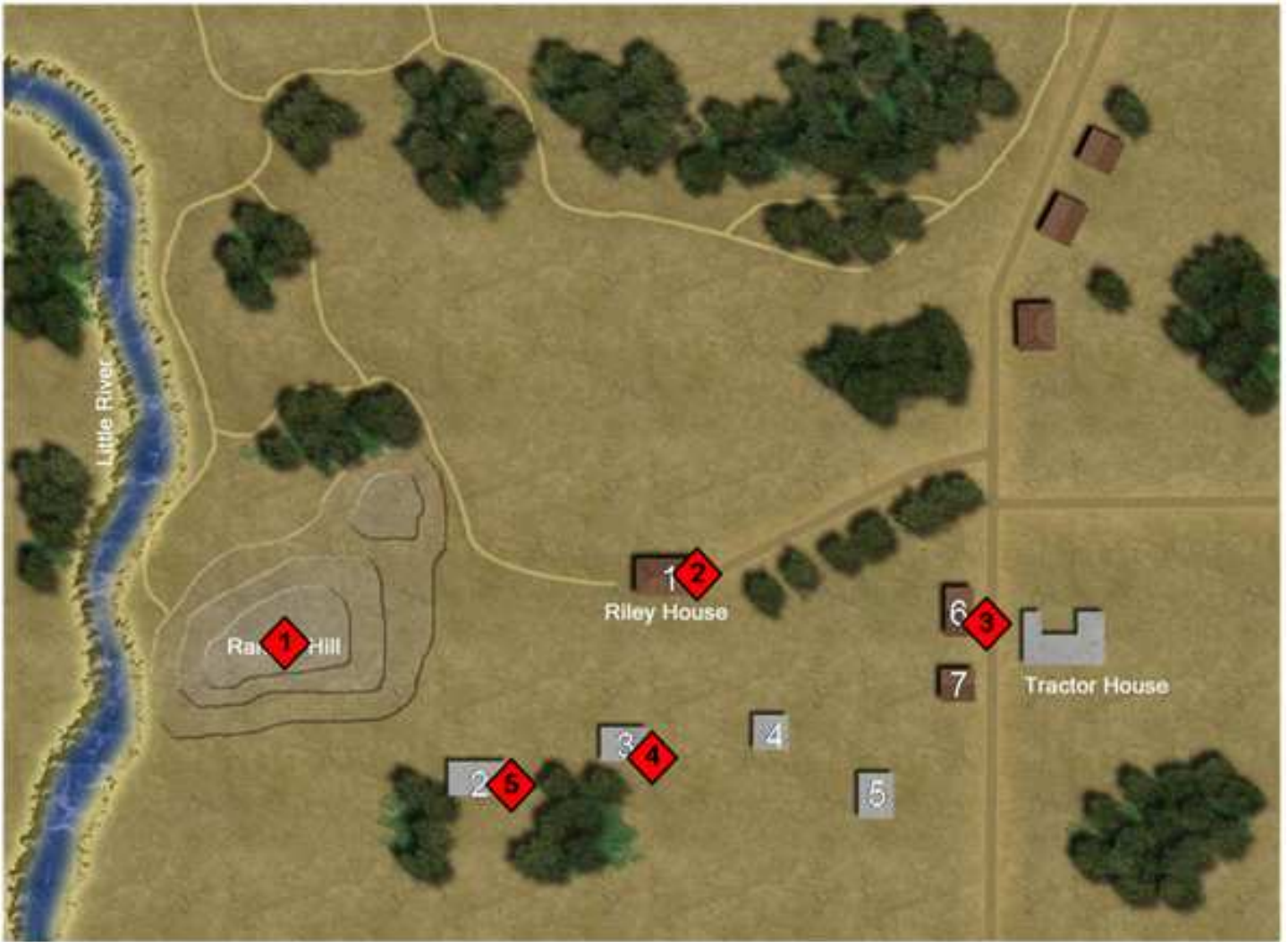
3.1.2 THINGS TO DO

- Students have a tendency to want to “occupy” or enter every building they encounter. Have a discussion on why that is not always a good idea.
 - Takes time and energy.
 - Dangerous.
 - May cause additional hostilities.
 - Have students identify key terrain and explain why it is key.
 - Identify routes to the objective and explain why they chose those particular routes.
-

3.1.3 SEE THE TERRAIN

- Where can you use terrain to isolate or separate enemy forces in time and space so they will never be able to bring overwhelming combat power to bear against your forces?
 - It is possible to isolate Riley House. Isolation refers to the ability to prevent or limit enemy direct fire into RILEY HOUSE or prevent additional enemy forces from reinforcing it. An ABF position on RANGER HILL focused on the four buildings to the (S) of RILEY should be enough to suppress or prevent direct fires or enemy movement towards RILEY.
 - Instructors be alert to fire control issues if the student chooses to assault RILEY HOUSE from the (E) WHILE supporting from RANGER HILL from the (W). There is a strong chance of fratricide IF there are no fire control measures in place to prevent the RANGER HILL element from firing at the assaulting element. Ask the student how they intend to control fires coming from RANGER HILL. They should respond by designating a left or right fire control measure OR some other prearranged trigger that will cause that element to lift or shift fires.
- What terrain gives you the best ability to protect your force from observation by the enemy’s reconnaissance and surveillance capabilities and the effects of enemy direct and indirect fires?
 - The observation can be gained from RANGER HILL. RANGER HILL has visibility of the entire OPAREA which could provide early warning to the enemy commander. Denying the enemy the use of RANGER HILL would cripple his effort to gain situational awareness.

4.0 ENEMY ANALYSIS



- | | |
|---|----------------------|
| 1 | 1 x PKM
2 x AK-74 |
| 2 | 3 x AK-74 |
| 3 | 2 x AK-74 |
| 4 | 3 x AK-74 |
| 5 | 2 x AK-74 |

4.1 ENEMY ANALYSIS INSTRUCTOR'S NOTES

4.1.1 SKILLS AND ABILITIES

- Template at least two enemy units based on situation and terrain.
- Determine the enemy's desire to fight or withdraw.
- Identify key weapon systems explain how they can be employed.
- Identify and describe at least one enemy COA.

4.1.2 THINGS TO DO

- Conduct a group exercise templating the enemy positions in RILEY HOUSE and RANGER HILL. Try doing this before or after playing the game. Do not ask "leading" questions make the students work for their answers.
- Discuss potential ECOAs.
- Discuss what weapon systems are key and why.
- Discuss how enemy weapon capabilities may determine ECOAs.

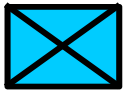
4.1.3 SEE THE ENEMY

- How will the enemy commander employ his capabilities to achieve his end state? Which capabilities are critical to this?
 - The enemy will use RANGER HILL has an observation point to track movement into and out of the OPAREA.
 - I believe a MG team would be the most likely choice to man such an OP. The MG is his most lethal weapon system and he will position it to cover as much of the OPAREA as possible.
- What is the enemy commander's capability to see the battlefield relative to yours? Does he have the capability to see the battlefield, issue orders and mass forces and effects faster than you? If so, what capabilities enable him to do so? Are they vulnerable to direct or indirect attack?
 - IF the enemy has an OP on RANGER HILL he will have an advantage in his ability to see the battlefield. Left unchecked he could observe most if not all of my PLTs movement towards RILEY HOUSE.
 - We are fighting a force that is equal to us in terms of agility and ability to reposition and react. He is most likely setup in a defensive posture which suggests some level of preparedness.
 - The OP on RANGER HILL is susceptible to both direct and indirect fires.

5.0 FRIENDLY FORCES ANALYSIS

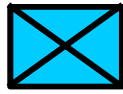
1st Platoon, A Company, 1-6 IN

1st SQD



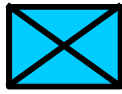
5 x M4
2 x M203
2 x M249

2nd SQD



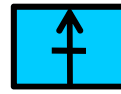
5 x M4
2 x M203
2 x M249

3rd SQD



5 x M4
2 x M203
2 x M249

WPNS1



3 x M4
1 x M240B

WPNS2



3 x M4
1 x M240B

5.1 FRIENDLY FORCES INSTRUCTOR'S NOTES

5.1.1 SKILLS AND ABILITIES

- Identify key weapon systems and how they can be employed.
 - Determine two COAs.
 - Tasks organize.
-

5.1.2 THINGS TO DO

- Discuss task organization.
 - Discuss the use of the M240B and how they are employed.
 - Pick one or two students to brief their COA.
-

5.1.3 SEE YOURSELF

- Where will terrain constrict your movement, break up your formations and create piecemeal presentation of your force?
 - Terrain is fairly open and unrestrictive
- Where can you use terrain to isolate or separate enemy forces in time and space so they will never be able to bring overwhelming combat power to bear against your forces?
 - Isolating RILEY HOUSE from enemy fires or reinforcement will be key to this operation. The best position to isolate from would be RANGER HILL. RANGER HILL allows you to suppress or destroy enemy units that are in the buildings (S) of the RILEY HOUSE.
- What terrain will enemy use to effectively employ his capabilities, achieve surprise, protect his force, mass direct and indirect fires, shape the battlefield, expose flanks, create vulnerability in your force, fix and isolate your forces or create superior agility?
 - As discussed RANGER HILL is a dominant terrain feature that allows superior observation. But it is also vulnerable to direct and indirect fires due to the lack of vegetation or urban structures.

6.0 INSTRUCTOR COA1

<p>1st SQD T1: Clear SBF1 and SBF2 P1: Allow WPNS1 and WPNS2 to safely establish SBF positions</p> <p>T2: Establish ABF position to the rear of SBF1 oriented (N) along the RD P2: Provide rear security</p>	<p>2nd SQD T: Establish ABF in the wood line (E) of RILEY HOUSE P: prevent enemy fires or movement from the buildings (S) of RILEY HOUSE</p>	<p>3rd SQD (Main Effort) T: Clear RILEY HOUSE P: Kill or capture enemy combatants and deny them a safe haven</p>	<p>WPNS1 T1: Establish SBF oriented on RANGER HILL P1: Prevent enemy fires from interfering with friendly movement (S)</p> <p>WPNS2: T1: Establish SBF oriented on RILEY HOUSE P1: Prevent enemy fires from interfering with friendly movement (S)</p>
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	<p>Platoon Mission: Clear RILEY HOUSE</p>
	<p>Scheme of Maneuver</p> <ol style="list-style-type: none"> 1. 1st SQD clear SBF positions. 2. WPNS SQD establishes both SBF positions. 3. 2nd SQD and 3rd SQD move (S) towards RILEY HOUSE. 4. 2nd SQD establishes ABF position oriented (S) . 5. 3rd SQD clears RILEY HOUSE.

6.1COA1 INSTRUCTOR'S NOTES

6.1.1 SKILLS AND ABILITIES

- Create at least one COA and explain all phases/elements of the plan.
- Identify one or two strengths or weaknesses in the chosen COA.

6.1.2 THINGS TO DO

- Have one or two students brief their COA
- When the students start to play the game have them stick to their COA, in other words fight the plan. Afterwards discuss with them what went right, what went wrong and how they could have adapted given what happened during the game. The idea is to drive home the point that fighting the plan instead of the enemy could have dire consequences. It also helps them understand what kind of adjustments have to be made in order to adapt.

6.1.3 ENVISION THE BATTLE

- How will he use the terrain to effectively employ his capabilities?
 - RANGER HILL offers the best observation for the entire area
 - Brick or cement houses provide good cover and concealment
- How will the enemy employ his capabilities to see the battlefield? When and where will he use them?
 - OP on RANGER HILL to provide early warning, most likely positioned prior to us entering the area
- What sequence of critical actions must you accomplish to achieve your desired outcome?
 - Prevent the enemy from effectively employing direct fires from RANGER HILL
 - Limit his ability to observe from RANGER HILL either by suppressing or destroying the OP
 - Limit the exposure of the assault team as they near RILEY HOUSE
 - Prevent enemy direct fires on RILEY HOUSE and prevent reinforcements

6.1.4 AAR

This is a fairly simple COA that keeps the PLT together. The other possible COA would see the PLT splitting into two elements with one unit following the same route as COA1 and the other element clearing RANGER HILL and establishing an ABF position.

What really happened (Bold_Strike_COA1.aar)

For the most part we were able to execute this COA as planned. The biggest change occurred when 2nd SQD had to assume 1st SQDs task of clearing RILEY HOUSE. In the firefight between the enemy in building 4 and ½ SQDs, 1st SQD sustained three casualties one KIA and 3 wounded, although no one was wounded seriously. The PL decided to retask 1st SQD and told them to hold their position and ordered 2nd SQD to clear RILEY HOUSE.

APPENDIX A: FACILITATORS RESPONSIBILITIES¹

- Prepare for the exercise:
 - Must have a thorough knowledge of the scenario
 - Be prepared to address a variety of possible decisions made by the students
- Present the scenario:
 - Orient the students to the map. This is especially important when dealing with a graphical representation of the terrain. Make sure they know what woods and hills look like, or any other special terrain such as swamps.
 - Answer questions the students may have about the situation.
- Choose Player(s) to present solutions:
 - You should answer questions about the scenario which the players would reasonably have knowledge of, but you should not eliminate all uncertainties.
 - Select one student to present their solution to the class. DO NOT ask for volunteers, players should not feel they can escape the challenge simply by not volunteering.
- Enforce the time limit:
 - Time compression creates stress.
 - Give them the situation and 5-10 mins to come up with a COA
- Enforce the Decisions as Instructions rule:
 - Students must simulate giving their instructions either face-to-face or over the radio.
 - DO NOT allow “I would have done...” statements. Whenever possible encourage them to state their decisions as if they were communicating them to the person who will execute them.
- Question the Thought Process. One of the most important things the facilitator does is probe the student’s thought process in order to get the student to explain their rationale. Useful questions include:
 - Why did you do this or that?
 - What was your overall assessment of the situation?
 - What would you have done if...?
 - What is your biggest concern about your plan?
 - What were your assumptions about the situation
 - What information from the briefing was critical to you and why?
 - What risk are you taking?
- Draw out lessons:
 - Summarize the lessons that the scenario illustrated.

¹ Appendix A facilitator guidelines taken from Design and Delivery of Tactical Decision Games and Sand Table Exercises.

APPENDIX A: TRAITS OF A GOOD FACILITATOR

- **Enthusiastic Delivery:**
 - If you are enthusiastic about the subject, enjoy TDEs, and believe in the value of TDEs as a learning tool, your students will be enthusiastic about learning.
- **Be prepared and Tactically Knowledgeable:**
 - In order to lead the discussion and provide a useful review, you have to know the subject matter.
 - You should be familiar with the scenario and be able to discuss it intelligently.
 - Playing the scenario several times will help familiarize yourself with the scenario
 - The goal is to teach decision making
- **No school or Facilitator Solutions:**
 - There are a number of ways to solve problems, so there should not be any “school” solutions.
 - What decision a player makes is LESS important than WHY they made it.
 - Creativity is a prized trait in tacticians; unusual solutions should be encouraged and recognized.
 - Recognize plans that would obviously fail or are not tactically sound.
 - Prepare discussion points for common solutions and for obviously unsound solutions.
- **Adapt to the Unexpected:**
 - Players will invariably come up with unexpected questions or solutions. The discussion will present unexpected opportunities to provide impromptu lessons about key tactical concepts. The facilitator must be able to adapt quickly to unforeseen circumstances resulting from player developed plans or contingencies.
 - You must be prepared to provide additional inputs (either constraints or additional objectives) if necessary to involve these additional resources.
- **Keep it Interesting:**
 - Keep the discussion moving briskly, by involving as many students as possible, and by making relevant useful points.
- **Don't Dominate the Discussion:**
 - A good facilitator does not lecture, but has the ability to help the players recognize the lessons themselves, facilitating learning rather than trying to impart it.
- **Review Without Being Critical:**
 - Offering constructive criticism is essential.
 - While there may be no absolute right or wrong answers, some solutions have more merit than others and you must make those judgments.
 - At the same time you must offer reviews in ways that do not embarrass any student in front of the group.
- **Manage the Group:**
 - Get as many people involved in the discussion as possible.
 - Prevent individuals from dominating the discussion.

APPENDIX A: FACILITATION TECHNIQUES

- Active listening:
 - It is important to know when to ask questions, how to ask and answer questions and how to defer questions or bounce them off the rest of the group.
 - In essence you must combine appropriate questions with active listening
- Avoid Leading Questions:
 - Leading questions will cause the student to believe there is a “text” book answer YOU are looking for. Example of questions to avoid:
 - Wouldn't this have been a more effective COA? OR *Did you evaluate any alternatives?*
 - Do you really thing that will work? OR *On a scale of 1 – 10, what do you think is your probability of success? Explain?*
 - Do you thing that hill is key terrain? OR *Identify key terrain and explain why it is key?*

APPENDIX B: SEE THE TERRAIN²

- Within the area of your operations what effect will terrain have on your and the enemy's ability to move forces, sustain mass, and cohesion and mass the effects of direct and indirect fires?
- Where will terrain constrict your movement, break up your formations and create piecemeal presentation of your force?
- What movement rate can you realistically sustain, given terrain conditions, visibility and weather?
- Where can you use terrain to shape the battlefield and compel the enemy to go where your forces can generate overwhelming firepower, turn him and expose his flank to attack? How can you use terrain to make the enemy commit his forces in a piecemeal fashion or limit the total number of direct-fire systems he can bring to bear? What terrain allows you to achieve these effects?
- Given the terrain in your AO and the expected presentation of enemy forces, where will they be most vulnerable to your combined arms team's capabilities? Where will they be most vulnerable to attack by close air support, disruption by artillery delivered mines, destruction by dual-purpose improved conventional munitions and Copperhead, obscuration by smoke, disruption by jamming and destruction by your attack helicopters and direct-fire systems?
- Where can you use terrain to isolate or separate enemy forces in time and space so they will never be able to bring overwhelming combat power to bear against your forces?
- What terrain gives you the best ability to protect your force from observation by the enemy's reconnaissance and surveillance capabilities and the effects of enemy direct and indirect fires?
- How can you use terrain to control the battle tempo, delay the enemy's movement or buy time to reposition forces or reinforce?
- What terrain will enemy use to effectively employ his capabilities, achieve surprise, protect his force, mass direct and indirect fires, shape the battlefield, expose flanks, create vulnerability in your force, fix and isolate your forces or create superior agility?
- How can you use terrain to set conditions for seizing or retaining the initiative? What terrain allows you to create and sustain superior combat power? Where can you employ your capabilities to disrupt the synchronization of the enemy's combined arms team?

² Appendix B questions were taken from the article "Coaching the Art of Battle Command, written by Lieutenant Colonel John D. Rosenberger, US Army, MILITARY REVIEW May-June 1996.

APPENDIX B: SEE THE ENEMY

- What are the enemy commander's objectives? What end state is he trying to achieve? What does he have to do to win?
- How will the enemy commander employ his capabilities to achieve his end state? Which capabilities are critical to this? Which BOS or combat functions are critical to his success?
- Given the enemy's capability to see the battlefield, can he be deceived?
- Which enemy capabilities must be effectively synchronized to achieve the effects and outcome the enemy commander expects?
- What is the enemy commander's capability to see the battlefield relative to yours? Does he have the capability to see the battlefield, issue orders and mass forces and effects faster than you? If so, what capabilities enable him to do so? Are they vulnerable to direct or indirect attack?
- What operations tempo can the enemy generate- slower, equal, or faster than you? How fast can he physically move, given terrain and his systems' capabilities? Which capabilities give him the ability to sustain his OPTEMPO and level of agility? Are they vulnerable to attack?
- How fast can he see, decide and respond to actions on the battlefield? What is the tempo of his decision-making process?
- What is the physical endurance of his force? How far can he move and how long can he fight, given his force's condition and ability to sustain it? Which sustainment capability is critical to successful accomplishment of his mission? Which capabilities will preclude him from reaching a culminating point before accomplishing his missions? Are they vulnerable to attack?

APPENDIX B: SEE YOURSELF

- Within the area of your operations what effect will terrain have on your and the enemy's ability to move forces, sustain mass, and cohesion and mass the effects of direct and indirect fires?
- Where will terrain constrict your movement, break up your formations and create piecemeal presentation of your force?
- What movement rate can you realistically sustain, given terrain conditions, visibility and weather?
- Where can you use terrain to shape the battlefield and compel the enemy to go where your forces can generate overwhelming firepower, turn him and expose his flank to attack? How can you use terrain to make the enemy commit his forces in a piecemeal fashion or limit the total number of direct-fire systems he can bring to bear? What terrain allows you to achieve these effects?
- Given the terrain in your AO and the expected presentation of enemy forces, where will they be most vulnerable to your combined arms team's capabilities? Where will they be most vulnerable to attack by close air support, disruption by artillery delivered mines, destruction by dual-purpose improved conventional munitions and Copperhead, obscuration by smoke, disruption by jamming and destruction by your attack helicopters and direct-fire systems?
- Where can you use terrain to isolate or separate enemy forces in time and space so they will never be able to bring overwhelming combat power to bear against your forces?
- What terrain gives you the best ability to protect your force from observation by the enemy's reconnaissance and surveillance capabilities and the effects of enemy direct and indirect fires?
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- How can you use terrain to set conditions for seizing or retaining the initiative? What terrain allows you to create and sustain superior combat power? Where can you employ your capabilities to disrupt the synchronization of the enemy's combined arms team?

APPENDIX B: ENVISION THE BATTLE

- What does your enemy have to do to win? How will he employ his capabilities to defeat you? Which capabilities to defeat you? Which capabilities are vital to your own success?
- How will he use the terrain to effectively employ his capabilities?
- How will the enemy employ his capabilities to see the battlefield? When and where will he use them?
- Which functions or capabilities are vital to his success? When and where will they be most vulnerable to attack, given your capabilities? When will an attack have the greatest effect?
- What must you do to seize or retain the initiative? During the battle, when will the initiative hang in the balance?
- What sequence of critical actions must you accomplish to achieve your desired outcome?
- How long will it take you to accomplish each of your critical tasks? Can you accomplish your mission within the time required?
- What effects do you want to achieve against the enemy in deep, close and rear operations? Where do you want to achieve these effects?
- How can you surprise the enemy? How can you strike him from an unexpected direction or time? When will he be most vulnerable to the effects of surprise?
- How can you compel the enemy to fight in two or more directions and how can you disrupt his combined arms team's synchronization?
- How can you control the battle tempo? When do you need to delay, fix, contain or disrupt the enemy?
- When, where and against which enemy force will you strike the decisive blow? How will you do it? What conditions must you create for success?
- What critical decisions must you make during the battle? When must you make them?
- What is your main effort? When do you think you should shift the main effort?
- When will you reach your culminating point?

APPENDIX C: STUDENT COA HANDOUT

