

FIELD MANUAL
NO. 11-05C3

HEADQUARTERS
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SOLDIER'S MANUAL

RADIO TELETYPE OPERATOR

MOS 05C, SKILL LEVEL 3

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Whenever pronouns or other references denoting gender appear in this manual, they are meant to refer to either male or female-- unless indicated otherwise.

COMMANDER'S ATTENTION

Soldier's Manuals are designed to tell soldiers what tasks they must be proficient in to be MOS qualified. If soldiers follow the road map these manuals provide, they should progress readily to positions of responsibility commensurate with their aptitude and motivation.

Initial distribution of Soldier's Manuals will be made to the unit level, based upon assigned strength in the particular MOS and Skill Level. In the event additional manuals are needed by the unit for MOS study, libraries, or other training needs, requests for publications may be sent directly to the US Army Publications Center, 2800 Eastern Boulevard, Baltimore, MD 21220.

When soldiers are issued Soldier's Manuals by their units, they are responsible for retaining and maintaining them. If they transfer, they must return the manuals to their units.

This Soldier's Manual was prepared by the US Army Signal Center.



WILLIAM J. HILSMAN
Major General, USA
Commanding

RESERVE COMPONENT ARMY NATIONAL GUARD-ARMY RESERVE

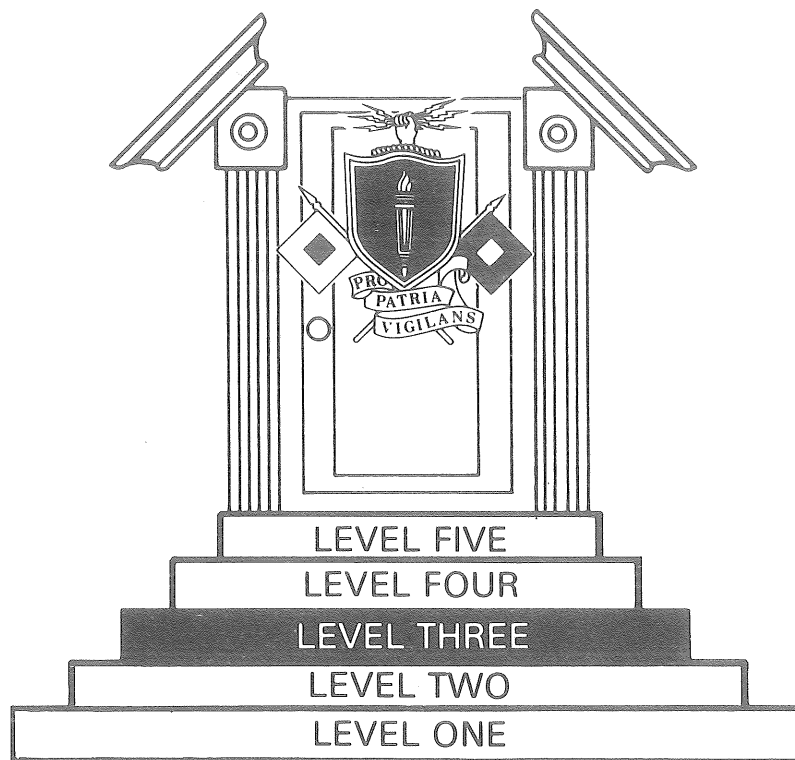
This soldier's manual contains the critical tasks to be performed by the soldier in MOS 05C. However, some tasks may require modification due to differences in equipment, facilities, and training time available to you.

Future publications of soldier's manuals will undergo a review. This manual will be included in the review, and change sheets will be published and distributed to you. You will be using this manual along with your Active Army counterpart.

Many tasks that you learned in basic training (BT) and advanced individual training (AIT) are in this manual. Others are critical tasks that you are responsible for learning on your own. Training references and materials are available and can be provided to you through your unit. Your performance in your duty position will be tested on your ability to perform the critical tasks in this manual. It is to your advantage to take the initiative NOW.

Chapter 1

INTRODUCTION



THE SOLDIER'S MANUAL AND YOU

This manual describes what the Army expects you to know and to be able to do as a Radio Teletype Operator, MOS 05C. In addition to job tasks, the contents discuss the management and training systems established to let you achieve your full potential for promotion and a rewarding career as a professional soldier.

If you don't understand some parts of the manual or want to know more about advancement opportunities, see your NCO/supervisor. Take advantage of your superior's knowledge and experience.

The Army wants and needs well-trained soldiers who desire to advance through the ranks. This manual and the willing assistance of senior NCOs are tools you can use to your advantage.

This manual should be kept in a looseleaf binder. When new or changed material is published, it will be distributed to you with instructions on where to place it in your manual.

SKILL LEVELS

The following paragraphs list the duties of MOS 05C at Skill Level 3. Tasks which make up these duties are contained in chapter 2.

Skill Level 3 (AR 611-201):

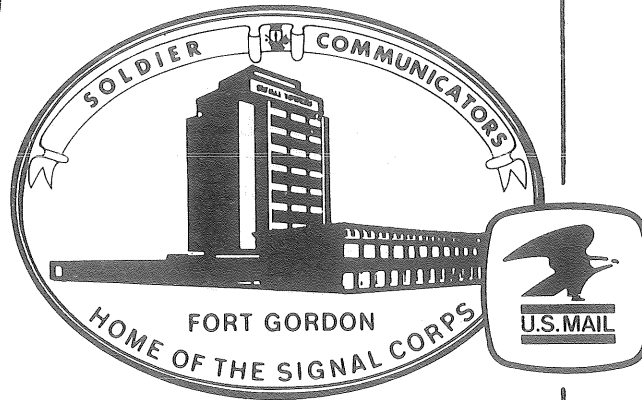
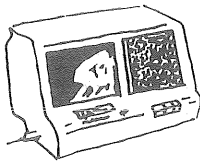
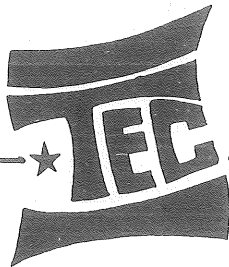
1. Supervise the operation of teams employed in radio teletype communications systems.
2. Select sites.
3. Supervise installation of equipment.
4. Insure station is entered into net and act as net control station when required.
5. Establish training program to correct faulty work practices and operating procedures by instruction and demonstration.
6. Check operational logs, maintenance schedules, and station files for completeness and accuracy.
7. Prepare and disseminate work schedules, operating procedures, and instructions.
8. Arrange with signal message supervisor for pickup and delivery of messages.
9. Establish and supervise operator's maintenance program to insure operational readiness of equipment.
10. Requisition supplies and prepare technical and administrative reports.
11. Prepare and conduct training programs as appropriate.

Each task is split into these parts:

TASK:	A statement of what you must be able to do, for example: Select Radio Teletype Sites.
CONDITIONS:	The situation in which you must be able to perform the task, like in a tactical or a nontactical location under all weather conditions. It also lists the equipment and references that will be available.
STANDARDS:	A statement of how well or how accurately you must perform the task.
PERFORMANCE MEASURES:	An outline of what you have to know and do to complete the task. The figure numbers mentioned in the performance measures are the same as the figure in the task.
REFERENCES:	The primary sources needed to complete the task. These sources are ARs, FMs, TMs, etc. If you want to find out more about the performance measure, you should go to that reference to do so.

PRIMARY TRAINING MATERIAL:

A list of training materials that you can use to learn how to do the task. Examples of Primary Training Material are Training Extension Course (TEC) Lessons and Army Correspondence Courses. TEC Lessons are designed to assist you in improving your MOS and job proficiency. New lessons are constantly being produced and will be available to you. Check with your supervisor to see which TEC Lessons are on hand in your unit. Army Correspondence Courses are self-study courses that, like the TEC Lessons, are designed to assist you in improving your MOS and job proficiency. The Signal Corps Correspondence Courses Catalog, DA Pamphlet 351-20-15, lists the courses and individual subcourses offered by the US Army Signal Center.

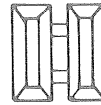


YOUR MANUAL AND YOUR LEADERS

You are not the only one who will use this manual. Who else uses it?

COMMANDER

Plans your training, makes available training time and insures availability of training resources.

**COMMAND SERGEANT MAJOR**

Participates in the planning of your training.

**FIRST SERGEANT**

Participates in the planning of your training.

**PLATOON SERGEANT**

Participates in your actual training.



Your commander has a manual, in addition to the soldier's manual, which lists the critical tasks you are required to perform and the methods of training that can be used to assist you in becoming proficient in those tasks. It is called the Commander's Manual. The commander's manual and other references to training programs and supporting materials provide your commander and supervisor a means for designing and conducting an individual training program. The soldier's manual and commander's manual are also designed to assist your commander and supervisor in evaluating

your proficiency. Their evaluation of your ability to do your job will be based on your performance of the tasks described in your soldier's manual.

HOW TO USE YOUR SOLDIER'S MANUAL

Regardless of your present grade, you should begin to use your soldier's manual by studying, practicing, and mastering the tasks listed for Skill Level 1.

You should be able to perform Skill Level 1 tasks. You learned most of them in AIT and others while working on the job. It really doesn't matter where or when you first learned a task. The important question is: how well can you do it now?

If you do not understand a particular task, ask your supervisor to explain it and to assist you in obtaining the appropriate study aids and references so that you may study and practice it. The senior NCOs and officers in your unit use your soldier's manual to help them plan your training and to evaluate your skills. Ask them for advice and assistance. They want to help you.

Once you have been promoted to E6, you should immediately begin to master the Skill Level 4 tasks.

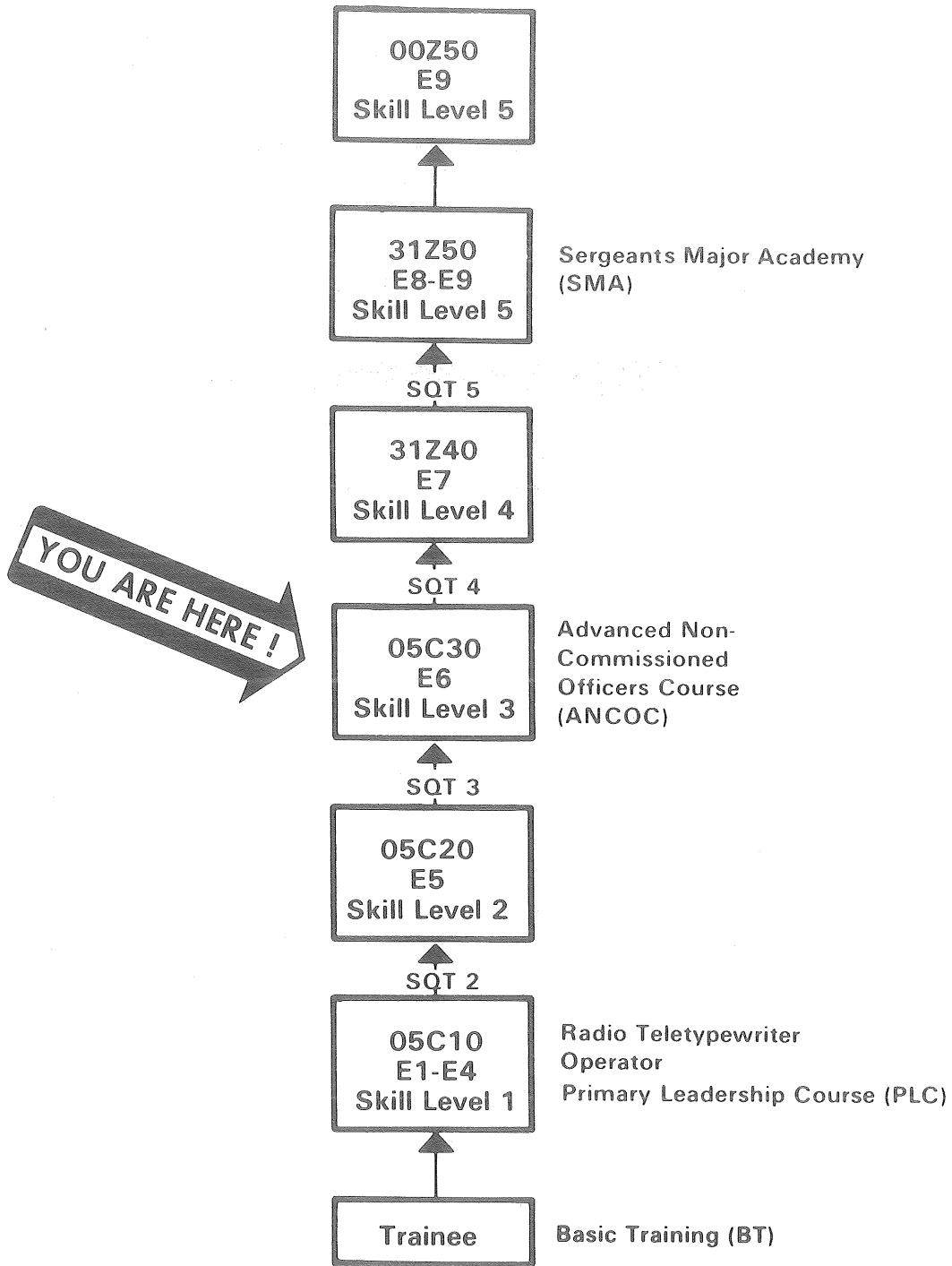
NOTE: Each time you are promoted, you are responsible for ordering the next higher skill level soldier's manual from the Signal Center. Use the order form included at the end of this manual.

Two points to remember about the tasks in your soldier's manual:

To qualify for promotion, you must master the tasks for the grade in which you are currently serving as well as the tasks for the grade to which you are seeking promotion.

As you progress to higher skill levels, you remain responsible for all the tasks specified for the lower skill levels.

SKILL AND TRAINING PROGRESSION FOR MOS 05C

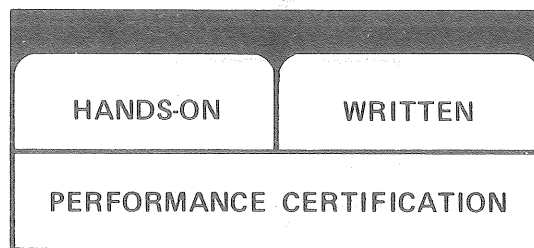


SKILL QUALIFICATION TEST

The SQT is a performance oriented test of your ability to do your job. It is task-based, in that you will be evaluated on your ability to perform certain critical tasks in your MOS. The SQT will be composed of scorable units or subtests. The SQT score is based upon the number of scorable units you pass; therefore, a standard will be set for each scorable unit.

For Example: If a scorable unit consists of four questions, you may be required to answer three correctly to get a GO or passing score for the unit. You will be informed of the standard for each scorable unit in your SQT Notice.

The SQT may be composed of three major components:



The Hands-On Component (HOC) will be composed of performance tests designed to evaluate your ability to perform certain critical tasks using real or simulated equipment.

The Written Component (WC) will be groups of multiple choice questions designed to evaluate your ability to perform certain critical tasks.

The Performance Certification Component (PCC) will be an evaluation, made by your commander or supervisor, of your ability to perform certain critical tasks. The type tasks to be placed in the PCC are those containing a high degree of physical skills that require a significant amount of time to perform.

Due to factors beyond control, such as low-density MOS, not enough equipment, or not enough MOS holders at a facility, some SQTs may not have all three components. This may change from year to year and you will be informed of such changes in your SQT Notice.

Your SQT will require no more than 8 hours to take; 4 hours for the hands-on portion and 4 hours for the written portion. You will be evaluated with the performance certification component prior to taking the

written and hands-on portions. After the SQT has been taken and scored, you will receive a report showing your score and telling you which scorable units on which you received a NO GO during your test.

A unique feature of the SQT score is that it will be used to verify your current skill level and qualify you for the next higher skill level. Two major scores will be identified on each SQT--Verification Score and Qualification Score. If you score equal to or higher than the Verification Score, but lower than the Qualification Score, you will verify your MOS at your present skill level. If you attain or exceed the Qualification Score, it will qualify you for the next higher skill level. This is one of the prerequisites for promotion. If you fail to achieve a Verification Score, you may not be able to reenlist, and you may be subject to other personnel actions such as reclassification to a different MOS or even elimination from the Army.

Figure 1-1 indicates the relationships between the SQT and each skill level.

AWARD SKILL LEVEL	VERIFY SKILL LEVEL	GRADE	
	SL5 BY MAINTAINING QUALIFICATION SCORE ON SQT5	SL5	E9-E8
SL5 BY QUALIFICATION SCORE ON SQT5 PLUS OJE OR NCOES (SNCOC)	SL4 BY VERIFICATION SCORE ON SQT5		SQT 5
SL4 BY QUALIFICATION SCORE ON SQT4 PLUS OJE OR NCOES (ANCOC)	SL3 BY VERIFICATION SCORE ON SQT4	SL4	E7
SL4 BY QUALIFICATION SCORE ON SQT4 PLUS OJE OR NCOES (ANCOC)	SL3 BY VERIFICATION SCORE ON SQT4	SL3	SQT 4
SL3 BY QUALIFICATION SCORE ON SQT3 PLUS OJE OR NCOES (PNCOC/CA COMBAT ARMS) (PTC-CA/CSS)	SL2 BY VERIFICATION SCORE ON SQT3	SL2	E6
SL3 BY QUALIFICATION SCORE ON SQT3 PLUS OJE OR NCOES (PNCOC/CA COMBAT ARMS) (PTC-CA/CSS)	SL2 BY VERIFICATION SCORE ON SQT3	SL2	SQT 3
SL2 BY QUALIFICATION SCORE ON SQT2 PLUS OJE OR NCOES (PNCOC/CA-COMBAT ARMS) (PTC-CS/CSS)	SL1 BY VERIFICATION SCORE ON SQT2	SL1	E5
			SQT 2
			E1-E4

Figure 1-1. Skill level to SQT relationship.

Approximately 60 to 90 days before you are tested, you will receive an SQT Notice. This notice will list the tasks to be tested in each component of the SQT, and it will reference the appropriate pages in the soldier's manual. Specifically, it will give you examples of the type questions that will appear in the written component and the performance tests that will appear in the hands-on and performance certification components.

IF YOU DO NOT RECEIVE YOUR SQT NOTICE AT LEAST 60 DAYS PRIOR TO THE TEST DATE, CONTACT YOUR SUPERVISOR OR COMMANDER.

Enlisted Evaluation Reports: The other part of the Enlisted Evaluation System is the Enlisted Evaluation Report (EER). The EER is used by your supervisor to report information about your duty performance that cannot be measured by the SQT. Your attitude toward your job, how well you work with others as a team member, and your leadership ability are among the rated characteristics. If you get along with others and do your job satisfactorily, your EERs will be good.

Your SQT and EER scores will be important factors in your Army career. They will be used to compare you with all other soldiers in the Army having the same MOS, skill level, and pay grade. They will have a part in determining your eligibility for:

- Retention of your present MOS and skill level.
- Qualification for the next higher skill level.
- Promotion to the next higher grade.
- Reclassification into a different MOS.
- Retention in the Army.
- Reenlistment.
- Military and civilian schooling.

SUMMARY

Your soldier's manual provides the basic ingredients of mutual interest to you and the Army--the critical tasks that you must be able to perform to be a successful soldier. Follow the step-by-step procedure as outlined and you will open the door to advancement.

STEP ONE: Keep your soldier's manual in a three-ring, looseleaf binder and update it as required.

STEP TWO: Know your MOS, skill level, and duty position.

STEP THREE: Go to the appropriate sections of your soldier's manual to find the critical tasks that you must master. Use the references and primary training material listed for each task. Refer to appendix B for tips in planning your training program.

STEP FOUR: Study and practice the critical tasks until you are sure you have mastered them. Ask the officers and NCOs in your unit for assistance.

STEP FIVE: Once you have mastered the critical tasks for your present MOS, skill level, and duty position, prepare for your SQT by studying and practicing the critical tasks for the next higher skill level.

STEP SIX: When you are promoted, order your next higher soldier's manual using the order form included at the end of this manual.

If you earnestly follow the above steps, you will be able to progress through a challenging and rewarding Army career. The Army wants and needs well-trained soldiers who desire to advance through the ranks. This manual and the willing assistance of your NCOs are tools you can use to your advantage.

You are encouraged to submit recommendations or comments to improve this manual. Key your comments to the specific page, paragraph, and line of text for which the change is recommended. Provide reasons for each comment to insure understanding and complete evaluation. Use DA Form 2028 (Recommended Changes to Publications) if available. However, if DA Form 2028 is not available, a letter will be acceptable. Address form or letter to:

Commander
US Army Signal Center & Fort Gordon
ATTN: ATZHTD-A
Fort Gordon, Georgia 30905

Chapter 2

CRITICAL SKILL LEVEL TASKS

This chapter deals with soldier's common tasks and technical tasks which have been identified as common to Radio Teletype Operator.

TASK INVENTORY LIST

SKILL LEVEL 3

<u>TASK NO</u>	<u>TITLE</u>	<u>PAGE</u>
031-503-3002	Initiate Unmasking Procedures	2-3
031-503-3004	Protect Self While Crossing a Contaminated Area	2-5
031-503-3005	Prepare and Submit NBC 1 Reports	2-7
031-503-3007	Prepare Supplies and Equipment for NBC Attack	2-11
031-503-3008	Implement Mission-Oriented Protective Posture (MOPP)	2-14
071-327-0202	Lead Physical Conditioning Activities	2-16
071-329-1014	Locate an Unknown Point on a Map or on the Ground by Intersection	2-23
071-329-1015	Locate an Unknown Point on a Map or on the Ground by Resection	2-27
121-030-2501	Prepare the Rater's Section of an Enlisted Evaluation Report (EER)	2-31
874-896-3030	Evaluate Individual Training	2-39
874-896-3040	Provide Input Concerning Status of Collective Training	2-45
874-896-3050	Develop an Outline for Task Training	2-47

<u>TASK NO</u>	<u>TITLE</u>	<u>PAGE</u>
113-573-1004	Conduct Communications Security Inspections	2-53
113-587-1008	Issue Instructions for Installation of Radio Equipment	2-55
113-587-1009	Check Personnel Installing Radio Equipment	2-57
113-599-1006	Issue Instructions for Installation of Radio Teletype Equipment	2-59
113-611-1004	Select Radio Sites	2-61
113-611-1005	Select Radio Teletype Sites	2-62
113-611-1007	Evaluate Terrain for Selection of Radio Teletype Sites	2-64
113-617-1008	Inventory Radio Equipment	2-66
113-617-1009	Evaluate Radio Operator's Work Performance	2-70
113-618-7004	Coordinate Radio Wire Integration (RWI) Operation and Installation	2-72
113-618-7005	Control Radio Wire Integration (RWI) Operation	2-78

TASK**031-503-3002**

Initiate Unmasking Procedures

CONDITIONS

Your unit has been exposed to chemical agents. Personnel have been masked for a considerable period of time.

1. A chemical agent detector kit is available.
2. No chemical agent detector kit is available.

STANDARDS

Personnel unmask safely.

PERFORMANCE MEASURES

1. When a chemical agent detector is available, first determine the absence of chemical agents, then:
 - a. Have two or three individuals unmask for 5 minutes and then remask for 10 minutes.
 - b. Check individuals for chemical agent symptoms.
 - c. If no symptoms appear, you can assume it is safe for all to unmask.
 - d. Direct your unit to unmask.
2. When no chemical agent detector is available, have two or three individuals perform the following:
 - a. Keeping their eyes open, take a deep breath, hold it, and break the seal of the mask for 15 seconds.

- b. Reseal mask and wait 10 minutes, watch for symptoms, with the men in a shaded area.
- c. Break the seal, take three or four breaths, and then reseal the masks.
- d. Wait 10 minutes, then check individual for chemical agent symptoms.
- e. Unmask for 5 minutes, remask, and wait 10 minutes.
- f. If no symptoms appear, you can assume it is safe for all to unmask.
- g. Direct your unit to unmask.

REFERENCES

FM 21-40, NBC (Nuclear, Biological, and Chemical) Defense, 14 Oct 77, chap 5, pp 5-3 and 5-4.

TASK**031-503-3004**

Protect Self While Crossing a Contaminated Area

CONDITIONS

Given a mission which requires the crossing of a contaminated area and all standard protective clothing and equipment. Operational exposure guidance (OEG) and/or appropriate mission-oriented protective posture (MOPP) level has been established by the commander.

STANDARDS

The area is crossed safely.

PERFORMANCE MEASURES

1. Put on all protective clothing and equipment making sure all closures are fastened.
2. Fasten ABC-M8 detector paper (or liquid agent detector) on your clothing/equipment.
3. Report the reading on the dosimeter to your supervisor.
4. Cross as fast as possible, riding in a vehicle if available.
5. If a vehicle is available and time permits, place sandbags on the floor for shielding and travel in the buttoned-up mode.
6. Select routes along high ground and avoid contact with surfaces such as buildings, debris, woods, shrubbery, tall grass, and puddles which tend to hold the agents.
7. Try not to stir up dust.

8. Use the automatic chemical agent alarm and IM-174 radiacmeter to continuously monitor for contamination.
9. After crossing, if the mission permits, use your detection equipment to determine if decontamination is required, and decontaminate if necessary.
10. Read the dosimeter and report the reading to your supervisor.

REFERENCES

FM 3-12, Operational Aspects of Radiological Defense, (FMFM 11-5) Aug 68, chap 5, para 5-6 w/C1 and C2.

FM 21-40, NBC (Nuclear Biological, and Chemical) Defense, 14 Oct 77, chap 2, p 3-2; chap 5, pp 5-5 thru 5-17; chap 7, pp 7-3 thru 7-7.

FM 21-41, Individual NBC Defense, Oct 77, pp 69-70.

TASK

031-503-3005

Prepare and Submit NBC 1 Reports

CONDITIONS

After being subjected to an unexpected NBC attack and taking appropriate protective actions, given a watch, compass, map, pencil, paper, and format for an NBC 1 report (fig 1).

STANDARDS

Within 5 minutes, an accurate NBC 1 report is submitted which includes, as a minimum, lines D, H, and either B and C or F.

PERFORMANCE MEASURES

1. Prepare an Initial NBC 1 Nuclear Report.
 - a. At the instant of the "blue-white flash," hit the ground and start counting slowly, one thousand and one, one thousand and two, one thousand and three, and so on until the blast wave has passed.
 - b. Record the elapsed time as letter item J in the NBC 1 format.
 - c. Check your watch and record the time as letter item D in the NBC 1 format.
 - d. Report letter item H as SURFACE if:
 - (1). Throwout (earth particles that have fallen back and built up on the edge of the crater) can be seen or,
 - (2). A thick, dense stem has developed.
 - e. Report letter item H as AIR if the stem is not connected to the mushroom part of the cloud.

NOTE: If in doubt, report letter item H as UNKNOWN.

- f. If visibility permits observation of ground zero, use your map to determine the coordinates of ground zero and record as letter item F.
- g. If ground zero cannot be observed, use your compass to measure the azimuth from your location to the center of the stem or mushroom cloud. Record this as letter item C.
- h. Record your location as letter item B.
- i. Submit the initial NBC 1 nuclear report to your supervisor with a "FLASH" precedence.

Letter	Meaning	Example	
	Precedence*		
	Date/Time (local ZULU, state which)		
	Security Classification		
	From		
	To		
	Type of Report	NBC 1 (Nuclear)	NBC 1 (Chemical)
A.	Strike serial number, if known		
B.	Position of observer (UTM or place)	B. LB 196400	B. MARVILLE
C.	Direction measured clockwise from grid or magnetic north (state which) of the attack from observer (degrees or mils, state which)	C. Grid 060 degrees	
D.	Date/time of detonation (local or ZULU, state which)	D. 201405 (local)	D. 201405 (local)
E.	Illumination time (seconds)		E. 201412 (local)
F.	Location of attack (UTM or place) (actual or estimated, state which)		F. LB 205305 (est)
G.	Means of delivery, if known	H. Surface	G. Artillery
H.	Type of burst—air, surface, or unknown (state which)—including height, if known	J. 60	H. Airburst nerve
J.	Flash-to-bang time (seconds)		
K.	Crater present or absent and diameter, if known (meters)		
L.	Nuclear burst angular cloud width measured at 5 minutes after the detonation (degrees or mils, state which). (DO NOT report if data are obtained more than 5 minutes after the detonation.)	L. 280 mils	
M.	Stabilized cloud-top angle and/or cloud-bottom angle (state which) or cloud-top height and/or cloud-bottom height (state which) measured at H + 10 minutes (mils, degrees, meters, or feet - state which)		

* - As appropriate or as per unit SOP.

Figure 1. Format for an NBC 1 report.

2. Prepare a Subsequent NBC 1 Nuclear Report.

- a. Measure the angular width of the nuclear burst cloud 5 minutes after the detonation and record as letter item L in the NBC 1 nuclear format (mils or degrees).

NOTE: The following items, listed in order of preference, are used for measuring this angle:

- (1) Aiming circle, M2.
- (2) BC scopes, M65 or M43.
- (3) Theodolites, T16 or T2.
- (4) Hand-held laser rangefinder, AN/GVS-5.
- (5) Compass, M2.

- b. Measure the vertical angle from ground zero (ground level) to the top or bottom (intersection of the cloud and stem) of the cloud 10 minutes after detonation and record as letter item M in the NBC 1 nuclear format (mils or degrees).

NOTE: The same items listed in 2a note above may be used.

- c. Include previously submitted letter items B, C (or F), D, and H and submit the subsequent NBC 1 nuclear report with an "IMMEDIATE" precedence.

3. Prepare an Initial NBC 1 Chemical or Biological Report.

- a. Immediately upon detecting the attack, check the time and record as letter item D.
- b. When the attack ends, again check the time and record as letter item E.
- c. Record type of attack; e.g., chemical or biological, as letter item H.
- d. Record your location as letter item B.
- e. Record the location of the attack as letter item F.

- f. If you can identify the means of attack, e.g., artillery, aircraft, bomblets, record as letter item G.
 - g. Submit the initial NBC 1 chemical or biological report with a "FLASH" precedence to your supervisor.
4. Prepare a Subsequent NBC 1 Chemical Report.
- a. Obtain type of chemical agent from chemical agent detector kit operator or use the kit yourself (task 031-503-3001) and record as letter item H in the NBC 1 format.
 - b. If a persistent chemical agent was used in the attack and the contaminated area can be defined by detector kit operators, record the grid coordinates that encircle the contaminated area as letter item X in the NBC 1 format.
 - c. Include previously submitted letter items B, C (or F), D, and H, and submit the subsequent NBC 1 chemical report with an "IMMEDIATE" precedence.

REFERENCES

FM 21-40, NBC (Nuclear, Biological, and Chemical) Defense, 14 Oct 77 app E, sec II, pp E-2 thru E-6 w/C1.

TASK**031-503-3007**

Prepare Supplies and Equipment for NBC Attack

CONDITIONS

Your unit is operating in a field location and opposing forces have the capability of delivering NBC weapons into your area. The commander has directed you to prepare for an attack.

STANDARDS

1. Supplies and equipment are covered to protect against contamination.
2. Supplies and equipment are secured to protect against nuclear blast effects.
3. Electronic equipment is protected against the electromagnetic pulse (EMP).

PERFORMANCE MEASURES

1. Protect Supplies and Equipment from Chemical or Biological Contamination or Fallout.
 - a. Cover important items of equipment. Plastic sheets serve as excellent covers because they are nonporous. If plastic material is not available, tarpaulins or other suitable material may be used. If no other cover is available, dense foliage will provide some protection.
 - b. Cover ammunition or keep it in its containers as long as possible.
 - c. Cover weapons or disperse under foliage when possible.

- d. Keep instruments, such as those used for fire control, in their containers when not being used.
 - e. Locate vans to take advantage of any available natural shielding. If possible, vans are located so that the air conditioners are opposite the prevailing wind direction. Personnel responsible for the operation of the vans should make every effort possible to reduce leakage in vans and components such as the air conditioners.
 - f. Locate vehicles in woods or under bushes, or disperse and cover if possible.
 - g. Cover communication equipment not housed in shelters. Protect the headsets on radios and the mouthpieces on telephones from contamination by covering with plastic.
 - h. Provide overhead cover for field latrines.
 - i. Keep food packages sealed until ready for consumption.
 - j. Store unpackaged food in field iceboxes and refrigerators (sealing gaskets must be serviceable).
 - k. Keep water in sealed containers.
2. Protect Supplies and Equipment From Nuclear Attack.
- a. Disperse supplies and equipment, particularly explosives and flammables.
 - b. Dispose of debris.
 - c. Secure loose items to prevent them from becoming missiles.
 - d. Store supplies and equipment below ground level (dig in when possible). Considering mission requirements, turn off electronic equipment, remove power cables and antennas, and locate the equipment inside bunkers and armored vehicles to protect against EMP.

REFERENCES

FM 3-12, Operational Aspects of Radiological Defense (FMFM 11-5), Aug 68, chap 3, sec IV, pp 3-7 thru 3-9 w/C1 and C2.

FM 21-40, NBC (Nuclear, Biological, and Chemical) Defense, 14 Oct 77, chap 3.

TASK**031-503-3008**

Implement Mission-Oriented Protective Posture (MOPP)

CONDITIONS

Given the commander's guidance for MOPP, and all authorized chemical protective clothing and equipment.

NOTE: There are several different levels of MOPP and, depending upon unit SOP, they may be lettered, numbered, or titled sequentially. The lowest level of MOPP, however, requires the individual to wear only his duty uniform and equipment and carry his protective clothing, gloves, overboots, and mask with hood. Figure 1 gives examples of the various levels of MOPP, as determined by work rate and temperature. Notice the examples of work rate levels at the bottom of the table.

STANDARDS

1. Personnel are following the guidance for MOPP.
2. Stress and fatigue are minimized.

PERFORMANCE MEASURES

1. Check your soldiers for:
 - a. Proper fit and seal on the protective mask (task 031-503-3012).
 - b. Proper fit of protective clothing. Require the soldiers to assume "stressed" positions such as bending, twisting, and stretching (task 031-503-1015).
 - c. Compliance with the MOPP level specified.

2. Reduce stress and fatigue by:
- Rotating heavy work among individuals.
 - Allowing more frequent rest periods.
 - Making minimum use of mechanical aids.
 - Providing adequate water supply.

Work Rate ¹	Temperature Range		
	Cool (50°-70° WBGT)	Warm (70°-85° WBGT)	Hot (85°-100° WBGT)
Low	Wear full protective clothing and equipment.	Progressively open mask, hood, and clothing.	Remove and carry mask, hood, and gloves. Remove some protective clothing or duty uniform.
Moderate	Wear full protective clothing and equipment.	Remove and carry mask, hood, and gloves. Open protective clothing and duty uniform.	Remove and carry mask, hood, and gloves. Remove protective clothing or duty uniform.
Heavy	Remove and carry mask, hood, and gloves. Progressively open and/or remove some protective clothing or duty uniform.	Remove and carry mask, hood, and gloves. Remove some protective clothing or duty uniform.	Remove and carry mask, hood, and gloves. Remove some protective clothing or duty uniform.

¹Examples:

- Low:** Motorized movement or administrative work.
Moderate: Improvement of defensive position or reserve position activity.
Heavy: Infantry dismounted assault or forced march.

Figure 1. Examples of the various levels of MOPP.

REFERENCES

FM 21-40, NBC (Nuclear, Biological, and Chemical) Defense, 14 Oct 77, chap 5, pp 5-5 thru 5-17.

TASK

071-327-0202

Lead Physical Conditioning Activities

CONDITIONS

Given a platoon or company size unit in formation, with a requirement to conduct a specified physical activity. (Activity will be predesignated so that time is available for preparation.)

STANDARDS

1. Be physically fit to lead physical conditioning activities.
2. Give enough time between commands to permit the average man to understand the preparatory command before the command of execution is given.
3. Be able to form and control the extended rectangular formation, circle formation, and double-time column (while performing the run portion of physical conditioning activities).
4. Lead each exercise in accordance with FM 21-20.
5. Demonstrate each exercise (at least three repetitions) with cadence.
6. Follow guidance given concerning what, when, where, and how long activity is to be conducted.

PERFORMANCE MEASURES

1. How to Prepare. Once guidance is given concerning the conditioning requirement, preparations must be made.

- a. What is the requirement? You must be familiar with the exercises in FM 21-20 if leading them is your requirement. This will require study and practice. It is also your responsibility to insure that your assistant instructors (if available) know the exercises so they can effectively supervise and demonstrate. If your requirement is, or includes, a conditioning run, you must insure that your road guards (if used), pace men, lead rank, and assistant instructors are proficient enough runners to set a good pace (an example) for the rest of the group.
 - b. When? An assigned starting time is just that. It is your responsibility to insure that the requirement does start on time and a system is set up to deal with late arrivals. Your assistant instructors should note the name of any individual who is late, then place him in the formation. He still needs to take part in the conditioning; he can be sent to his supervisor to explain and be dealt with after the formation.
 - c. Where? Once given a location to perform the requirement, you must determine if it is feasible to do it there and what plans must be made to best fit the requirement to the area. The area must be large enough. If it is a controlled area, you must insure that only you have planned to use it during your requirement time period. If the area becomes useless during bad weather (for example, knee deep in mud when it rains), an alternate area must be secured.
 - d. How long? You will be given a period of time in which to complete the requirement. Plans should be made with an eye to coming as close as possible to the required time without going over it, since improper use of time can snowball through a training day and wreck a unit's schedule and morale. Timing is a function of practice. Rehearse exercises. On a run, match a realistic pace to an appropriate distance. You, not the pace man, are responsible for the pace. Allow yourself a small time leeway and don't make the instructor for the next period suffer for your lack of timing.
2. Preparatory Commands and Commands of Execution. The preparatory command describes and specifies what is required, and the command of execution calls into action what has been prescribed. All preparatory commands are given with a rising inflection. The interval between commands is long enough to permit the average man to understand the first one before the second one is given.

- Extended Rectangular Formation (fig 1). The formation used most frequently for carrying on physical training activities is the extended rectangular formation. This formation is the best type to use for large numbers of men because it is easy to control. The following commands are given to form this formation.

NOTE: In figure 1, the baseman is represented by a white circle.

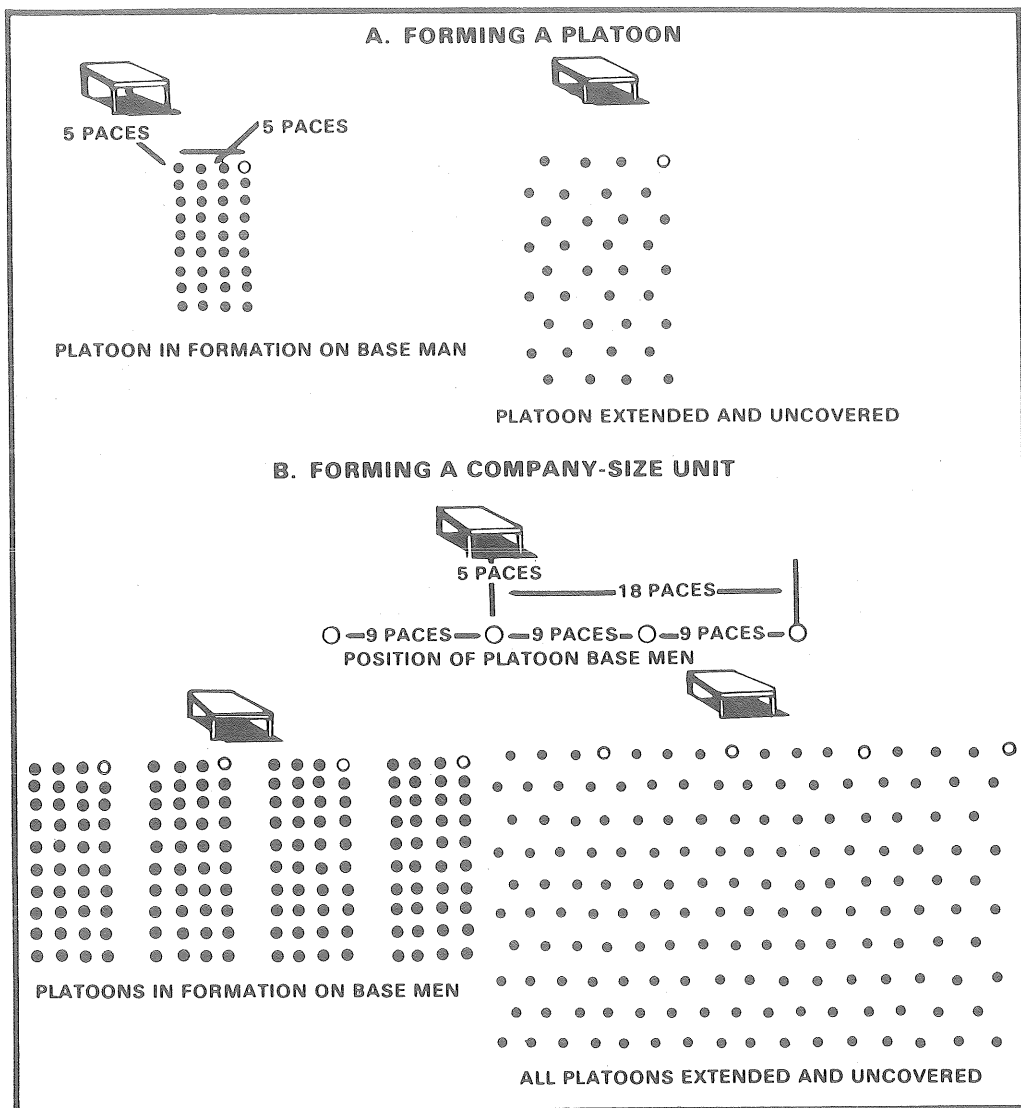


Figure 1. Forming the extended rectangular formation.

- a. FALL OUT AND FALL IN ON THE BASEMAN. At this command, all personnel run to the designated area and re-form. This procedure is preferred to marching the unit into position. If more control is desired, the unit may march at double time to the vicinity of the baseman and then be directed to fall out and fall in on him. Time is wasted in the field due to needless maneuvering of troops at quick time in an effort to position the unit on the exact spot for the exercises.
- b. A company size unit assumes the extended rectangular formation from a column of three's or four's at normal intervals between squads. This extension can also be executed from a company mass without interval between platoons. In extending either a platoon or company size unit, take your place at the head of the column and command.
 - (1) EXTEND TO THE LEFT, MARCH. At this command, the men in the right flank file stand fast with arms extended sideward. All other men turn to the left and run forward at double time. After taking a sufficient number of steps, all men face the front with both arms extended sideward. The distance between fingertips is about 12 inches and dress is right.
 - (2) ARMS DOWNWARD, MOVE. At this command, the arms are lowered smartly to the sides.
 - (3) LEFT, FACE.
 - (4) EXTEND TO THE LEFT, MARCH. At this command, the men in the right flank file stand fast with arms extended sideward. All other men turn to the left and run forward at double time. Spacing is the same as in (1) above and dress is right.
 - (5) ARMS DOWNWARD, MOVE. Same as in (2) above.
 - (6) RIGHT, FACE.
 - (7) FROM FRONT TO REAR, COUNT OFF. At this command, the leading man in each column turns his head to the right rear, calls off "one" and faces the front. Successive men in each column call off in turn, "two," "three," "four," "five," in the same manner.

(8) EVEN NUMBERS TO THE LEFT, UNCOVER. At this command, each even numbered man stride-jumps to the left, squarely in the center of the interval. In doing this, he swings his left leg sideward and jumps from his right foot to his left foot and smartly brings the right into position against the left.

c. To assemble the unit, command: ASSEMBLE TO THE RIGHT, MARCH. At this command, all return to their original position in the column at double time and reform on the baseman.

d. It is recommended that the area of grounding equipment and weapons be at the edge of, or well away from the area to be used for exercising. To conserve time and insure proper position of the unit, the baseman or, if the unit is composed of several platoon size groups, the various basemen may precede the unit and establish their positions in relation to the instructor's platform.

4. Circle Formation. The circle formation is effective for the conduct of various exercise activities (fig 2). This formation has an advantage in that the supervision of all men is facilitated, and a moving formation is available which provides control. Guerrilla exercises, grass drills, and some forms of running are examples of activities which are more easily conducted in the circle formation than in the extended rectangular formation.

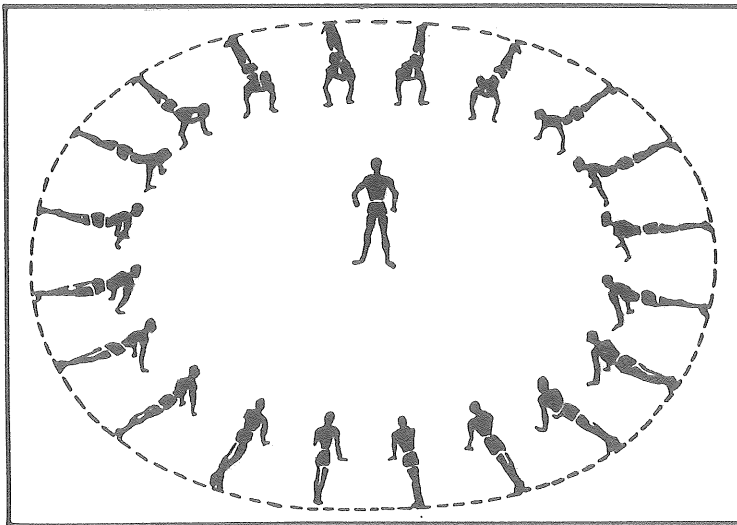


Figure 2. The circle formation.

- a. When a platoon is to form a circle, the commands are CIRCLE FORMATION, MARCH, FOLLOW ME. Upon this command, the right flank squad of the column moves forward at double time with the leader of the platoon group gradually forming a circle in a counterclockwise direction. Each succeeding file falls in behind that on the right. After the rough outline of the circle is formed, the leader commands, PICK UP A FIVE YARD INTERVAL. This is to insure the interval between men is uniform prior to starting exercises.
 - b. The group may be halted and faced toward the center, or if instruction is not necessary, the exercise activity may be executed without stopping the platoon.
5. Conditioning Run. This is nothing more than a column moving over a prescribed course at double time. Reflector-vested road guards must be placed ahead of and behind the column if the course follows a road or vehicle trail. A designated pace man runs in the right guide position and, under the direction of the instructor in charge, sets and maintains the pace for the run. Routes should be selected and announced, if necessary, in accordance with post and unit SOPs.
6. Leadership Techniques.
- a. Unless you experience all the exercises, you cannot appreciate how strenuous they are, what movements are the most difficult, where the errors in performance are likely to occur, and what the proper cadence should be.
 - b. You must give all the men careful supervision and participate in the exercises to show that you can do them. When you participate, your assistant instructors should supervise because it is difficult for you to supervise and exercise simultaneously.
 - c. The men should never be kept too long in one position, especially a constrained one. They should never have to perform so many repetitions of an exercise that they lose the correct form. Slight deviations from the proper form reduce the value of the exercise.
 - d. Avoid long explanations. As a rule, it should be necessary to give a full explanation of new exercises only once. Minor corrections should be made to the entire class while the exercise is in progress (for example, "heads up," "knees straight"). If necessary, follow this correction by the name of the man who is at fault.

- e. The heavy demand on your voice can be lightened by training assistant instructors to assume some of the instruction and by employing mass cadence.
- f. Insure each exercise is performed in accordance with FM 21-20. Review and practice is usually required in order to perform them properly.
- g. Use of a cue card (3 x 5 or scrap of paper) is recommended while leading exercises. This will prevent forgetting any exercise and help present a smooth period of training.

REFERENCES

FM 21-20, Physical Readiness Training.

TASK

071-329-1014

Locate an Unknown Point on a Map or on the Ground by Intersection

CONDITIONS

In a field location, given a standard 1:50,000 scale military map of the area, the location of two known points, compass, coordinate scale and protractor, pencil, and an object or terrain feature for which you must determine the location (grid coordinates).

STANDARDS

Within 7 minutes (15 minutes, if you must measure azimuths), determine the 100,000-meter square identification letters and six-digit grid coordinates to within 100 meters.

PERFORMANCE MEASURES

Intersection is a method used to locate unknown points on a map by intersecting lines from two known points.

For example: a magnetic azimuth from a known observation post (OP) to an unknown point is changed to a grid azimuth and drawn on the map. Another magnetic azimuth from another known OP location to the same unknown point is changed to a grid azimuth and drawn on the same map. Where the two lines intersect on the map is the location of the distant point.

1. Map and Compass Method.

NOTE: Map not to scale and an easterly G-M angle of 10 degrees is used.

- a. Determine the G-M angle of the map you are using.
- b. Locate and mark your position on the map.

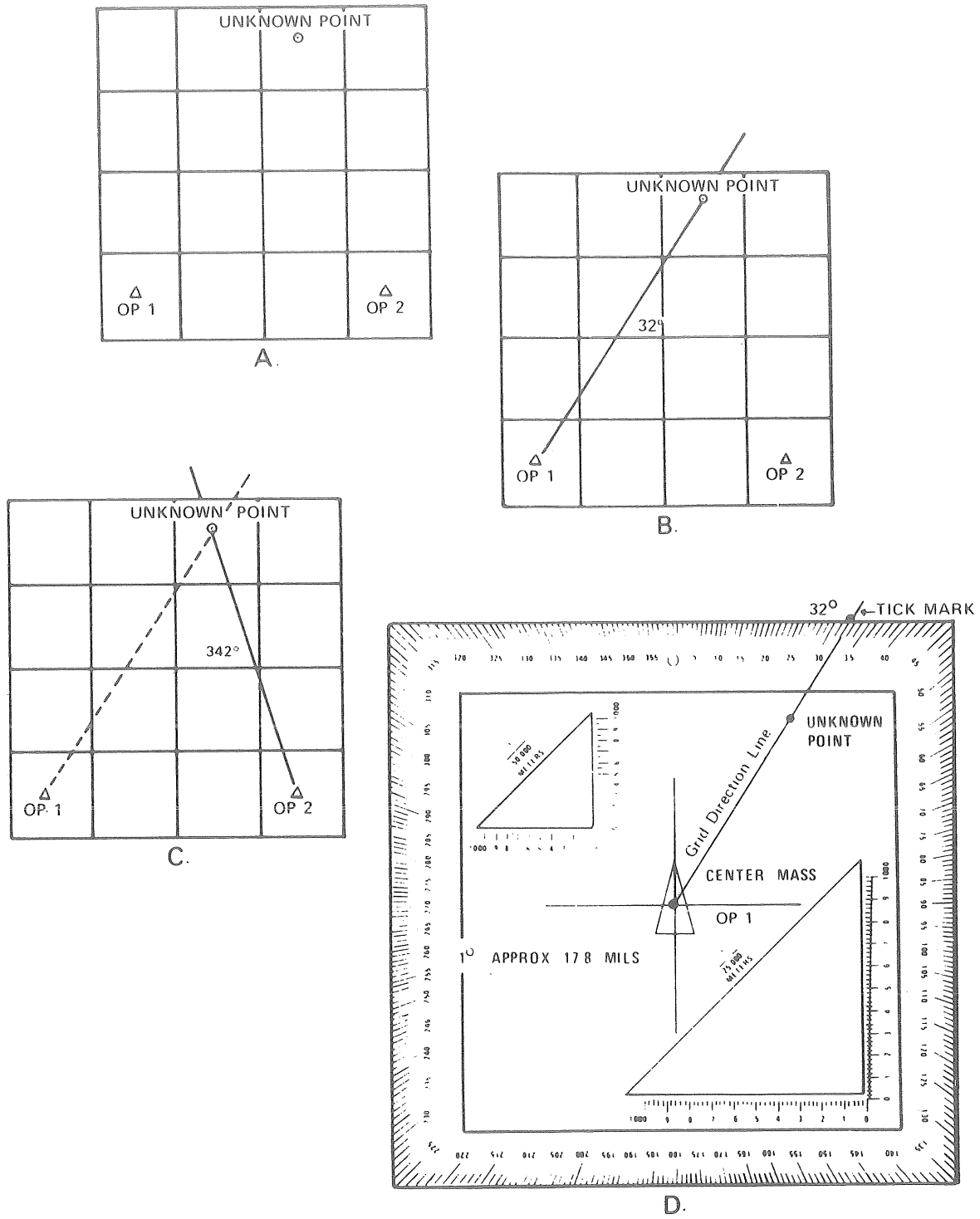


Figure 1. Intersection using map and compass.

- c. Measure the magnetic azimuth to the unknown point (22 degrees); change it to a grid azimuth. From the magnetic azimuth you found, subtract the G-M angle if it is westerly; add if it is easterly. In the example, the G-M angle used was 10 degrees easterly.
- d. Place the protractor on the map, insuring that the zero degree indicator on the protractor is pointing to the top of the map (north) and the index point is placed center mass on your location. Place a tick mark on the number of degrees you want to plot. Draw a line on the map from your position on this grid azimuth (32 degrees).
- e. Move to or call a second known position from which the unknown point can be seen. Locate this position on the map.
- f. Repeat c and d above.
- g. Where the lines cross is the location of the unknown point.

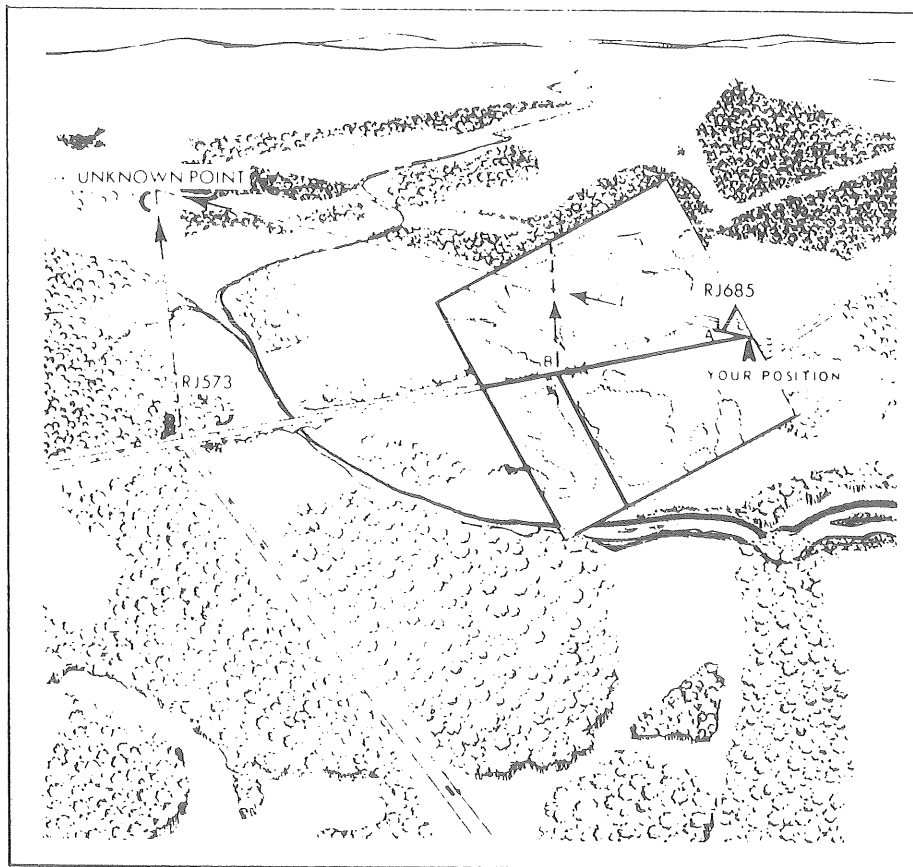


Figure 2. Intersection without compass.

2. Straightedge Method (when no compass is available).
 - a. See Task 071-329-1012, Orient a Map to the Ground by Map-Terrain Association.
 - b. Locate and mark your position on the map.
 - c. Lay a straightedge on the map with one end at user's position (A) as a pivot point and rotate the straightedge until the unknown point is sighted along the edge.
 - d. Draw a line along the straightedge.
 - e. Repeat the above procedure at position (B) and for a check on accuracy at a third position.
 - f. The intersection is the location of the unknown point (C).

REFERENCES

FM 21-26, w/C1, Map Reading, Jan 69.

TEC Lesson 930-071-0018-F, Navigating with Map and Compass.

TASK

071-329-1015

Locate an Unknown Point on a Map or on the Ground by Resection

CONDITIONS

In a field at an unknown location, given a standard 1:50,000 scale military map of the area, a compass, straightedge, coordinate scale and protractor, pencil, and two terrain features visible from your location and identifiable on the map.

STANDARDS

Within 10 minutes, determine the 100,000-meter square identification letters and six-digit coordinates of your location to within 100 meters of the actual grid coordinates.

PERFORMANCE MEASURES

RESECTION is a way to locate one's position on a map. Magnetic azimuths are measured to two points on the ground which can be identified on the map. These magnetic azimuths are changed to grid azimuths, and the back azimuths of these grid azimuths are determined. Next, the converted back azimuths are drawn from the known points on the map. Where these two/three lines resect (cross) is your location.

1. Map and Compass Method (fig 1).

NOTE: A 10 degree easterly G-M angle is used in the examples. Map not to scale.

Step 1: Determine the G-M angle of the map that you are using.

Step 2: Locate two known positions on the ground and mark them on your map (fig 1a).

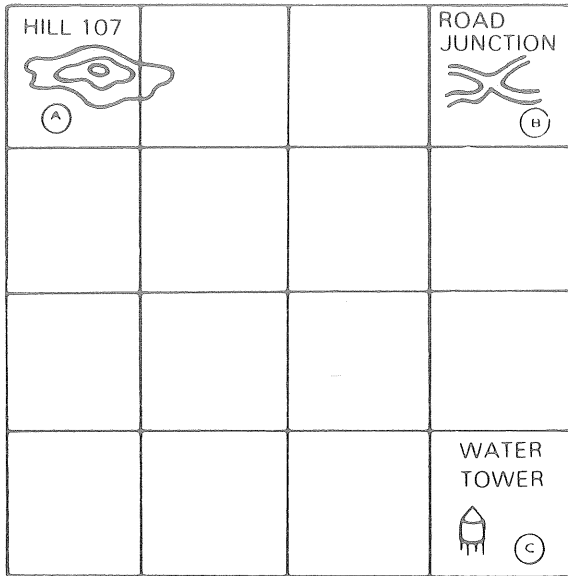


Figure 1a.

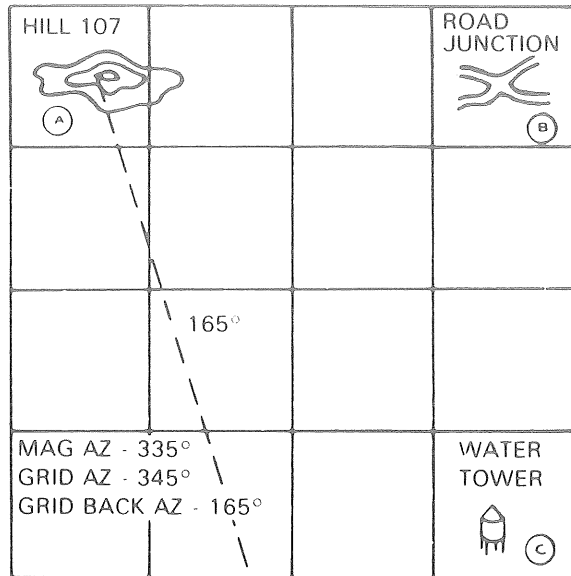


Figure 1b.

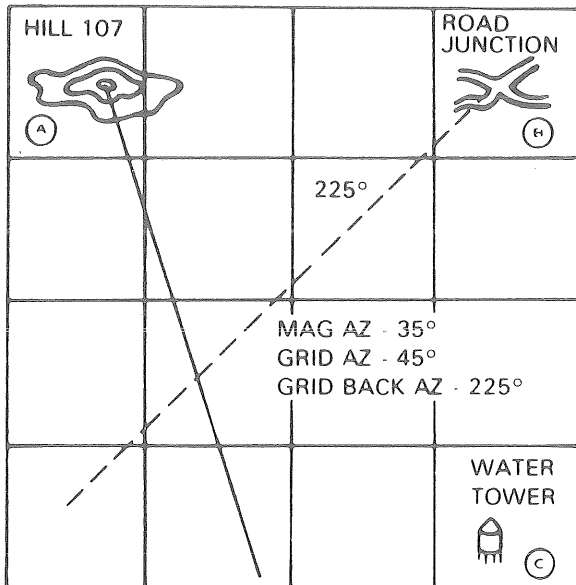


Figure 1c.

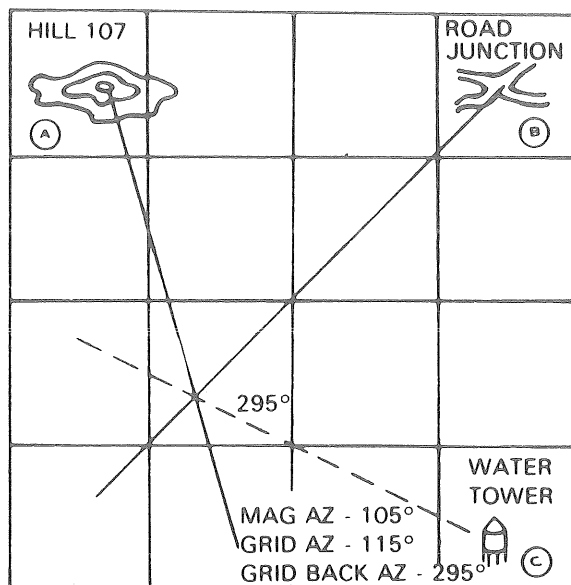


Figure 1d.

Figure 1.

Step 3: Measure the magnetic azimuth to one of the known locations: change this to a grid azimuth (fig 1b).

- a. If it is a westerly G-M angle, subtract the number of degrees in the G-M angle to your magnetic azimuth.

- b. If it is an easterly G-M angle, add the number of degrees in the G-M angle to your magnetic azimuth.

Step 4: Change this grid azimuth to a back azimuth.

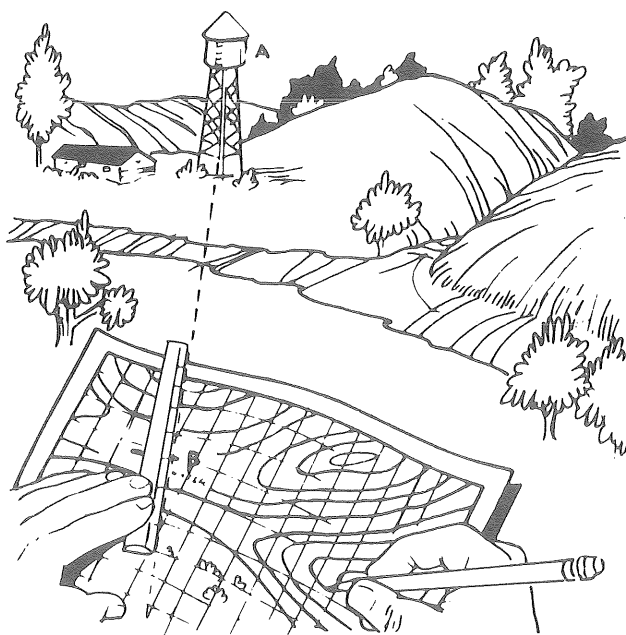
Step 5: Place the protractor on the map insuring that the zero degrees indicator on the protractor is pointing to the top of the map (north) and the index point is placed center mass on this location. Place a tick mark on the number of degrees you want to plot. Remove protractor from the map and draw a line on the map from this position on the grid back azimuth you found, in the direction of your unknown position.

Step 6: Repeat steps 3 through 5 for a second and third known position.

2. Modified Resection.

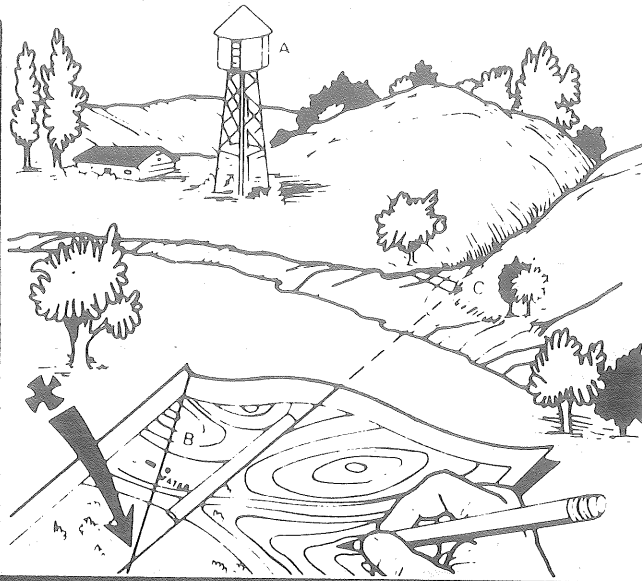
First orient your map, then find some feature that you can also find on the map, such as the water tower in the previous example. Just like before, put a straightedge through the water tower on the map and align the straightedge so that it points exactly at the real water tower. Draw a line along the ruler. The point where the line crosses the linear feature which you know you are on (road, river bank, etc.) is your location.

RESECTION WITHOUT A COMPASS



Orient your map as closely as you can using one of the ways you've learned about finding direction—compass, sun watch, or stars. Then, look for some feature—like a water tower (A)—that you can also find on the map. Put a ruler or straightedge on the map, and place its edge right next to the water tower symbol (B) on the map. Then aline the straightedge so that it points exactly at the real water tower. Draw a line along the ruler (the line will cross the symbol for the water tower on your map).

Next, find another feature—like a road junction, and do the same thing. Lay the straightedge on your map and point it at the real road junction (C), while at the same time its edge crosses over the road junction (D) on the map. Draw another line along the ruler until it crosses (intersects) the first line. The point where the lines cross is your location (X). If you do the same thing with a third line, it may help locate your position more accurately.



REMEMBER: Don't move your map once you've got it properly oriented.

REMEMBER: Always orient your map as closely as you can. The compass is the best way. If you do not have a regular straightedge, use your rifle cleaning rod, a section of a radio antenna, or even the edge of a C-ration box.

REFERENCES

FM 21-26, w/C1, Map Reading, Jan 69.

TC 21-26, Don't Get Lost.

TEC Lesson 930-071-0018-F, Navigating with Map and Compass.

TASK**121-030-2501**

**Prepare the Rater's Section of an Enlisted
Evaluation Report (EER)**

CONDITIONS

Given DA Pamphlet 623-1, the unit rating scheme, a DA Form 2166-5 (Enlisted Evaluation Report) with Part I completed, a number 2 lead pencil, and a pen with black ink.

STANDARDS

1. Assurance will be made that Part I, DA Form 2166-5, has been properly prepared by the Military Personnel Office (MILPO).
2. Parts II and III, DA Form 2166-5, will be completed in accordance with DA Pamphlet 623-1.
3. After signing the report, the rater will counsel the soldier as appropriate.
4. The Enlisted Evaluation Report will be forwarded to the indorser in accordance with the rating scheme.

PERFORMANCE MEASURES

NOTE: The MILPO completes Parts I and VII of the report. You, the rater, complete Parts II and III and the indorser completes Parts II and IV. The rated soldier completes Part V after he has been counseled by the indorser. The reviewer completes Part VI only after Parts I through V have been completed.

1. Review Part I for obvious errors. If known errors exist, make corrections in black ink.

2. Complete Part II of the EER as follows:

- a. BLOCK A. Enter the actual duties performed by the rated soldier, including additional duties.

A.	BRIEF DESCRIPTION OF DUTIES Soldier performs duty as rifleman in a mechanized rifle platoon. Disperses small arm fire toward enemy when required to do so.
----	--

- b. BLOCK B. This block is not applicable to the rater. It will be completed by the indorser if appropriate.

B.	INDORSER HAS NOT OBSERVED AND CANNOT RATE SOLDIER
----	---

- c. BLOCK C. Two selections are possible. Use a number 2 lead pencil to mark the appropriate box indicating frequency of contact. If applicable, also mark the "reports and records" box. As the rater, you will mark items on the line following the "R" only.

C.	REPORT BASED ON:	DAILY CONTACT	FREQ OBSN	INFREQ OBSN	REPT & REC
	R	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- d. BLOCK D. Mark the "Yes" or "No" box as appropriate. A "no" response here requires explanation in Block J.

D.	SOLDIER SUPPORTS THE ARMY'S EQUAL OPPORTUNITY PROGRAM	YES	NO
	R	<input type="checkbox"/>	<input type="checkbox"/>
	I	<input type="checkbox"/>	<input type="checkbox"/>

e. BLOCK E. Rate the individual carefully on each of the 10 performance traits by marking the appropriate box for each trait. Mark the ratings on the basis of the given rating scale. Enter the score for each trait in black ink in the score box in the right-hand column under "R." Add the scores in the "R" column and enter the sum in the totals box at the bottom of the column. Also enter the total in the appropriate box in Block H. Use the same marking procedures for Blocks F and G and the appropriate boxes in Block H. If the score for Block E exceeds 40 or is less than 10, justify in Block J.

E. DUTY PERFORMANCE TRAITS	RANKS WITH VERY BEST		SUPERIOR TO MOST		EXCEEDS OR MEETS DUTY REQUIREMENTS		NEEDS IMPROVEMENT		SCORE		
	R	I	5	4			Some	Much	R	I	
							1	0			
1. Is well informed on all phases of assigned duties. (Scope of knowledge about duties)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
2. Carries out orders without constant supervision. (Dependability in performing without supervision)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
3. Shows interest and enthusiasm for duties. (Attitude toward duties)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
4. Demonstrates qualities of leadership. (Exerts positive influence on others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
5. Seeks out opportunities for self-improvement. (Effort directed toward realization of potential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
6. Displays ability to initiate action without direction from others. (Aggressive pursuit of methods to improve duty performance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	
7. Is successful in working with others. (Ability to work in harmony with others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
8. Personal behavior sets a good example for others. (High standards of personal conduct)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
9. Takes pride in dress and appearance. (Neat and military in bearing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	
10. Is physically fit, as required, for MOS/grade during combat. (Physical condition)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	
TOTALS									29		

- f. BLOCK F. In this block, rate the soldier's strengths and weaknesses, using the yardstick of overall performance. If the score exceeds 42 or is below 6, justify in Block J.

F. DEMONSTRATED OVERALL PERFORMANCE OF ASSIGNED DUTIES					
RANKS WITH VERY BEST	SUPERIOR TO MOST	EXCEEDS OR MEETS DUTY REQUIREMENTS	DEMONSTRATES SHORTCOMINGS		SCORE
			MINOR	MAJOR	
R <input type="checkbox"/> <input type="checkbox"/> 44 43	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 42 38 34	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 33 27 21 15	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 14 10 6	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 5 3 1	33
I <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

- g. BLOCK G. Rate the soldier on his ability to perform in the next higher grade. Consider his total capacity in comparison with other individuals of the same grade and length of service. If the score exceeds 22 or is below 10, justify in Block J.

G. ADVANCEMENT POTENTIAL					
IF I HAD THE AUTHORITY AND RESPONSIBILITY TO DO SO, I WOULD: (DISREGARD TIME IN GRADE REQUIREMENTS)					
PROMOTE IMMEDIATELY	PROMOTE AHEAD OF PEERS	PROMOTE WITH PEERS	NOT PROMOTE	DENY CONTINUED ACTIVE DUTY	SCORE
R <input type="checkbox"/> <input type="checkbox"/> 31 30	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 28 26 24	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 22 18 14 10	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 7 5 3	<input type="checkbox"/> 0	18
I <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	

- h. BLOCK H. Enter the scores from Blocks E, F, and G in the appropriate boxes in Block H. Add these three scores and enter the total in the first "SUM" box. Make entries in black ink.

H. SCORE	
BLOCKS	RATER INDORSER
E	<input type="text" value="29"/> <input type="text"/>
F	<input type="text" value="33"/> <input type="text"/>
G	<input type="text" value="18"/> <input type="text"/>
SUM	<input type="text" value="80"/> + <input type="text"/> = <input type="text"/> ÷ 2 = <input type="text"/>

REPT
SCORE

- i. BLOCK I. In this block, make recommendations for logical career development, such as advanced schooling and special assignments. The entry should be typed or printed in black ink.

I. CAREER DEVELOPMENT (RECOMMENDATIONS ON SCHOOLING AND ASSIGNMENTS)
Recommend DA NCO Development Course for individual.

- j. BLOCK J. Enter all the mandatory comments to justify ratings in Blocks E, F, and G and the response in Block D. In addition, enter any other comments about the soldier's performance, regardless of scores. All comments should be typed or neatly printed in black ink.

J.	1. COMMENTS ARE MANDATORY TO JUSTIFY RATINGS IN PART II AS FOLLOWS: a. BLOCK E SCORE BELOW 10 OR OVER 40, BLOCK F SCORE BELOW 6 OR OVER 42, BLOCK G SCORE BELOW 10 OR OVER 22, OR BLOCK D IF SOLDIER DOES NOT SUPPORT ARMY'S EQUAL OPPORTUNITY PROGRAM. b. INDORSER WHO CHECKS BLOCK II B. 2. REMARKS OTHERWISE OPTIONAL.
RATER	

- 3. Complete Part III. Except for the signature, all entries must be typed or printed in black ink. Use black ink for the signature.

A. ORGANIZATION AND DUTY ASSIGNMENT <i>Co C, 1st BN, 26th INF APO NY 09039</i>	B. NAME AND GRADE <i>CHARLES A DELLEN SSG</i>	C. DATE <i>5 JAN 1976</i>
<i>SQD 4D</i>	D. SIGNATURE <i>Charles A. Dellen</i>	

- 4. After signing the report, discuss it with the rated soldier and counsel him.
- 5. Forward the EER to the soldier's indorser in accordance with the unit rating scheme.
- 6. See figure 1 for a completed example (rater's section only) of an EER.

REFERENCES

DA Pamphlet 623-1, Preparation of Enlisted Evaluation Report, 22 Jul 77.

ENLISTED EVALUATION REPORT (AR 600-200)										C. SSN						
For preparation, see DA Pamphlet 623-1.										0 1 2 3 4 5 6 7 8 9						
PART I PERSONAL DATA										0 1 2 3 4 5 6 7 8 9						
A. GRADE (ABBR) NAME (LAST) (FIRST) (MI) SSN					B. TYPE OF REPORT					0 1 2 3 4 5 6 7 8 9						
SP4 Doe, John E. 000-00-0000					INIT ANL CR SP <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					0 1 2 3 4 5 6 7 8 9						
D. ORGANIZATION AND STATION					OTHER					0 1 2 3 4 5 6 7 8 9						
Co C, 1st Bn, 26th Inf APO NY 09039					SPECIFY					0 1 2 3 4 5 6 7 8 9						
E. PMOSC	F. DMOSC	G. SMOSC	H. PERIOD OF REPORT							I. NONRATED PERIOD						
11B10	11B10	95B10	MO	J	F	M	A	M	J			J	A	S	O	N
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			YR	74	75	76	77	78	79	80	81	82	83	84	85	
J. DUTY POSITION TITLE					NO. OF MONTHS					REASON CODES						
Rifleman AUTH PAY GR E4																
PART II RATINGS																
A. BRIEF DESCRIPTION OF DUTIES Soldier performs duty as rifleman in a mechanized rifle platoon. Disperses small arm fire toward enemy when required to do so.																
B. INDORSER HAS NOT OBSERVED AND CANNOT RATE SOLDIER <input type="checkbox"/>			C. REPORT BASED ON: DAILY CONTACT <input type="checkbox"/> FREQ OBS <input checked="" type="checkbox"/> INFREQ OBS <input type="checkbox"/> REPT & REC <input type="checkbox"/>			D. SOLDIER SUPPORTS THE ARMY'S EQUAL OPPORTUNITY PROGRAM YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>										
E. DUTY PERFORMANCE TRAITS			RANKS WITH VERY BEST		SUPERIOR TO MOST		EXCEEDS OR MEETS DUTY REQUIREMENTS		NEEDS IMPROVEMENT		SCORE		F. DEMONSTRATED OVERALL PERFORMANCE OF ASSIGNED DUTIES			
			5 4				Some Much		1 0		R I		Ranks With Superior			
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RATED SOLDIER'S LAST NAME AND SSN <u>DOE 000-00-0000</u>			
PART II CONTINUED			
I. CAREER DEVELOPMENT (RECOMMENDATIONS ON SCHOOLING AND ASSIGNMENTS)			
<i>Recommend DA NCO Development course for individual</i>			
J. 1. COMMENTS ARE MANDATORY TO JUSTIFY RATINGS IN PART II AS FOLLOWS: a. BLOCK E SCORE BELOW 10 OR OVER 40, BLOCK F SCORE BELOW 6 OR OVER 42, BLOCK G SCORE BELOW 10 OR OVER 22, OR BLOCK D IF SOLDIER DOES NOT SUPPORT ARMY'S EQUAL OPPORTUNITY PROGRAM. b. INDORSER WHO CHECKS BLOCK II B. 2. REMARKS OTHERWISE OPTIONAL.			
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INDORSER			
PART III RATER AUTHENTICATION			
A. ORGANIZATION AND DUTY ASSIGNMENT <i>Co C, 1st BN, 26th INF APO NY 09039</i>		B. NAME AND GRADE <i>CHARLES A DELLEN SSG</i>	C. DATE <i>5 JAN 1976</i>
		D. SIGNATURE <i>Charles A. Dellen</i>	
PART IV INDORSER AUTHENTICATION			
A. ORGANIZATION AND DUTY ASSIGNMENT		B. NAME AND GRADE	C. DATE
		D. SIGNATURE	
PART V SOLDIER AUTHENTICATION			
A. I HAVE SEEN A COPY OF THIS REPORT COMPLETE THROUGH ACTION BY THE INDORSER. I HAVE BEEN COUNSELED CONCERNING THE REPORT.		B. NAME AND GRADE	C. DATE
		D. SIGNATURE	
PART VI REVIEWER AUTHENTICATION			
A. SOLDIER WAS RATED BY CORRECT RATER AND INDORSER. NO FURTHER ACTION REQUIRED. <input type="checkbox"/> MY REVIEW RESULTS IN ACTION INDICATED BY INCLOSURES. <input type="checkbox"/>			
B. ORGANIZATION AND DUTY ASSIGNMENT		C. NAME AND GRADE	D. DATE
		E. SIGNATURE	
PART VII MILPO CERTIFICATION			
A. DATE REPORT ENTERED ON DA FM 2-1:		C.	D.
B. SOLDIER'S COPY: GIVEN TO SOLDIER <input type="checkbox"/> FORWARDED TO SOLDIER <input type="checkbox"/> MAILED TO SOLDIER <input type="checkbox"/> CERTIFIED MAIL NO _____		MILPO SIGNATURE _____	
		UTC	

Figure 1. Example, completed rater's section of EER. (Back)

TASK

874-896-3030

Evaluate Individual Training

CONDITIONS

Given a soldier's manual task and the applicable soldier's manual.

STANDARDS

You must:

1. Prepare yourself to evaluate individual training.
2. Assess whether the soldiers can perform to standard.
3. Promote peer training.
4. Identify any support materials not available.
5. Identify any distractions.
6. Identify any safety violations.
7. Critique the trainer.
8. Record and report the results of the evaluation.

PERFORMANCE MEASURES

1. Prepare Yourself. Study the task to be trained in the soldier's manual and the referenced study materials until you feel comfortable demonstrating the task to troops. Pay particular attention to the resources necessary to conduct training.
2. Evaluate Soldiers' Performance. The bottom line for individual training is: can soldiers, as a result of training, perform to standard? Your evaluation must identify any specific unsatisfactory performance so that corrective action may be taken.

3. Promote Peer Training. Observe the training sessions to see if the trainer used peer trainers to assist him. In some cases, the use of peer trainers is not appropriate; but, generally, the use of peer trainers indicates a well prepared and confident trainer.
4. Identify Support Materials. To train most tasks effectively, certain support materials are required. Make note of those support materials not present and discuss it with the trainer to see what can be done to correct this shortcoming.
5. Identify Distractions. Identify things that may distract the soldiers. Some examples are unusual noises, aircraft, or excessive vehicle traffic nearby. After the training session, discuss the distractions with the trainer and determine how to eliminate them.
6. Identify Safety Violations. Stop the training session immediately if a safety violation is observed. Training can and must be made safe.
7. Critique the Trainer. Tell the trainer what shortcomings you identified and recommend ways to correct them. But don't stop there; also tell the trainer what was done well.
8. Record and Report Results. Make notes on the results of your evaluation. Unit schedules and planning for long-range events may be affected by the information you note during your evaluation. Emphasize:
 - a. Did the soldiers master the tasks being taught? If they did, the training session met its objective and progress should be recorded. Check that squad leaders are properly recording training results, both "GO" and "NO GO."
 - b. Safety violations, mission support materials, and distractions should be noted. The idea is to note the good points as well as the bad so the information can be shared and the training program improved.

NOTE: To evaluate properly, it is important for the evaluator to look at three things: the commander's individual training program, the soldiers, and the trainers. Some suggested questions for an evaluator to consider are discussed below.

SUGGESTIONS ON EVALUATION:

- a. Commander's Individual Training Program. In general, all individual training should support the unit mission. The ARTEP is the primary tool used to determine whether or not the unit can perform its wartime mission. Therefore, individual training must prepare soldiers for ARTEP. Every unit needs an individual training program that trains leaders and other personnel at each level (battalion, company, platoon, section, and squad). Since training time is always limited, the importance of an effective training program cannot be overemphasized.
 - (1) Is the Training Consistent With the Commander's Stated Priorities, Objectives, and Goals? The commander is responsible for the training of his unit. He communicates "where the unit is going." To answer the above question, the evaluator must look at what training is being conducted and what training is not being conducted. The evaluator must understand the commander's priorities, objectives, and goals. The evaluator can get this information by asking questions during training meetings and by discussing the commander's concepts with him.
 - (2) Is the Training Safe and Technically Correct? This question can be answered by studying the available training material, closely observing the actions of the soldiers and the trainer, and applying some common sense. The evaluator should stop any unsafe actions immediately. If the trainer is obviously giving bad information, he should be called to the side and the matter resolved as soon as possible. It is very important that problems associated with the training material be documented and reported. If you have spotted an error in these materials, report the error to the appropriate service school.
- b. Soldier's Individual Training. Evaluation of individual training should concentrate on whether or not the soldiers perform to standard. There are at least six questions an evaluator should consider:
 - (1) Do the Soldiers Know That Performance is Required? The Army Training Program (ARTEPs and soldier's manuals) is based on performance. All soldiers must understand that they will be required to perform the tasks to standard. The trainer reinforces this point by requiring the soldiers to perform. It is not acceptable for the soldiers to TELL how they would perform the task; they must actually DO IT.

- (2) Are the Soldiers Getting the Training They Need When They Need It? Give the soldiers a pretest to determine the specific training they need. This requires the trainer to closely observe what the soldiers do and provide ONLY the training needed. This is done by getting the soldiers into skill practice quickly and giving performance tests as soon as it appears they can perform to standard.
 - (3) Are the Soldiers Getting Constructive Feedback? Soldiers should be told specifically what is being done wrong. The trainer should show them how to do the steps correctly and give them a chance to practice.
 - (4) Are the Soldiers Getting Hands on the Equipment? The soldiers need a chance to practice. In general, all soldiers should have equipment (maps, expended LAWS, etc.) with which to practice.
 - (5) Did the Soldiers Perform to Standard? The most important thing is to train the soldiers to perform to standard.
 - (6) Are the Qualified Soldiers Being Used as Peer Trainers? Use of qualified peer training will help minimize training time. The peer trainers can perform the training while the trainer gives performance tests. The peer trainer not only reinforces his knowledge of the tasks, but learns to be a trainer.
- c. Trainer Performance. The ability of the soldiers to perform to standard reflects how well the trainer is teaching. The importance of the trainer being qualified in his duty position cannot be overemphasized. He not only has to know how to perform the tasks, but he must also be able to train others to perform them. The following questions will help determine the effectiveness of a trainer:
- (1) Is the Trainer Noting Progress in Job Books? To show his current status of training, the soldier's job book must be updated as he learns new tasks or forgets old ones. A current job book is a valuable aid in planning future individual training.
 - (2) Is the Trainer Making Good Use of Available Time? The trainer should plan in advance how to make the best use of time that becomes available and be ready to conduct unscheduled training each day. Remember that an occasional reward is an incentive to learn.

- (3) Does the Trainer Supervise Peer Trainers? Peer trainers do not necessarily know the tasks as well as the trainer, nor do they have the same level of experience. The trainer must observe peer trainers closely and give them help when they need it. The trainer helps the peer trainer accept increased leadership responsibilities.
- (4) Is the Trainer Informing the Chain of Command of Training Needs? The trainer is in the best position to know what training his soldiers need. He should report the training status of his subordinates as well as the resources he needs to conduct the training.

SUMMARY:

The important characteristics of an individual training system are summarized on the next page. Remember that you should concentrate on the products (soldiers' performance), NOT the process (technique or mannerisms of the trainer). Give praise when possible. Trainers need constructive feedback and motivation as well as criticism.

REFERENCES:

FM 21-6, How to Prepare and Conduct Military Training, Nov 75.

SQT ADMINISTRATION REQUIREMENT

This task can only be properly verified as a performance certification component (PCC) of the SQT.

CHARACTERISTICS OF INDIVIDUAL TRAINING SYSTEM

	If the Training is ----	Then ----
1	Consistent with the commander's priorities and goals	the CHAIN OF COMMAND is working as a team. Keep the communication channels open.
2	safe and technically correct	
	If the Soldiers ----	Then ----
3	know what is expected (performance)	they will get involved.
4	get what they need when they need it (refresher training)	their trainer is involved. Give the TRAINER all the assistance he needs. Let him know that you appreciate his performance.
5	receive constructive feedback	
6	get their hands on the equipment	
7	perform to standard with minimum training	
8	assist as peer trainers	they are involved and are making your job easier. Show the SOLDIERS your appreciation and encourage them.
	If the Trainer ----	Then ----
9	notes progress in job book	the SYSTEM is operating smoothly! Let everyone know.
10	makes use of time available	
11	supervises peer trainers	
12	communicates training needs	

TASK**874-896-3040**

**Provide Input Concerning Status
of Collective Training**

CONDITIONS

Given the appropriate ARTEP and/or other training and evaluation outlines.

STANDARDS

1. Estimate the training status for each collective mission as being one of the following:
 - a. Trained to training and evaluation outline standards.
 - b. Requiring practice to meet training and evaluation outline standards.
 - c. Requiring significant training.
 - d. Unknown.
2. Report results of your estimate to your supervisor.

PERFORMANCE MEASURES

1. **Review Mission.** Review the training and evaluation outline task, conditions, and standards for each mission. Insure that you understand what the unit (squad/section) must accomplish and what standards must be met.
2. **Review Previous Evaluations.** Review previous unit results on evaluations and exercises covering these missions.
3. **Review Personnel Turnovers.** Review the personnel turnover since the evaluation or exercise took place. Remember that turnover can also take place within the unit through changes of duty positions as well as transfers in and out of the unit.

4. **Identify Required Skills.** Identify the individual skills necessary for successful performance on each collective missions. This can be accomplished by analyzing the missions and by using any method that shows the relationship between collective missions (ARTEP) and individual skills (soldier's manual).
5. **Compare Skills.** Compare the list of necessary individual skills with those on which your soldiers have been trained or can perform. Use the individual soldier's job book or a consolidated squad/section job book to identify the tasks that already have been mastered and those on which the soldiers will need training.
6. **Estimate Status of Collective Training.** Estimate the status of collective training for each mission after weighing the results of steps 2, 3, and 5 above.
7. **Report Training Status.** Report your estimate of training status for each collective mission to your supervisor. This may be done in a formally written report or in person.

REFERENCES

None

SQT ADMINISTRATION REQUIREMENTS

This task can only be properly verified as a performance certification component (PCC) of the SQT.

TASK**874-896-3050**

Develop an Outline for Task Training

CONDITIONS

Given a soldier's manual for an MOS in the unit; a training objective (task, conditions, standards); access to available training documents (FM, TC, ARTEPs, TM); the job aid, "Outline for Task Training."

STANDARDS

1. Training outline must identify any subtasks and the required training sequence.
2. Training outline must include the following for each training objective and subtask:
 - a. Training objective (task, conditions, standards).
 - b. Required resources.
 - c. Training statement.
 - d. Safety statement (if appropriate).
 - e. Pretest.
 - f. Orientation statement.
 - g. Demonstration guidelines (if applicable).
 - h. Performance steps.
 - i. Skill practice reminder/section.
 - j. Performance test to include standards.

- k. Record and report results of training.
- l. References.

NOTE: An outline for task training is NOT a lesson plan. A lesson plan is used in a formal school--not in the field. The outline for task training organizes all the information a trainer needs for training into a logical step-by-step sequence.

PERFORMANCE MEASURES

1. Review Training Objective. The training objective is usually given to you (at least the task statement) by the training guidance. So when you have identified a task for training, find that task in your soldier's manual. There you have the TASK, CONDITIONS, and STANDARDS that make up a training objective.
2. Identify Required Resources. This is the equipment, location(s), time of day, training aids, amount of ammunition, etc., that each soldier must have to do this training. This information is found in the conditions statement of the training objective and in other sources. TASC (Training and Audiovisual Support Center) catalogs, your own experience from having worked on this task before, your sergeant, and maybe even the unit schedule are all places to find resources. The information listed in the conditions statement, on the unit schedule, or in the guidance you get from the unit leader or company commander should have all the "required" resources. All other resources, such as a training aid that you remember using before, are not required but may be nice to have because you feel that your soldiers will learn easier by using them.
3. Write the Training Statement. This is a sentence (or two) that will tell the soldiers what they must do (the task) and how well they must do it (the standard). For example: Put on a protective mask within 9 seconds (15 seconds if you have a hood attached) after hearing the alarm "GAS."
4. Identify the Safety Statement. This may not be given on every task. The safety statement is used only when there is a safety hazard. This may be spelled out for you in the soldier's manual, unit schedule, or training guidance. At other times, your experience will tell you what safety hazards are to be recognized and avoided. You must prepare a safety statement when there is a need for it and read it to the soldiers before conducting training.

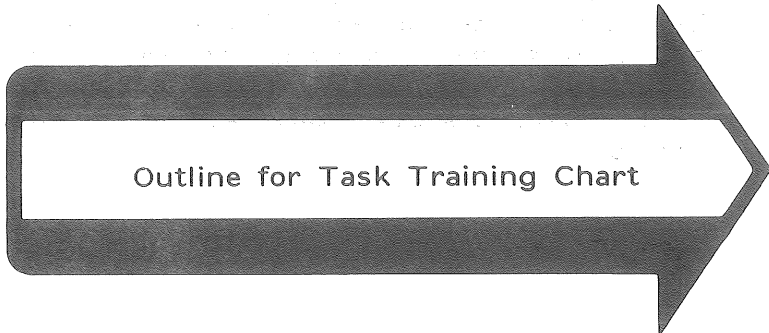
5. Include a Pretest Reminder. Make a note to remind yourself to give a pretest before conducting training. This pretest is given to all soldiers who feel they can do the task to standard without training. Tell them what to do (task) and how well to do it (standard). This pretest is a performance test. The pretest will identify soldiers who already know the task and who can be used as peer trainers. There may be times when a pretest is not applicable, such as when you are at the range qualifying with your weapons.
6. Prepare an Orientation Statement. This statement tells the soldiers why they are being trained in this task. Put it in your own words so your soldiers know why they are being trained in this task.
7. Decide on the Demonstration Guidelines. The demonstration may not be used every time you train a task. You must decide whether or not a demonstration of the end result of training will help your soldiers learn the task. For example, given the task of "Camouflage Self and Individual Equipment," you may want a well-camouflaged soldier hiding in a temporary battlefield position. This gives them an idea of what you want them to do and how important it can be. For another task, such as "Engage Targets With an M16 Rifle," you may not choose to give a demonstration. Would it really help your soldiers learn this task? It is doubtful.
8. Identify the Performance Steps. These steps are for you, the trainer, to follow when conducting training. They contain information on "how to do the task." In general, the steps are found in the soldier's manual. Soldier's manuals refer to them as performance steps, training steps, and subtasks. You may have to include information or details that will help explain what actions will take place. If there is a subtask you feel is hard to train, you may want to develop a separate outline for training that subtask.
9. Include Skill Practice. Include a reminder to skill practice or write out some skill practice exercises. Skill practice is very beneficial to the soldiers. The skill practice gives them the opportunity to do the task while the trainer or qualified peer trainer is available to point out errors, make corrections, and answer questions. Skill practice exercises should be similar to the performance test.

10. Develop Performance Test. This may also be called the post test. This is the after-training test you give the soldiers to be sure they learned the task just trained. The statement you read them should be the same as the training statement and pretest. The soldiers must perform the task to the standard called for by the training objective.
11. Record and Report Results of Training. Allow yourself time to tell all the soldiers how well they did on the performance test.

NOTE: If there is no job book for the skill level receiving the training, consider using the soldier's manual or commander's manual for recording the training given.

12. Identify the References. Usually, this will be the soldier's manual for your MOS or the references called for by the soldier's manual task. The reference may include TEC lessons, FMs, ARs, TCs, and other items.

NOTE: The outline for task training is just a checklist for you to use when preparing to conduct training and does not have to be a long, time-consuming drill. It doesn't have to be written, typed, or available for inspection. Many of the points are just reminders to you of things to do while you are training your soldiers. After you have used the job aid a few times, each of the 12 steps will be familiar to you so that you can recall them from memory.



"Outline for Task Training" Job Aid

For Each Task to be Trained:

STEPS	PROCEDURE
1	TRAINING OBJECTIVE - task, condition, and standard From: ● Soldier's Manual or ● Commander's/Supervisor's Guidance
2	GATHER REQUIRED RESOURCES - equipment, training aid ● Given in Conditions Statement ● Given in Plt Sgt/Leaders Guidance ● From trainers own experience
3	TRAINING STATEMENT - tells soldier what task he must do and how well he must do it ● Get from task and standard of training objective and put in your own words
4	SAFETY STATEMENT From: ● Soldier's Manual/Range Regulations ● Plt Sgt/Plt Ldr ● Trainer's own experience
5	PRETEST - To identify who needs training. Give only if appropriate. The pretest is the Performance Test, step 10
6	ORIENTATION STATEMENT - tells soldier why the task is important From: ● Supervisor's Guidance or ● Trainer's own experience
7	DEMONSTRATION GUIDELINES - Show soldiers how to do the task Give only what is appropriate.
8	PERFORMANCE STEPS - how to do the task in bite-size steps from Soldier's Manual or other references.
9	SKILL PRACTICE - To allow practice for task proficiency
10	PERFORMANCE TEST - Task and standard comes from training objective. The trainer insures the required conditions are met.
11	RECORD AND REPORT RESULTS OF TRAINING ● Give feedback to soldiers and record in Job Books ● Give input to supervisors on results of training
12	REFERENCES - TEC, FMs, TCs, ARs etc. Identified in Soldier's Manual

REFERENCES

FM 21-6, How to Prepare and Conduct Military Training.

SQT ADMINISTRATION REQUIREMENTS

This task can only be properly verified as a Performance Certification Component (PCC) of the SQT.

TASK**113-573-1004**

Conduct Communications Security Inspections

CONDITIONS

This task is performed in a tactical or nontactical environment and is normally performed in a restricted area. Given FM 32-6, TB 380-41, and the requirement to conduct a communication security inspection.

STANDARDS

Task standards are met when you have completed a communication security inspection (appropriate per unit/mission), results recorded, and submitted to proper authorities.

PERFORMANCE MEASURES

1. Check Physical Security. (Refer to FM 32-6, chap 3, para 3-5 and 3-6, p 3-3).
 - a. Check that COMSEC area provides proper security.
 - (1) Inspect COMSEC facility locks.
 - (2) Inspect facility doors and windows.
 - b. Check COMSEC Control and Accounting.
 - (1) Inspect daily inventory of COMSEC material.
 - (2) Inspect COMSEC facility SOP.
 - c. Check procedures for destruction of classified waste.

- d. Check emergency evacuation/distribution of COMSEC material.
 - (1) Inspect emergency evacuation plan.
 - (2) Inspect emergency destruction plan.

NOTE: Use appendix H of FM 32-6 to help complete the above performance measures.

- 2. Check transmission security. (Refer to FM 32-6, chap 3, para 3-9 - 3-18, pp 3-5 - 3-9).
 - a. Check that messages are processed and prepared correctly.
 - b. Check operating security.
 - (1) Check the use of call signs and frequencies.
 - (2) Check station operation procedures.
 - c. Check security during use of telephone.

NOTE: Use appendix J of FM 32-6 as a guide to perform the above performance measures.

- 3. Check cryptographic security utilizing the crypto facility check list in TB 380-41, appendix M.
- 4. Submit completed results of the inspection to proper authorities.

REFERENCES

FM 32-6, SIGSEC Techniques, Feb 77.

TB 380-41, Procedures for Safeguarding, Accounting and Supply Control of COMSEC Material (U), Feb 78.

TASK**113-587-1008**

Issue Instructions for Installation of Radio Equipment

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given a radio set and radio operator, and the requirement to utilize radio communication in support of the unit mission.

STANDARDS

Task standards are met when you have issued instructions for installing one radio set, and the radio set has been installed correctly according to performance measures 1 through 4 below.

PERFORMANCE MEASURES

1. Issue instructions for mounting the radio set. (Refer to appropriate TM.)
 - a. Place the power switch to the OFF position on the radio set.
 - b. Clean the radio mount and remove all electrical connector covers.
 - c. Secure radio to mounts.
 - d. Ground the radio set.
2. Issue instructions for installation of cables and accessories. (Refer to appropriate TM.)
 - a. Connect the power cable.

- b. Connect all interconnecting cables.
 - c. Connect all radio accessories.
3. Issue instructions for siting radio equipment. (Refer to appropriate TM.)

NOTE: When installing Radio Set AN/FRC-93, siting is determined by the type of configuration being used.

4. Issue instructions for installing the antennas. (Refer to appropriate TM.)
 - a. Install the whip antenna.
 - b. Install the doublet antenna (when appropriate).
5. Check to insure that radio equipment has been installed correctly. (Refer to performance measures 1-4.)

REFERENCES

TM 11-5820-401-12, w/C1-3, Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/VRC-12, AN/VRC-43, AN/VRC-44, AN/VRC-45, AN/VRC-46, AN/VRC-47, AN/VRC-48, AN/VRC-49, AN/VRC-54, and AN/VRC-55; Mounting MT-1029/VRC and Mounting MT-1898/VRC; Antenna AT-912/VRC; Control Frequency Selector C-2742/VRC and Control, Radio Set C-2299/VRC, Sep 72.

TM 11-5820-498-12, w/C1-5, Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets, AN/VRC-53, AN/VRC-64, AN/GRC-125, and AN/GRC-160, and Amplifier-Power Supply Groups OA-3633/GRC and OA-3633A/GRC, May 67.

TM 11-5820-520-12, w/C1-6, Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/GRC-106 and AN/GRC-106A, Feb 71.

TM 11-5820-667-12, w/C1-5, Operator's and Organizational Maintenance Manual Including Repair Parts Lists: Radio Set AN/PRC-77 (Including Receiver-Transmitter, Radio RT-841/PRC-77), Jun 67.

TASK**113-587-1009**

Check Personnel Installing Radio Equipment

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given a radio team and appropriate radio equipment.

STANDARDS

Task standards are met when you have checked personnel installing radio equipment and a radio set has been properly installed according to performance measures 1 through 4 below.

PERFORMANCE MEASURES

NOTE: See appendix C for list of equipment pertaining to this task.

1. Check team on the installation of radio mounts (when appropriate). (Refer to appropriate TM.)

NOTE: Mounting of the AN/FRC-93 is determined by the type of configuration used.

2. Check team on the installation of radio set. (Refer to appropriate TM.)
3. Check team on the installation of cables and accessories. (Refer to appropriate TM.)
 - a. Check team on the installation of power cables.
 - b. Check team on installation of interconnecting cables.

4. Check team on installation of the antennas. (Refer to appropriate TM.)
 - a. Check team on the installation of whip antenna.
 - b. Check team on the installation of doublet antenna (when appropriate).

REFERENCES

TM 11-5820-401-12, w/C1-3, Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/VRC-12, AN/VRC-43, AN/VRC-44, AN/VRC-45, AN/VRC-46, AN/VRC-47, AN/VRC-48, AN/VRC-49, AN/VRC-54, and AN/VRC-55; Mounting MT-1029/VRC and Mounting MT-1898/VRC; Antenna AT-912/VRC; Control Frequency Selector C-2742/VRC and Control, Radio Set C-2299/VRC, Sep 72.

TM 11-5820-498-12, w/C1-5, Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/VRC-53, AN/VRC-64, AN/GRC-125, and AN/GRC-160, Amplifier-Power Supply Groups OA-3633/GRC and OA-3633A/GRC, May 67.

TM 11-5820-520-12, w/C1-6, Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/GRC-106, AN/GRC-106A, Feb 71.

TM 11-5820-554-12, w/C1-2, Operator's and Organizational Maintenance Manual for Radio Set AN/FRC-93, Jun 76.

TM 11-5820-590-12, w/C1-4, Operator and Organizational Maintenance Manual Including Repair Parts and Special Tool Lists: Radio Sets AN/PRC-74, AN/PRC-74A, and Power Supply PP-4514/PRC-74, Mar 66

TM 11-5820-667-12, w/C1-5, Operator's and Organizational Maintenance Manual Including Repair Parts Lists: Radio Set AN/PRC-77 (Including Receiver-Transmitter, Radio RT-841/PRC-77), Jun 67.

TASK**113-599-1006**

Issue Instructions for Installation of Radio Teletype Equipment

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given a radio team, radio teletypewriter set, and the requirement to utilize radio communication in support unit mission.

STANDARDS

Task standards are met when you have issued instructions for installation of radioteletype equipment according to performance measures 1 through 6 below.

PERFORMANCE MEASURES

NOTE: See appendix C for list of equipment pertaining to this task.

1. Issue instructions for checking the radio teletypewriter set for completeness. (Refer to appropriate TM.)
2. Issue instructions for siting the radio teletypewriter set. (Refer to appropriate TM.)

NOTE: When installing the Radio Set, AN/GRC-46/AN/VRC-29, siting is determined by the type of configuration being used.

3. Issue instructions for installing the antennas. (Refer to appropriate TM.)
 - a. Install whip antenna.
 - b. Install doublet antennas (when appropriate).

4. Issue instructions for grounding the radio set. (Refer to appropriate TM.)

NOTE: Grounding procedures for Radio Set AN/GRC-46 and AN/VRC-29 is same as AN/VSC-2 and AN/GRC-142.

- a. Install the ground rod a minimum of 8 feet into the ground.
- b. Moisten area around ground rod to insure a good ground.
- c. Attach ground strap between ground rod and stud on radio set.

5. Issue instructions for connecting power cables. (Refer to appropriate TM.)

NOTE: Prior to connecting ac or dc power cables place all circuit breaker switches and equipment to OFF.

- a. Connect ac power cable (when appropriate).
- b. Connect dc power cable (when appropriate).

6. Issue instructions for mounting security equipment. (Refer to appropriate TM.)

- a. Remove dummy box from mount.
- b. Install TSEC/KW-7 in mount.
- c. Connect signal cables to TSEC/KW-7.
- d. Secure TSEC/KW-7 to mount by tightening captive screws.

REFERENCES

TM 11-5815-204-10, w/C1, 3, 8-11, Operator's Manual Radio Teletypewriter Sets AN/GRC-46, AN/GRC-46A, AN/GRC-46B, AN/GRC-46C, and AN/VRC-29, Sep 60.

TM 11-5815-331-14, w/C1-6, Operator, Organizational, DS, and GS Maintenance Manual: Radio Teletypewriter Set AN/VSC-2, Feb 67.

TM 11-5815-334-12, w/C1-6, Operator and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Teletypewriter Sets AN/GRC-142, AN/GRC-142A, AN/GRC-142B, AN/GRC-122, AN/GRC-122A and AN/GRC-122B, May 70.

TM 11-5820-256-10, w/C1-3, Operator's Manual: Radio Set AN/GRC-26D, Jun 69.

TASK

113-611-1004

Select Radio Sites

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given a map of the area, Letter of Instruction (LOI) and/or operations order.

STANDARDS

Task standards are met when you have properly analyzed and selected two radio sites according to performance measures 1 through 3 below.

PERFORMANCE MEASURES

1. Analyze the technical requirements. (Refer to FM 24-18, chap 6, para 75a, b, p 72).
 - a. Check the site location.
 - b. Check the site for natural obstructions.
 - c. Check the site for man-made obstructions.
2. Analyze the tactical requirements. (Refer to FM 24-18, chap 6, para 76a, b, c, pp 74, 75).
 - a. Check local command requirements.
 - b. Check for proper cover and concealment.
3. Determine the best location for site. (Refer to performance measures 1 and 2.)

REFERENCE

FM 24-18, Field Radio Techniques, Jul 65.

TASK

113-611-1005

Select Radio Teletype Sites

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given a map of the area, Letter of Instruction (LOI) and/or operations order.

STANDARDS

Task standards are met when you have properly evaluated and selected two radio teletype sites according to performance measures 1 through 6 below.

PERFORMANCE MEASURES

1. Analyze the technical requirements. (Refer to FM 24-18, chap 6, para 75a, b, p 72).
 - a. Check the site location.
 - b. Check site for natural obstructions.
 - c. Check site for man-made obstructions.
2. Analyze the tactical requirements. (Refer to FM 24-18, chap 6, para 76a, b, and c, pp 74, 75).
 - a. Check local command requirements.
 - b. Check for cover and concealment.
3. Evaluate site for reliability factors at transmitter. (Refer to FM 24-18, chap 6, para 78 - 81, p 76, and CEIO.)

- a. Check for proper frequency usage.
 - b. Check power requirements (transmitter).
 - c. Evaluate site for positioning and type of antenna usage.
 - d. Check the capabilities of the operator.
4. Evaluate reliability factors in transmission path. (Refer to FM 24-18, chap 6, para 82 - 84, p 77.)
- a. Check for conductivity and height of intervening terrain.
 - b. Evaluate site for proper distance between stations.
 - c. Evaluate site for the use of sky wave propagation.
5. Evaluate reliability factors at the receiver. (Refer to FM 24-18, chap 6, para 85 - 90, pp 77 - 79.)
- a. Analyze capabilities of the receiver.
 - b. Check receiving antenna for proper installation.
 - c. Check for possible man-made interference.
 - d. Evaluate site for probable mutual interference.
 - e. Check capabilities of receiving operator.
 - f. Evaluate interference from natural sources.
6. Determine the best site. (Refer to performance measures 1 through 5.)

REFERENCE

FM 24-18, Field Radio Techniques, Jul 65.

TASK

113-611-1007

Evaluate Terrain for Selection of Radio Teletype Sites

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given the requirement to select a radio site in support of the unit's mission.

STANDARDS

Task standards are met when you have evaluated the terrain and selected a radio teletype site according to performance measures 1 through 3 below.

PERFORMANCE MEASURES

1. Evaluate site for natural obstructions. (Refer to FM 24-18, chap 6, para 75a, p 72).
 - a. Locate radio teletype site on flat ground or relatively high on slopes of hilly or mountainous terrain.
 - b. Locate site near moist ground or a body of water if possible.
 - c. Avoid areas with or trees with heavy foliage.
2. Evaluate site for man-made obstructions. (Refer to FM 24-18, chap 6, para 75b, p 72).
 - a. Avoid selecting site between buildings, particularly steel or reinforced concrete structures.
 - b. Locate site away from telephone, telegraph, or high television power lines.

- c. Avoid sites near heavily traveled roads or highways.
 - d. Locate site away from generators or other radio stations.
3. Determine best location for site. (Refer to FM 24-18, chap 6, para 75-90, pp 72 - 79).

REFERENCE

FM 24-18, Field Radio Techniques, Jul 65.

TASK

113-617-1008

Inventory Radio Equipment

CONDITIONS

This task is performed in a tactical or nontactical environment. Given a radio set, appropriate hand receipt, DA 2062, and the Basic Issue Items List (BIIL) from appropriate TM.

STANDARDS

Task standards are met when you have inventoried a radio set and all results recorded according to performance measures 1 and 2 below.

PERFORMANCE MEASURES

1. Check equipment accountability. (Refer to AR 710-2, chap 2, para 1, p 2-53 and appropriate TM.)
 - a. Check for shortages. (Use basic issue items list of appropriate TM).
 - b. Check for overages. (Use basic issue items list in appropriate TM.)
2. Enter results on DA Form 2062. (Refer to AR 710-2, chap 2, para 1, p 2-53, and fig 1 and 2.)

NOTE: These tasks are designed to outline procedures for inventorying appropriate radio equipment. Although TOE vary as to equipment type and density, the task elements remain the same.

3. Submit completed hand receipt (HR) to your supervisor or as required by unit.

REFERENCES

AR 710-2, w/C1-4, Material Management for Using Units, Support Units and Installations (Reprinted w/Basic Incl 1-3) Aug 71.

Appropriate TM. Pertains to the operator's TM depending on the type of equipment inventoried.

PRIMARY TRAINING MATERIAL

TEC 551-101-7605-B

TASK

113-617-1009

Evaluate Radio Operator's Work Performance

CONDITIONS

This task is performed in a tactical or nontactical environment. Given a radio team, operational radio equipment, FM 11-05C1/2, and TC 11-05C1/2(JB).

STANDARDS

Task standards are met when you have evaluated the work of a radio operator's performance according to performance measures 1 through 5 below.

PERFORMANCE MEASURES

1. Evaluate radio operator installing radio equipment. (Refer to appropriate TM and appropriate task in FM 11-05C1/2.)
2. Evaluate radio operator operating radio equipment. (Refer to appropriate TM and appropriate task from FM 11-05C1/2.)
3. Evaluate radio operator performing station and net operations. (Refer to appropriate task in FM 11-05C1/2).
 - a. Check that all incoming messages are recorded in station log and delivered.
 - b. Check that all outgoing messages are in proper format.
 - c. Check that outgoing messages are properly recorded in the station log.
 - d. Check that Operator's Log and Number Sheet, DA Form 4158, is prepared correctly.

- e. Check that station serial numbers are being properly assigned and recorded on Operator's Number Sheet, DA Form 4158.
4. Check operator's observance of communications security. (Refer to FM 11-05C3, Task number 113-573-1004).
5. Evaluate the operator's performance of preventive maintenance (Refer to appropriate TM and appropriate task in FM 11-05C1/2).
 - a. Check operator on preparing and maintaining maintenance forms.
 - b. Check operator performing operational checks of equipment.

REFERENCES

FM 11-05C1/2, Soldier's Manual Radio Teletype Operator, Skill Levels 1 and 2.

FM 11-05C3, Soldier's Manual Radio Teletype Operator, Skill Level 3.

TC 11-05C1/2(JB), Radio Teletype Operator Job Book, MOS 05C10/20.

TASK**113-618-7004**

**Coordinate Radio Wire Integration (RWI)
Operation and Installation**

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given an AN/VRC-12 series radio set, radio set control group, AN/GSA-7 or AN/GRA-39, Switchboard SB-22(*)/PT, field wire, necessary batteries and a Communications Electronics Operation Instructions (CEOI).

STANDARDS

Task standards are met when an RWI system has been coordinated, installed, and a call processed from radio and wire terminating equipment according to performance measures 1 through 8 below.

PERFORMANCE MEASURES

1. Determine type of RWI support required.
2. Check to insure radio set is properly installed. (Refer to TM 11-5820-401-12, chap 2.)
3. Check installation of radio set control AN/GSA-7 when appropriate. (Refer to TM 11-5820-401-12, chap 6, para 6-9, pp 6-8 -6-15).
 - a. Check set for completeness.
 - b. Check connection of special purpose cable CX-7474 from the radio set to the AN/GSA-7.
 - c. Check connection of power cable from radio control AN/GSA-7 and power source.
 - d. Check connection of wire WD-1 to line binding post of AN/GSA-7.

- e. Check connection of Handset H-33/PT to the audio connector of the AN/GSA-7.
 - f. Insure that the power selector switch of the AN/GSA-7 is preset to the correct power setting.
4. Coordinate the installation of the switchboard SB-22/PT(*).
 - a. Insure Field Wire WD-1/TT is connected to the line binding posts of the AN/GSA-7.
 - b. Insure distant end of Field Wire WD-1/TT is connected to the switchboard SB-22/PT line terminal.
 - c. Insure that the Field Wire WD-1/TT is connected from the binding post of the telephone to the line terminal of the Switchboard SB-22/PT.
 - d. Set the MONITOR switch of the AN/GSA-7 to the T-RAD & MON position and listen for rushing noise from the radio set.

NOTE: If you do not hear rushing noise or it ceases, and you begin to hear BEEPS from the AN/GSA-7 (indicating the radio has been keyed), transpose the field wires at the line binding posts of the AN/GSA-7. The rushing noise should stop. If rushing noise does not stop, check field wire for breaks or shorts and check to insure no switchboard cord is connected to the radio link jack as shown in item B and C of figure 1.

5. Coordinate RWI system operation utilizing Radio Set Control AN/GSA-7. (Refer to TM 11-5820-401-12, chap 6, para 6-8, 6-9, pp 6-6 - 6-15.)
 - a. Insure Radio Set Control, AN/GSA-7, is adjusted for RWI operation.
 - b. Insure Radio Set, AN/VRC-12 Series, is adjusted for RWI operation.
 - c. Direct processing of traffic from distant radio system.
 - d. Direct processing of traffic from wire terminating equipment.
 - e. Direct the use of call signs and frequencies.

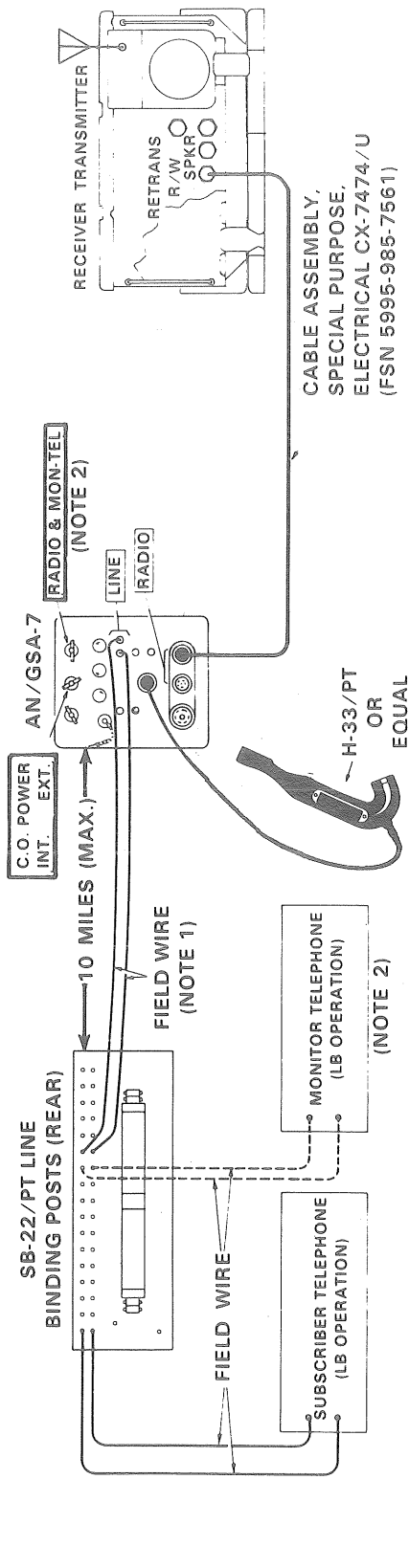
NOTE: Figure 1 shows a typical RWI system as discussed in this task.

6. Coordinate installation of RWI using radio set control group AN/ GRA-39. (Refer to figure 3 and TM 11-5820-401-12, chap 4, para 6-8, pp 6-6 - 6-8, when appropriate.)
 - a. Check set for completeness.
 - b. Check connections between Local Control C-2329 and the receiver transmitter.
 - c. Check connection of Wire WD-1 between Local C-2329 and Remote Control C-2328.
 - d. Check connection of Handset H-138 or H-189 to Local Control C-2329.
7. Coordinate the installation of the Switchboard SB-22/PT to the AN/GRA-39.
 - a. Insure that one end of the field wire is connected to the appropriate line terminals of the SB-22/PT and the other end to the Remote Control C-2328.
 - b. Insure jumper wires are connected between Remote Control C-2328 and Switchboard SB-22/PT.

NOTE: During the installation of the Local Control C-2329 and Remote Control C-2328, batteries must be installed into each unit. (Refer to Task 113-622-1002 in Soldiers Manual FM 11-05C1/2.)

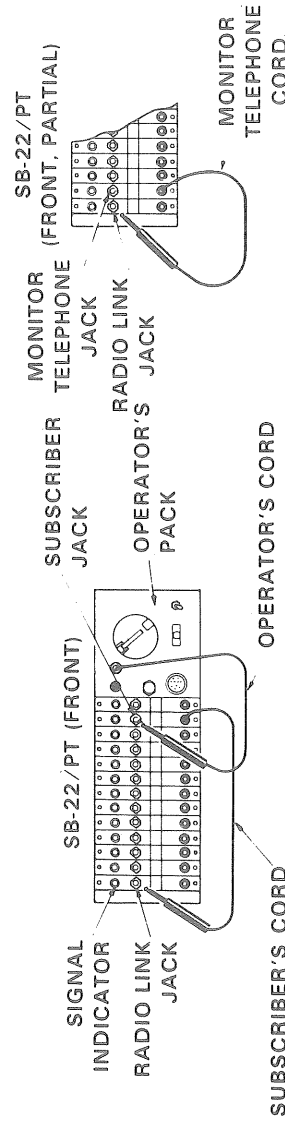
8. Coordinate RWI system operation utilizing Radio Set Control AN/ GRA-39. (Refer to TM 11-5820-401-12, chap 6, para 6-8, pp 6-6 - 6-8.)
 - a. Direct processing of traffic from distant radio station.
 - b. Direct processing of traffic from wire terminating equipment.
 - c. Direct the use of call signs and frequencies.

NOTE: Figure 2 shows a typical RWI system as discussed in this task.



A. CONNECTIONS AND SWITCH POSITIONS.

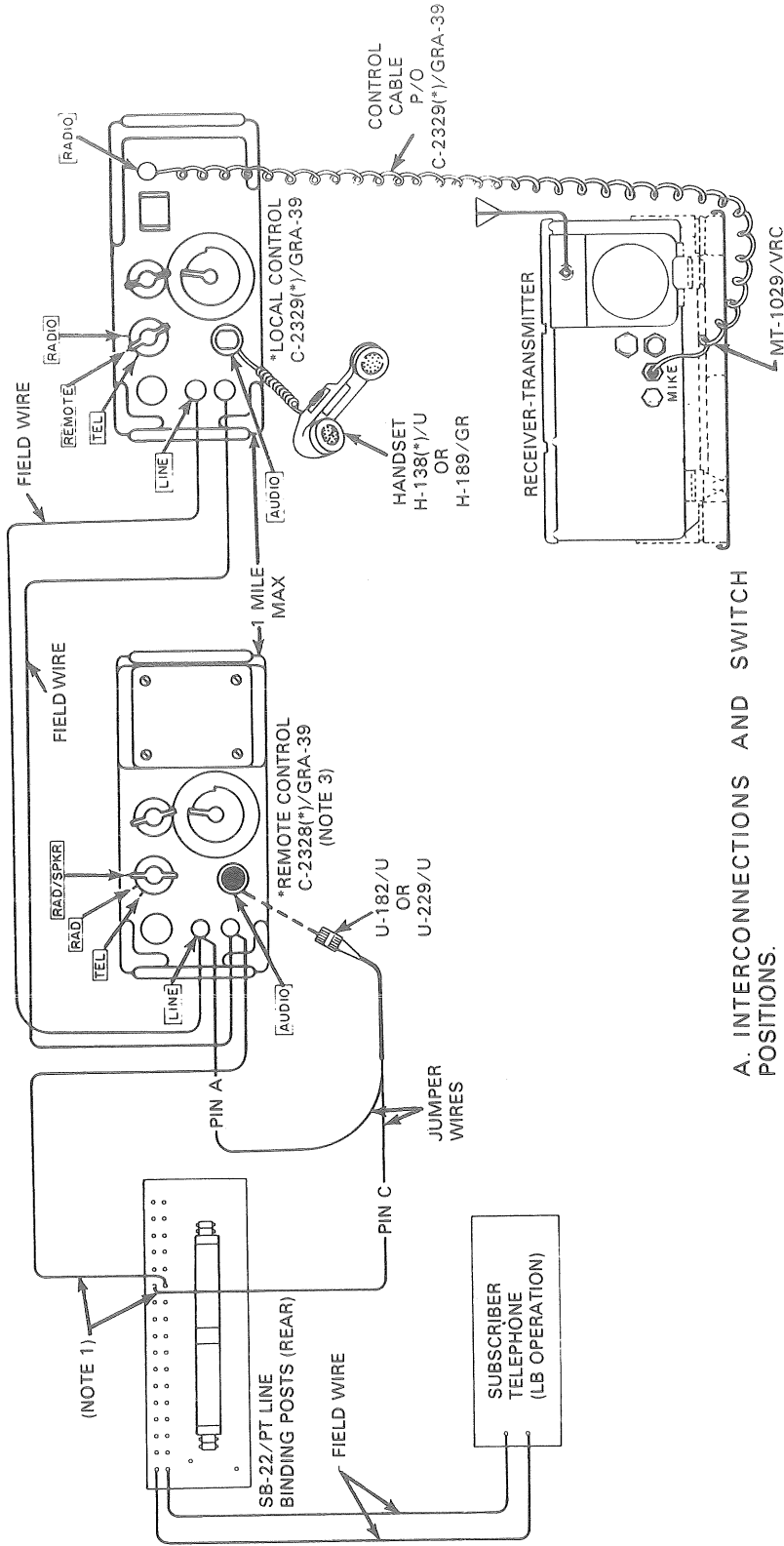
- NOTES:
1. IF RECEIVER-TRANSMITTER IS KEYED, TRANSPOSE THESE CONNECTIONS AT SB-22/PT.
 2. THE MONITOR TELEPHONE IS LOCATED AT SB-22/PT TO ENABLE SWITCHBOARD OPERATOR TO HEAR INCOMING RADIO CALLS ON THE HANDSET WHEN THERE IS NO OPERATOR AT THE AN/GSA-7.



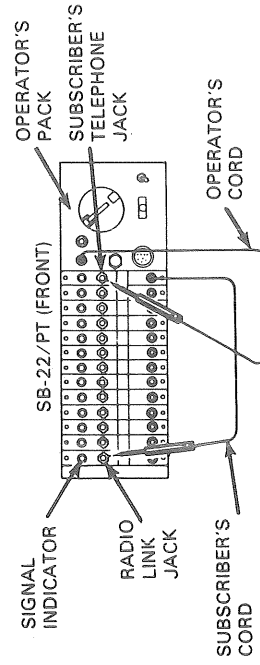
B. CORD CONNECTIONS FOR OPERATOR AND SUBSCRIBER COMMUNICATION ON RADIO LINK.

C. CORD CONNECTION FOR MONITOR TELEPHONE (NOTE 2).

Figure 1. Connections and Control Settings of AN/GSA-7 and SB-22/PT to Provide Radio/Wire Integration Operation for Receiver-Transmitter.



A. INTERCONNECTIONS AND SWITCH POSITIONS.



B. SWITCHBOARD CONNECTIONS FOR SUBSCRIBER-RADIO LINK.

NOTES:
 PART OF AN/GRA-39().
 1. IF RECEIVER-TRANSMITTER IS KEYED, TRANSPOSE CONNECTION OF THESE WIRES AT SB-22/PT.
 THE REMOTE CONTROL IS LOCATED NEXT TO SB-22/PT TO ENABLE SWITCHBOARD OPERATOR TO HEAR INCOMING RADIO CALLS.

Figure 2. AN/GRA-39(*) for Remote Control and Radio/Wire Integration with AN/VRC-12 Series Radios.

REFERENCES

TM 11-5820-401-12, w/C1-3, Operators and Organizational Maintenance Manual Including Repair Parts and Special Tool Lists Radio Sets, AN/VRC-12, AN/VRC-43, AN/VRC-44, AN/VRC-45, AN/VRC-46, AN/VRC-47, AN/VRC-48, AN/VRC-54 and AN/VRC-55; Mounting MT-1029/VRC and Mounting MT-1898/VRC; Antenna AT-912/VRC; Control Frequency Selector C-2742/VRC and Control, Radio Set C-2299/VRC, Sep 72.

PRIMARY TRAINING MATERIAL

TC 11-4, Handbook for AN/VRC-12 Series Radios.

TC 24-3, Radio Wire Integration, Installation and Operation Tips, 30 Nov 76.

TEC 201-113-4530-A.

TEC 936-061-0122-F.

TASK**113-618-7005**

Control Radio Wire Integration (RWI) Operation

CONDITIONS

This task is performed in a tactical or nontactical environment and may be performed in an NBC situation. Given an installed RWI system, operator, and Communications-Electronics Operation Instructions (CEOI).

STANDARDS

Task standards are met when you have directed the processing of a message from local telephone subscriber, and a message from a distant radio station according to performance measures 1 through 4 below.

PERFORMANCE MEASURES

1. Direct operation of RWI station:
 - a. Supervise the operation of radio equipment. (Refer to TM 11-5820-401-12, chap 6, para 6-8, pp 6-6 - 6-8, and TC 24-3, para 1, pp 16 - 19.)
 - b. Supervise operation of wire equipment. (Refer to TM 11-5820-401-12, chap 6, para 6-9, pp 6-8 - 6-15, and TC 24-3, para 2, pp 26 - 33.)
2. Regulate traffic processing:
 - a. Direct processing of traffic from distant radio station.
 - b. Direct processing of traffic from wire terminating equipment.
3. Direct the use of frequencies and call signs (Refer to appropriate CEOI).

4. Direct proper use of RWI procedures. (Refer to TM 11-5820-401-12, chap 6).

REFERENCES

TC 24-3, Radio Wire Integration, Installation and Operation Tips, Nov 76.

TM 11-5820-401-12, w/C1-3, Operators and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/VRC-12, AN/VRC-43, AN/VRC-44, AN/VRC-45, AN/VRC-46, AN/VRC-47, AN/VRC-48, AN/VRC-49, AN/VRC-54 and AN/VRC-55; Mounting MT-1029/VRC and Mounting MT-1898/VRC; Antenna AT-912/VRC; Control Frequency Selector C-2742/VRC and Control, Radio Set C-2299/VRC, Sep 72.

PRIMARY TRAINING MATERIAL

TC 11-4.

TEC 201-113-4530-A.

TEC 936-061-0122-F.

Appendix A

REFERENCES

ARMY REGULATION (AR)

710-2 Material Management for Using Units, Support Units
and Installations, w/C1-4, Aug 71

DEPARTMENT OF THE ARMY PAMPHLET (DA PAM)

623-1 Preparation of Enlisted Evaluation Reports, Jul 77

FIELD MANUALS (FM)

3-12	Operational Aspects of Radiological Defense
11-05C1/2	Soldier's Manual Radio Teletype Operator, Skill Levels 1 and 2
21-6	How to Prepare and Conduct Military Training
21-20	Physical Readiness Training
21-26	Map Reading
21-40	NBC Defense
21-41	Individual NBC Defense
24-18	Field Radio Techniques
32-6	SIGSEC Techniques

TECHNICAL MANUALS (TM)

11-5815-204-10	Operator's Manual Radio Teletypewriter Sets AN/ GRC-46, AN/GRC-46A, AN/GRC-46B, AN/GRC-46C, and AN/VRC-29, w/C1, 3, 8-11, Sep 60
11-5820-256-10	Operator's Manual: Radio Set AN/GRC-26D, w/C1-3, Jun 69
11-5815-331-14	Operator, Organizational, DS and GS Maintenance Manual: Radio Teletypewriter Set AN/VSC-2, w/C1-6, Feb 67
11-5815-334-12	Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Teletypewriter Sets AN/GRC-142, AN/GRC-142A, AN/GRC-142B, AN/GRC-122, AN/GRC-122A, and AN/GRC-122B, w/C1-6, May 70

- 11-5820-401-12 Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/VRC-12, AN/VRC-43, AN/VRC-44, AN/VRC-45, AN/VRC-46, AN/VRC-47, AN/VRC-48, AN/VRC-49, AN/VRC-54, and AN/VRC-55; Mounting MT-1029/ VRC and Mounting MT-1898/VRC; Antenna AT-912 /VRC; Control Frequency Selector C-2742/ VRC and Control, Radio Set C-2299/VRC, w/C1-3, Sep 72
- 11-5820-498-12 Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/VRC-53, AN/VRC-64, AN/GRC-125, and AN/GRC-160, and Amplifier-Power Supply Groups OA-3633/GRC and OA-3633A/GRC, w/C1-5, May 67
- 11-5820-520-12 Operator's and Organizational Maintenance Manual Including Repair Parts and Special Tools Lists: Radio Sets AN/GRC-106 and AN/GRC-106A, w/C1-6, Feb 71
- 11-5820-554-12 Operator's and Organizational Maintenance Manual for Radio Set AN/FRC-93, w/C1, Jun 76
- 11-5820-590-12 Operator and Organizational Maintenance Manual Including Repair Parts and Special Tool Lists: Radio Sets AN/PRC-74 and AN/PRC-74A and Power Supply PP-4514/PRC-74, w/C2-4, Mar 66
- 11-5820-667-12 Operator's and Organizational Maintenance Manual Including Repair Parts Lists: Radio Set AN/PRC-77 (including Receiver-Transmitter, Radio RT-841/ PRC-77), w/C1-5, Jun 67

TRAINING CIRCULARS (TC)

- 11-4 Handbook for AN/VRC-12 Series of Radio Sets
- 11-05C1/2(JB) Radio Teletype Operator Job Book, MOS 05C10/20
- 21-26 Don't Get Lost
- 24-3 Radio Wire Integration, Installation and Operation Tips

TECHNICAL BULLETIN (TB)

- 380-41 Procedures for Safeguarding, Accounting, and Supply Control of COMSEC Material (U), Feb 78.

TRAINING EXTENSION COURSES (TEC)

TEC LESSONS. The letter(s) at the end of the number indicate the lesson media type. Order the type you prefer. A is a printed text, E is audio only, F is audio-visual and J is job performance aid.

201-113-4530-A	Installation of Radio Wire Integration (RWI) Components
551-101-7605-A	Perform Physical Inventory and Location Survey
901-071-0091-F	Unit Development and Training Part I
901-071-0093-F	Developing Training Objectives
901-071-0094-F	Developing Intermediate Training Objectives
091-071-0095-F	Developing a Lesson Plan
091-071-0096-F	Selecting Methods of Instruction, Training Aids and Media
901-071-0097-F	Evaluating Training
091-071-0122-F	AN/GRC-39 Operation
930-071-0018-F	Navigating with Map and Compass

Appendix B

TIPS FOR PLANNING YOUR TRAINING PROGRAM

This group of charts will assist you in planning your MOS training program. These charts may be used to help you through the maze of references listed for each task. They will lead you to the best training material for your program.

The charts are designed to show major task areas. Some task areas are common to all soldiers, others for administration and procedures, and others relate to the main types of equipment used within your MOS. Under each major area, you will find modules containing one or more job tasks. The modules may cover a single piece of equipment or a group of procedures within your field. For each module, there is a list of the best training material available to you in your unit. Sometimes supporting material is listed that you may find useful as a substitute if the best training material is not available. It would be a good idea to glance over one of the charts before you proceed.

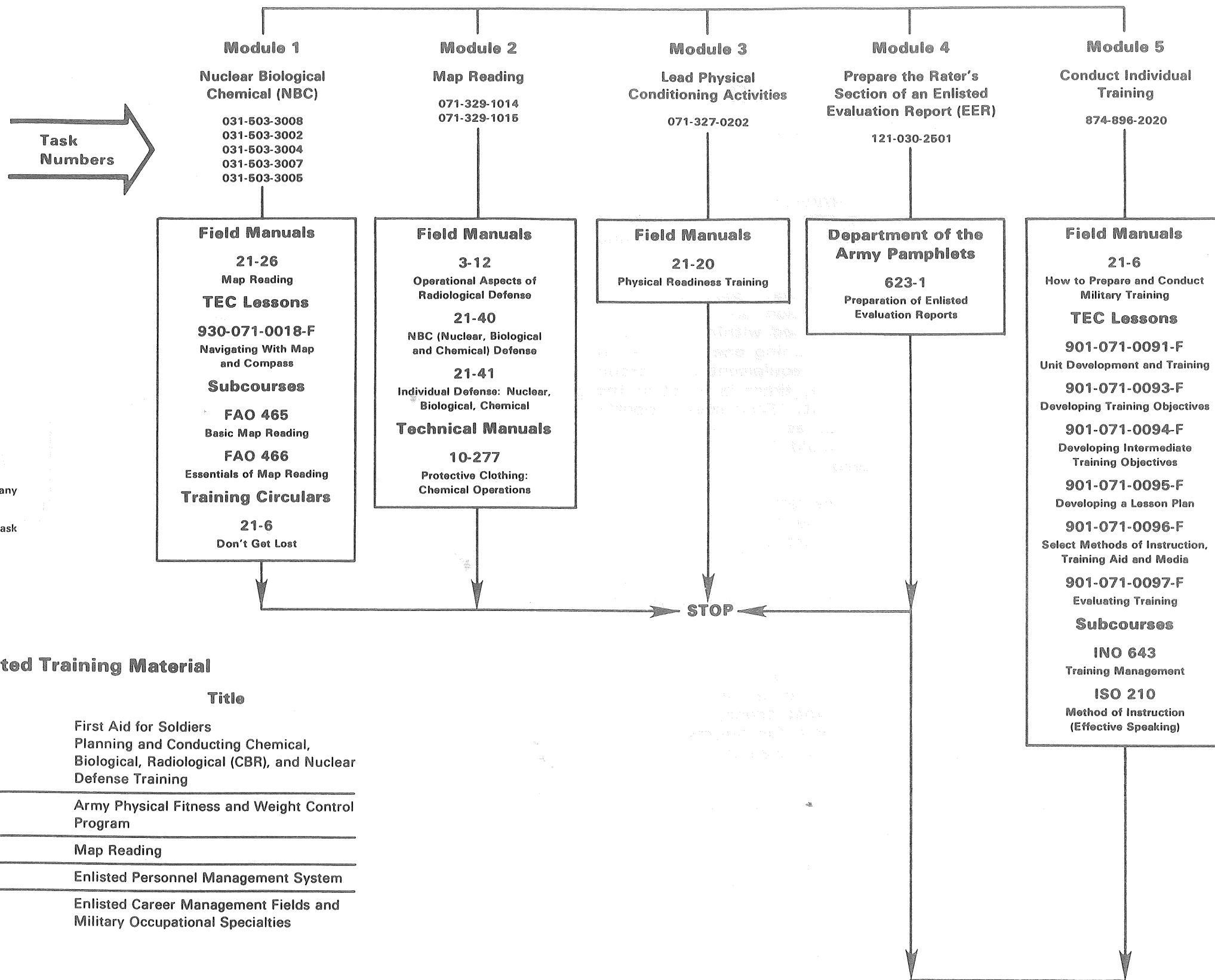
To make up your training plan, start on the left-hand side of each chart and check off those modules in which you feel you should be better qualified. There may be some modules listed on the chart in which you are well qualified. The task modules you have checked form your plan. After going through each chart and selecting the modules you need, go back and list the modules in an order that will do you the most good.

Before you finish your training plan, go over it with your supervisor. Your supervisor can help you find the training material and give you more ideas on improving your job performance. After you have decided what training you need and in what order, you will be able to come up with an overall training calendar for yourself. When you have accomplished this, you can start on your training and manage your own program.

Once you start a training module, follow the lessons or material as they are listed. Don't skip around within a training module.

Your training plan will be as good as the time you spend using it. Knowing your job is something no one can take away from you.

**Common Tasks
Task Groups**



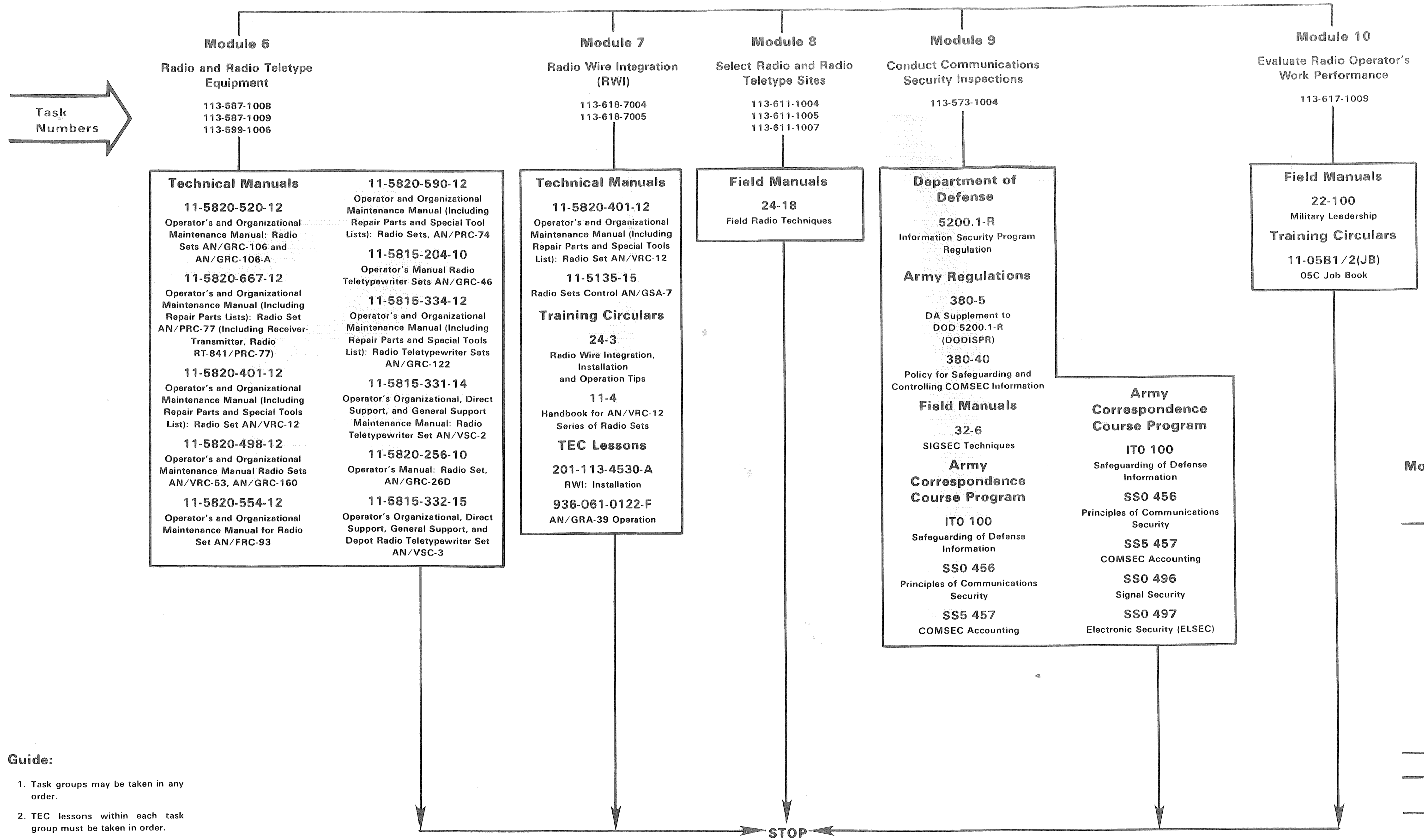
Guide:

1. Task groups may be taken in any order.
2. TEC lessons within each task group must be taken in order.

Related Training Material

Module	Title
1	FM 21-11 FM 21-48 First Aid for Soldiers Planning and Conducting Chemical, Biological, Radiological (CBR), and Nuclear Defense Training
2	AR 600-9 Army Physical Fitness and Weight Control Program
3	FM 21-26-1 Map Reading
4	AR 600-200 Enlisted Personnel Management System
5	AR 611-201 Enlisted Career Management Fields and Military Occupational Specialties

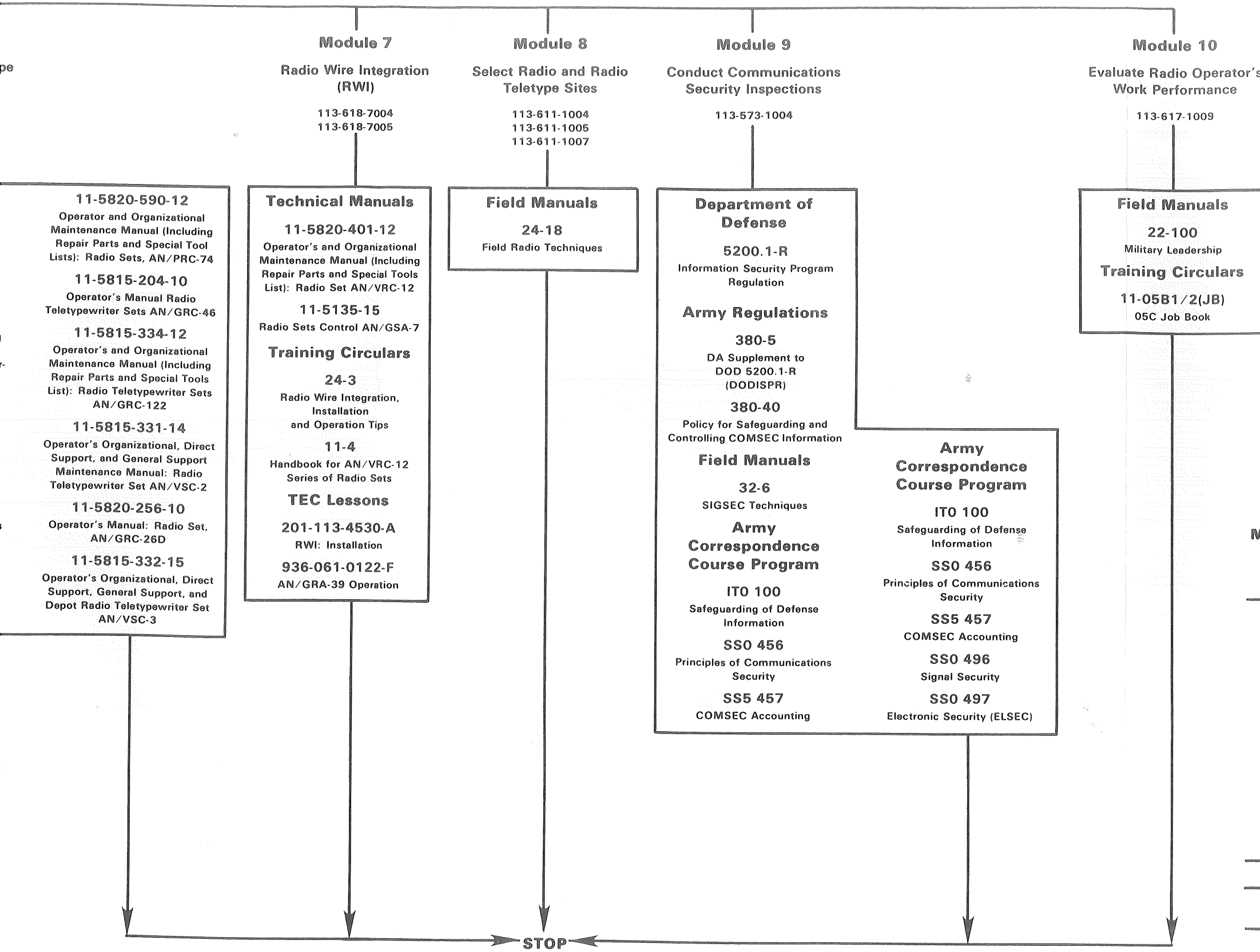
**Critical MOS Task
Task Groups**



Guide:

1. Task groups may be taken in any order.
2. TEC lessons within each task group must be taken in order.

**Critical MOS Task
Task Groups**



Related Training Material		
Module		Title
6	TB 380-41(C)	Procedures for Safeguarding, Accounting, and Supply Control of COMSEC Material (U)
7	ACP 124(C)	Communications Instructions Radiotelegraph Procedure
	ACP 125(D)	Communications Instructions Radio Telephone Procedure
	ACP 126(B)	Communications Instructions Teletypewriter (Teleprinter) Procedure
	KTV 600 Series	Communications in a Come As You Are War
	TC 24-18	How to Get Out of a Jam
	TC 32-11	Combat Communications
	FM 24-16	Communications-Electronics Operations, Records, and Reports
	FM 24-18	Field Radio Techniques
	AR 105-51	Record Communications
	AR 105-64	US Army Communications Electronics Operation Instruction (CEOI) Program
8	TC 11-6	Grounding Techniques
9	AR 600-200	Enlisted Personnel Management System
	DA Pam 623-1	Preparation of Enlisted Evaluation Reports
10	None	

Appendix C EQUIPMENT LISTING

TASK NO.	TASK TITLE	EQUIPMENT
113-599-1006	Issue instruction for installation of radio teletype equipment	Radio Teletypewriter Set AN/GRC-142(*) and AN/GRC-122(*), AN/VSC-2, AN/GRC-26D, AN/GRC-46A, AN/GRC-46B, AN/GRC-46C or AN/VRC-29
113-587-1009	Check personnel installing radio equipment	Radio Sets AN/VRC-12 (Series), AN/GRC-106, AN/PRC-77, AN/VRC-53, AN/VRC-64, AN/VRC-64, AN/VRC-25, AN/GRC-160, AN/PRC-74, AN/FRC-93



ORDER BLANK

FM 11-05C3

Use this order blank to order a replacement manual upon promotion to the next higher level or reclassification.

INSURE THAT YOU CHECK THE MANUALS YOU NEED AND FILL IN YOUR ADDRESS AT THE BOTTOM OF THIS PAGE.

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- FM 11-05C3
- FM 11-31Z4

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Order Blank-2

QUESTIONNAIRE

As the user of this manual, you are a vital member of our writing team. Please provide us your opinion and suggestions by filling out this questionnaire. Be sure to include your name, AUTOVON number, and unit so we can follow up on your suggestions.

UNIT ADDRESS _____ AUTOVON _____
 _____ NAME _____
 DUTY POSITION _____ RANK _____
 TIME IN GRADE _____ TIME IN SERVICE _____

1. Are there any tasks that should be added? Yes No

2. Are there any tasks that should be dropped? Yes No

3. What would you do to improve the organization of the task list?

4. Did you have any trouble finding what you needed in this manual? Yes No

5. Did you have any trouble understanding the material in this manual? Yes No
 If your answer is Yes, which part(s) was unclear?

6. Were the CONDITIONS the way you normally perform each task? Yes No

7. Did you disagree with any of the STANDARDS? Yes No

8. Did the PERFORMANCE MEASURES help you perform the tasks to the STANDARDS listed? Yes No

9. Did this manual help you to do a better job? Yes No

10. Did you find any errors? Yes No
 If answer is Yes, please list.

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FOLD ALONG DOTTED LINE

11. Should information from other publications be included in this manual? Yes No
If your answer is Yes, which and why.

12. Trainers Only: Did this manual help you improve the combat efficiency of your organization? Yes No

13. What would you do to improve this manual?

14. Comments:

Thank you for your time. Please remove this questionnaire, fold in half, staple, and drop in the mailbox.

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Questionnaire-2

FM 11-05C3

19 JULY 1979

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