

CRM LESSON PLAN REPORT

**MISSION COMMAND ANALYSIS FOR JUNIOR LEADERS
150-MCLP1010 / 1 ©**

**Approved
17 Mar 2015**

Effective Date: 17 Mar 2015

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD5 - This product/publication has been reviewed by the product developers in coordination with the Ft. Leavenworth, KS foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

SECTION I. ADMINISTRATIVE DATA

All Course Masters/POIs Including This Lesson

Courses				
<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

POIs				
<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
None				

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
Individual		
150-718-5100	Drive the Operations Process	Approved
701-MLC-4001	Analyze Mission Command	Approved

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>
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Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
011-815K	Mission Command	Yes	No

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
011-758S	Plan and coordinate Mission Command	No	No

Administrative/Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	0 hrs	10 mins	Case study
Yes	0 hrs	15 mins	Discussion (small or large group)
Yes	0 hrs	5 mins	Concept Mapping
Yes	0 hrs	20 mins	Practical Exercise (hands-on/written)

Total Hours(50 min): 1 hr 0 mins

Instructor Action Hours

The instructor action (60 min) hours required to teach this lesson are as follows:

<u>Hours/Actions</u>		
0 hrs	15 mins	Classroom Breakdown
0 hrs	15 mins	Classroom Setup

Total Hours (60 min): 0 hrs 30 mins

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

Prerequisite Lesson(s)

Hours

Lesson Number Version

Lesson Title

None

Training Material Classification

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Foreign Disclosure Restrictions

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References

<u>Number</u>	<u>Title</u>	<u>Date</u>
ADP 5-0	The Operations Process	17 May 2012
ADP 6-0 (Change 002, March 06, 2014)	Mission Command http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adp6_0_new.pdf	17 May 2012
ADRP 5-0	The Operations Process	17 May 2012
ADRP 6-0 (Change 002, March 28, 2014)	Mission Command http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adrp6_0_new.pdf	17 May 2012

Student Study Assignment

Review "The Victory at Tarin Kowt," *16 Cases of Mission Command*. Combat Studies Institute Press, US Army Combined Arms Center, ed. Wright, Donald, 2 edition, July 2013.

Instructor Requirements

Instructor must have prior staff experience and be certified to teach IAW TRADOC regulation 350-70, paragraph 7-7 through paragraph 7-10 as well as AR 614-200 Chapter 6, Section II.

Support Personnel Requirements

The network administrator (NA) must have working knowledge and experience in network equipment components such as routers, switches, gateways, desktops / laptops computers and Voice over IP (VoIP), as well as network and communication protocols. The NA be able to analyze, maintain, and troubleshoot network equipment components and network system(s).

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Contractor / SYSAD support	1:20		0.3
Contractor / SYSAD support	1:20		0.7

**Equipment
Required
for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
5835-01-C92-0199 - Player, DVD Blu-Ray: Samsung BD-D7000	1:20	0:0	No	0	No
5895-01-595-7160 - Command System Tactical: AN/TYQ-155 (V)1	0:0	0:0	Yes	4	No
5895-01-595-7160 - Command System Tactical: AN/TYQ-155 (V)1	0:0	0:0	Yes	4	No
7010-01-226-2157 - Monitor, Computer Display	0:0	0:0	Yes	3	No
7010-01-226-2157 - Monitor, Computer Display	0:0	0:0	Yes	3	No
7010-01-500-6979 - Computer, Lap Top: Dell Latitude C840	1:1	0:0	No	0	No
7010-01-500-6979 - Computer, Lap Top: Dell Latitude C840	1:1	0:0	No	0	No
7010-01-562-7989 - Computer System, Digital: Dell	0:0	0:0	Yes	2	No
7010-01-562-7989 - Computer System, Digital: Dell	0:0	0:0	Yes	2	No
7010-01-566-7476 - Computer System Digital : ANPYQ-16	0:0	0:0	Yes	2	No
7010-01-566-7476 - Computer System Digital : ANPYQ-16	0:0	0:0	Yes	2	No
7025-01-139-2825 - Printer, Automatic Data Processing: MX- 80	1:10	0:0	No	0	No
7025-01-139-2825 - Printer, Automatic Data Processing: MX- 80	1:10	0:0	No	0	No
7105-01-470-5332 - Chair, Desk, Lounge with Arms	1:1	1:1	Yes	1	No
7105-01-470-5332 - Chair, Desk, Lounge with Arms	1:1	1:1	Yes	1	No
7195-01-184-5595 - Workstation, On Line: MCC-4	1:1	1:1	Yes	2	No
7195-01-184-5595 - Workstation, On Line: MCC-4	1:1	1:1	Yes	2	No

(Note: Asterisk before ID indicates a TADSS.)

**Materials
Required***Instructor Materials:*

Lesson plan, equipment (white board/butcher block with markers),
slide presentation/video presentation for the associated lesson, and any applicable references.

Student Materials:

Student may have note taking materials (notebook, pen, etc.) available if needed, Tarin Kowt
case study

**Classroom,
Training Area,
and Range
Requirements**

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1200-30 Classroom, Multipurpose, 1200 Square Feet, 30 Students		1:20	15	0
17120-M-1200-30 Classroom, Multipurpose, 1200 Square Feet, 30 Students		1:20	0	15

**Ammunition
Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Instructors/facilitators serve as role models. They are directly in contact with the students and represent the command in the presentation of the instruction. Instructors must be technically competent and professional in demeanor. Each instructor must:

- a. Thoroughly explain lesson criteria and requirements to students.
- b. Ensure students have all required resources.
- c. Check all equipment, making sure it is operational and complete before the lesson.
- d. Manage the training and maintain an environment conducive to student learning.
- e. Supervise and guide the learning process.
- f. Provide immediate feedback on student performance.
- g. Be alert to students having difficulty and intercede as appropriate.
- h. Maintain training records as applicable.
- i. Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training /TD (task) proponent.
- j. Ensure students comply with equipment and personal safety, environmental safety and protection rules, regulations, laws, and course requirements.
- k. Ensure all required materials are in the visitor's book.

Before Class

- a. Issue all recoverable materials prior to class.
- b. Read/review all lesson plan material.

- c. Familiarize with the student and instructor reading material.

During class:

- a. Facilitate group process IAW lesson plan.
- b. Cover learning objectives.
- c. Explain safety requirements whenever appropriate throughout the lesson.
- d. Encourage and answer questions at any time during presentation.
- e. Keep all explanations as brief as possible while thoroughly answering the question, giving students maximum opportunity to ask questions and gain hands-on equipment time.
- f. Incorporate OE variables into all lessons. An operational environment is the "composite of the conditions circumstances, and influences that affect the employment of capabilities and bear on the decisions of commanders" (JP 1-02).

An operational environment includes physical areas (air, land, maritime, and space domains), and the information environment, which includes cyberspace (ADRP 3-0).

No two operational environments are identical, even within the same theater of operations, and every operational environment changes over time. Operational environments are not static.

Within an operational environment, an Army leader may conduct major combat, military engagement, and humanitarian assistance simultaneously. Because of this, Army leaders consider how evolving relevant operational or mission variables affect force employment concepts and tactical actions that contribute to the strategic purpose (ADP 3-0).

After class:

- a. Collect recoverable material.
- b. Report any lesson discrepancies to the senior instructor and training developer.
- c. Conduct an after action review for the lesson.

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
brandon.halsey	Not available	Approver	17 Mar 2015

SECTION II. INTRODUCTION

Method of Instruction: Concept Mapping
Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - ICH, (1:20)
Time of Instruction: 5 mins

Motivator

Students may need to know location of local services such as medical, dental, and eating establishments while here TDY to Ft. Leavenworth. The student will also participate in an instructor-led discussion.

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Understand Mission Command.
Conditions:	In a classroom environment, given readings, references, completion of the reading requirements, and discussions on doctrinal concepts and tactical operations.
Standards:	Understanding includes- 1. Understanding the philosophy of Mission Command. 2. Understanding the principles of Mission Command. 3. Understanding the Mission Command warfighting function. 4. Understanding that the US Army develops leaders who can exercise Mission Command.

Safety Requirements

Students will be reminded of the Army Safety Program and its relationship to their conduct and performance at all times. All aspects of safety will be considered, to include equipment, electrical shock, wet floors, lifting and carrying equipment, running up and down stairs, horseplay, or anything else that could result in death and/or injury. Instructor will complete daily risk assessment if the residual risk is above low for this lesson. Instructors will also refer to DA Form 7566 that was completed for the lesson to ensure all controls are being implemented properly.

Risk Assessment Level

Low - If risk hazard is not low, then a DA Form 7566 must be filled out by the instructor prior to the start of training.

Assessment: If risk hazard is not low, then a DA Form 7566 must be filled out by the instructor prior to the start of training.

Controls: If risk hazard is not low, then a DA Form 7566 must be filled out by the instructor prior to the start of training.

Leader Actions:

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed

on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.

**Instructional
Lead-in**

None

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Mission Command for Junior Leaders

Method of Instruction: Discussion (small or large group)

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH, (1:20)

Time of Instruction: 10 mins

Media Type: DVD Player / PowerPoint Presentation / Conference

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.



Mission Command Staff Photo
Mission Command

Check on Learning:

1. Why does LTG Perkins say that "Command and Control is inadequate?"

Answer: Command and Control does not empower people to exercise disciplined initiative to exploit positions of relative advantage.

Ensure that students understand that we are not doing away with Command and Control (C2). We still emphasize the following: MC is commander-centric, but successful exercise of MC by the Commander requires agile, adaptive subordinates who seize and exploit the initiative.

2. Why does he insist on using the term "relative advantage"?

Answer: Any given position of advantage is at best temporary. The operational environment is in a state of constant flux, and we must quickly adapt to changing situations.

3. Why is merely *seizing* the initiative insufficient for MC?

Answer: Seizing implies a rather static operational environment, but as LTG Perkins points out, war consists of a constantly changing environment where positions of advantage are temporary. Hence, we need to exploit the initiative. When we think in terms of exploitation, we are in the right mind set; we know that the enemy has a say in the fight. We have to make the enemy react to us; once we have the position of relative advantage, we anticipate the enemy's reaction and act before the enemy can respond effectively. We want the enemy to be constantly off balance.

Review Summary: Summarize the group discussion on Mission Command and ask if there are any questions concerning the discussion.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Mission Command as a Warfighting function

Method of Instruction: Case study

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - ICH, (1:20)

Time of Instruction: 10 mins

Media Type: Printed Text (Self Study) / PowerPoint Presentation / Situational Based Instruction / Conference

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.



Figure 2
Mission Command

Check on Learning:

1. What is the difference between the Mission Command Philosophy and the Warfighting Function?

Answer:

Mission Command Philosophy – As the Army's philosophy of command, mission command emphasizes that command is essentially a human endeavor. The philosophy helps commanders counter the uncertainty of operations by reducing the amount of certainty needed to act.

Commanders understand that some decisions must be made quickly and are better made at the point of action.

Mission command is based on mutual trust and a shared understanding and purpose between commanders, subordinates, staffs, and unified action partners. It requires every Soldier to be prepared to assume responsibility, maintain unity of effort, take prudent action, and act resourcefully within the commander's intent.

Mission Command Warfighting Function – consists of the related commander and staff tasks and a mission command system (personnel, networks, information systems, processes and procedures, and facilities/equipment) that support the exercise of authority by the commander.

Through the Mission Command warfighting function, commanders integrate the other warfighting functions (fires, intel, protection, sustainment, and movement and maneuver), into a coherent whole to mass the effects of combat power at the decisive place and time.

The Mission command philosophy assists commanders in balancing the art of command with the science of control, while the warfighting function is the related tasks and systems that develop and integrate those activities enabling the commander to achieve this balance.

2. What is the Commander's role in Mission Command?

Answer: Commanders drive the operations process, inform and influence audiences inside and outside their own organizations, and build teams. Successful commanders understand that their leadership directs the development of teams and helps establish mutual trust and shared understanding throughout the force. Commanders provide a clear intent to their forces that guide subordinates' actions while promoting freedom of action and initiative.

Commanders influence the situation and provide direction and guidance while synchronizing their own operations.

They encourage subordinates to take action, and they accept prudent risk to create opportunity and to seize the initiative.

Discussion: *Commanders understand that subordinates and staffs require resources and a clear intent to guide their actions. They allow them the freedom of action to exercise disciplined initiative to adapt to changing situations. Because Mission Command decentralizes decision making authority and grants subordinates significant freedom of action, it demands more of commanders at all levels and requires vigorous training and education. In exercising Mission Command, commanders are guided by six principles:*

3. What are the six principles of the Mission Command philosophy?

Answer: Build cohesive teams through mutual trust, create shared understanding, provide clear commander's intent, exercise disciplined initiative, use mission orders, and accept prudent risk.

Review Summary:

Now that you understand Mission command as a Warfighting Function and as a philosophy of command guided by six principles, let's look at how those principles were/were not exercised during operations in Afghanistan.

SECTION IV. SUMMARY

Method of Instruction:	Discussion (small or large group)
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - ICH, (1:20)
Time of Instruction:	5 mins

Check on Learning

N/A

Review/ Summary

Today's Army requires agile, adaptive leaders at all echelons. **Fundamentally, the Army develops leaders to exercise Mission Command.** In this lesson, we discussed LTG Perkins views on Mission Command, and discussed the principles of the Mission Command philosophy through the lens of CPT Amerine's leadership during the victory of Tarin Kowt. As you are entering the *Profession of Arms*, this lesson should serve as a reminder of the two core competencies of this profession, self-awareness and the commitment to life-long learning.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None.

**Feedback
Requirements**

Feedback is essential to effective learning. Schedule and provide feedback on the practical exercise and any information to help answer students & questions on the task or the class. Provide remedial training as needed.

Appendix A - Viewgraph Masters

**Mission Command Analysis for Junior Leaders
150-MCLP1010 / Version 1 ©**

Sequence	Media Name	Media Type
1	BOLC MC LP	DOCX
5	Mission Command Analysis For Junior Leaders	PPTX

Appendix B - Test(s) and Test Solution(s)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 150-MCLP1010 Version 1 ©

PRACTICAL EXERCISE SHEET 150-MCLP1010 PE1

Time: 0 hours 20 minutes

Title	Mission Command Case Study of Tarin Kowt
Lesson Number/Title	150-MCLP1010 Version 1 © / Mission Command Analysis for Junior Leaders
Security Classification	Unclassified
Introduction	<p><i>Okay, now let's talk about "The Victory at Tarin Kowt" in terms of the 6 principles of MC. As you reflect on this case study, today and in the future, put yourself in CPT Amerine's shoes and ask yourselves what you might have done? Ask yourselves why Amerine was confident to make decisions that would inevitably have strategic consequence. Further consider what sort of self-development will help you become an agile and adaptive leader.</i></p>
Motivator	<p>1. Build teams through mutual trust. ODA 574 was a small unit composed of very experienced and well-trained Soldiers. The team had been training in Kazakhstan when 9-11 occurred. They then returned to FT Campbell and prepared specifically to go into Afghanistan and work with anti-Taliban forces. Each member knew his team mates well and trusted them implicitly.</p> <p>ODA 574 and CPT Amerine had a lot of time to develop as a team. Amerine established mutual trust by leading by example, sharing hardships, adversity, and challenges with his team mates. He would have had to create a command environment where his men knew that they could exercise disciplined initiative without fear of sanction for making a mistake.</p> <p>So, Amerine deployed with a high-functioning team, ODA 574. But he had to build other teams to be successful, and he did not have the luxury of time. He had to rapidly build a cohesive team with Karzai and his militia, Afghan villagers, elders, etc. Part of this rapid team building process grew naturally through the ODA's willingness to share the danger of combat with their Afghan partners. Amerine further grew mutual trust by recognizing Karzai's skills, knowledge, experience, and intelligence. By deferring to his Afghan partner's superior knowledge of the cultural and political landscape, he at the same time engendered trust in Karzai's militia. By respecting their leader, he showed respect for them and their culture. It is worth noting that, in today's complex operational environment, the Army needs leaders who are culturally competent.</p> <p>Building cohesive teams can be challenging, and the US Army cannot conduct successful Unified Land Operations (ULO) without great teams. For this reason, the Army emphasizes the need to develop adaptable, competent, team-oriented leaders. You (junior leaders) are on the threshold of your careers. Whether you plan to muster out after your first commitment or plan to stay for 20 years, if you do not commit NOW to putting the mission and the needs of your</p>

Soldiers before your personal needs, you will not be the type of leader the Army needs. Selfless service is essential for building mutual trust.

What do we mean by shared understanding? Who is supposed to have this shared understanding? What understanding did Amerine and his team share?

2. Create Shared Understanding. ODA 574's higher headquarters had established a clear vision for the endstate in southern Afghanistan. It focused on winning over Pashtun support and ultimately taking control of Uruzgan province and Kandahar city. CPT Amerine understood this and had his vision of the mission reinforced when he briefly met with Hamid Karzai in Pakistan in October 2001 before both men moved into Afghanistan. It was clear to Amerine what he had to do and even who his Afghan partner would be. Throughout their time in southern Afghanistan, Amerine and Karzai consulted and reassured one another of their mission and shared goal.

How do we define Commander's intent? After a brief discussion, the instructor can provide this doctrinal definition: The Commander's Intent is a clear and concise expression of the purpose of the operation and the desired endstate that supports mission command, provides focus to the staff, and helps subordinate and supporting commanders act to achieve the commander's desired results without further orders, even when the operation does not unfold as planned (JP 3-0).

3. Provide a Clear Commander's Intent. The team's mission was to "infiltrate the Uruzgan province, link up with Hamid Karzai and his Pashtun fighters, and advise and assist his forces in order to destabilize and eliminate the Taliban regime there." This mission was articulated so broadly that it resembled a commander's intent, in that it emphasized the "what" rather than the "how" and "when." As such, it left a great deal of latitude for freedom of action. CPT Amerine and his team would take advantage of this latitude as the political and military situation changed radically and rapidly around them.

What do you think is the best example of Amerine's exercising disciplined initiative?

4. Exercise Disciplined Initiative. The success in seizing and securing Tarin Kowt was made possible by ODA574's exercise of disciplined initiative. The two best examples of this were CPT Amerine's reliance on Karzai's political advice about the need to take Tarin Kowt before moving toward Kandahar, and ODA 574's immediate move into Tarin Kowt despite concerns about Taliban counterattack against the small US/Karzai force. Amerine did not seek permission for these actions from his higher headquarters. Instead, he acted within his understanding of his commander's intent and the trust he had in his Afghan partner, Karzai.

What are mission orders? What was Amerine's mission order?

5. Use Mission Orders. As noted above, ODA574's mission statement was "to infiltrate the Uruzgan province, link up with Hamid Karzai and his Pashtun fighters, and advise and assist his

forces in order to destabilize and eliminate the Taliban regime there.” This statement emphasized the “what” and the endstate rather than the “how” and “when.” With the political landscape of southern Afghanistan so much in flux, CPT Amerine was given a broad mission statement that allowed him great latitude in making decisions based on the conditions he found on the ground. This enabled the great success he and his team had in Tarin Kowt.

Where did Amerine accept prudent risk? Why was it prudent as opposed to mere risk?

6. Accept Prudent Risk. Without question, the riskiest decision CPT Amerine made in this action was to move into Tarin Kowt with only his ODA and a small band of Afghan militia to face a Taliban counterattack. The risk was mitigated by his ability to direct Coalition airpower against the Taliban (**NOTE: knowing he had this ability rendered the risk prudent**). That close air support in fact defeated the Taliban attempt to retake Tarin Kowt, ensuring that the Coalition effort in southern Afghanistan would continue. The decision also helped build rapport with Karzai who was sure it was the right move based on his understanding of the political situation. In the fall of 2001, the combination of Coalition firepower and Afghan political leadership proved to be a winning partnership in southern Afghanistan, as it had been in the north of that country.

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Understand Mission Command.
Conditions:	In a classroom environment, given readings, references, completion of the reading requirements, and discussions on doctrinal concepts and tactical operations.
Standards:	Understanding includes- 1. Understanding the philosophy of Mission Command. 2. Understanding the principles of Mission Command. 3. Understanding the Mission Command warfighting function. 4. Understanding that the US Army develops leaders who can exercise Mission Command.

Terminal Learning Objective

Safety Requirements

Students will be reminded of the Army Safety Program and its relationship to their conduct and performance at all times. All aspects of safety will be considered, to include equipment, electrical shock, wet floor, lifting and carrying equipment, running up and down stairs, horseplay, or anything else that could result in death and/or injury. Instructor will complete daily risk assessment if the residual risk is above low for this lesson/practical exercise. Instructors will also refer to DA Form 7566, if one was needed for the lesson, to ensure all controls are being implemented properly.

Risk Assessment Level

Low

Environmental

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations

Considerations	IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.
	Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to the ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.
Evaluation	This is a class discussion; evaluation will be based on participation.
Instructional Lead-in	None
Resource Requirements	<p><i>Instructor Materials:</i></p> <p>Lesson plan, equipment, slide presentation, student PE book, practical exercise rubric, and all applicable references, Tarin Kowt case study</p> <p><i>Student Materials:</i></p> <p>Tarin Kowt case study, student notes, and all applicable references</p>
Special Instructions	<p>This part of the class can either be 1) a guided discussion or 2). In class practical exercise. For option 2) break the class into two to three groups and have students write out how the six principles of Mission Command were demonstrated during Tarin Kowt, then discuss group answers. Instructor will have approximately 10 Min total for group breakout, and 10 Min discussion of answers.</p> <p>The discussion of Tarin Kowt should invoke both the Philosophy and Principles of Mission Command.</p>
Procedures	Write out how the six principles of Mission Command were demonstrated during Tarin Kowt. Be prepared to discuss answers as a group.
Feedback Requirements	Feedback is essential to effective learning. Schedule and provide feedback on the practical exercise and any information to help answer students & questions on the task or the class. Provide remedial training as needed.

**SOLUTION FOR
PRACTICAL EXERCISE 150-MCLP1010 PE1**

Students must define the philosophy and principles of Mission Command.

Appendix D - Student Handouts

**Mission Command Analysis for Junior Leaders
150-MCLP1010 / Version 1 ©**

Sequence	Media Name	Media Type
0	38th CSA Marching Orders Jan12	PDF
2	A Paradigm of Dialogue and Trust	PDF
3	CJCS MC White Paper Apr12	PDF
4	The Victory at Tarin Kowt	PDF