



# Army

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# Smart SOLDIER

**2017 CTC Trends Report**  
**Pistol coaching tips: Part II**  
**Learn the trade**  
**Section-level training**  
**Orders**  
**Doctrine update**

*Serving our Nation*

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## Conditions of release

This publication has been cleared for release to the public by Australian Army Headquarters.

# Foreword

Welcome to the third edition of *Smart Soldier* for 2017. There are five outstanding articles and a quick decision exercise (QDE) that will capture your interest and provide you with practical tips, hints and lessons to improve your soldiering. Notably, these articles have been submitted by your peers, subordinates, and superiors alike - all in the interests of sharing knowledge.

**Article 1:** '2017 CTC Trends Report' describes the lessons identified by the Combat Training Centre during warfighter exercises. It will provide you with valuable knowledge from individual soldier skills to Combat Team operations, to assist you in your preparation for operations or exercises.

**Article 2:** 'Pistol coaching tips Part 2' is the second and final instalment on how to optimise your pistol training. It focusses on recoil control and management, rhythm shooting, turns, moving and shooting and range considerations. Applying these tips will enhance your survivability and capability in small arms engagements.

**Article 3:** 'Learn the trade' provides tips for professional development in your trade and for your soldiers. RSM-A said that "it is a must read for all junior leaders in Army".

**Article 4:** 'Section-level training' provides guidance on how to prepare for contemporary operating environments, including a breakdown of training tasks for each day. These tips will enhance your section's ability in their preparation for war.

**Article 5:** 'Letters to the editor', the Commander Forces Command, MAJGEN F. McLachlan, provides his advice on how to more effectively prepare and deliver orders. These tips will enhance your ability as a commander to communicate your plan.

**Article 6:** 'Doctrine update', provides the latest release of publications and information from Land Doctrine Centre.

**QDE: 'The clearance the dairy farm'**. This QDE provides a test of your tactical knowledge to clear an enemy squad. The more you practise these scenarios, the easier it will be when it is for real.

We welcome your feedback; please send it to [CAL.lessons@defence.gov.au](mailto:CAL.lessons@defence.gov.au) or via Army Knowledge Online (<http://ako.drn.mil.au>).

*Good soldiering.*

LTCOL Allan Hamley  
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## Combat Training Centre 2017 Trends Report

The Combat Training Centre (CTC) delivers advanced collective combat training to high readiness forces in order to prepare them for specific operations and contingencies. Through demanding exercises, CTC observes high readiness sub-units, units and formations operating in high pressured, replicated operational environments. CTC then analyses these observations to provide important insights through an annual report, which is not only of benefit to participants but also to the broader Army for use in unit training. These insights enhance operational effectiveness and inform contemporary and future operating concepts.

CAL has extracted some of the key insights from the 2016 report and summarised them for *Smart Soldier* 49. The Trends Report article contains information on planning, situational awareness, the integration of supporting assets, orders, control measures and battle basics. As this article is classified, it can be found within the classified version of *Smart Soldier* 49, which is available in hard copy print, and electronically via the [Army Knowledge Online](#) on the Defence Protected Network and [ForceNet](#). The full version of the classified Trends Report is available via the Defence Protected Network at the CTC website, which can be accessed via the Direct Command Units tab on the [HQ 1 Div/DJFHQ website](#).



# Pistol coaching tips

## Part II

**Warrant Officer Class One W  
Serving Regimental Sergeant Major**

Attaining mastery with the pistol, in addition to the long arm, is an essential tenet of fighting on the modern battlefield. Pistol shooting is a complex skill and requires significant effort and training to master. This second article in the series on pistol coaching provides additional information to allow soldiers to train better in order to attain mastery with the pistol. In Part I (published in *Smart Soldier* 47), some of the pistol fundamentals were covered. The information provided in this article assists individuals with ways to improve their overall understanding of and cognitive approach to the weapon, and to consider safety, combat behaviours and most importantly training methodology. Part II covers the remainder of the fundamentals and discusses world's best weapon training practices that are not only applicable for pistols but for

long arm training. Specifically, the article contains information on recoil control and management, rhythm shooting, how to move effectively when shooting and range practices. This article is classified, and like the CTC Trends article is available in the classified version of *Smart Soldier* 49 in both hard copy, and electronically via [AKO](#) and [ForceNet](#).



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# Don't learn the tricks of the trade Learn the trade

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"This article hits at the very heart of professional soldiering. It is well written, thoughtful and it targets the basics. It is a must read for all junior leaders in Army."

*Warrant Officer Donald Spinks - RSM-A*

The following article was written by Warrant Officer Class Two Mick Carroll who is currently on exchange with the United States Marine Corps at the Marine Corps Air Ground Combat Centre at Twentynine Palms California, United States of America. He is currently employed as an Infantry Weapons Officer at Tactical Training and Exercise Control Group. The observations in this article have come from observing the Australian Army and United States Marines conducting training, ranging from the individual through to collective training at the Combat Brigade and Marine Air Ground Task Force level

*The title for this article was recently quoted at a United States Marine Corps farewell ceremony in Twentynine Palms, California. Whilst it is simple, often the simplest of words provoke the most thought. It implies that the individual must first have an in-depth knowledge of their respective profession before they can identify the best practice based on knowledge and experience to consider an evolving technique or option which suit the current situation or predicament.*



That said, learning your trade is what most would consider 'a no-brainer', but when we scratch the surface, it isn't always the case. So apart from the immediately obvious mechanisms available to learn your trade such as formal courses, how can you master your trade to leverage the best practices from each training iteration conducted?

To maximise some of the below listed points, also look to the Reality Based Training (RBT) model<sup>1</sup>. Using RBT can assist in learning the trade through 'widening your gaze' regarding training.

### *WO2 Mick Carroll*

'Doctrine is the box you need to know before you can think out of it'  
***Soviet Officer Training Methodology***

#### **Tip 1: Know yourself, know your enemy**

Combat Training Centre's motto (know yourself, know your enemy) is an apt one for a professional Army. Imagine a boxer getting into the ring for a 12-round fight without being confident that he or she can last the distance or not knowing much about their opponent? The bedrock of any institution is the *modus operandi* of 'how we do things'; in other words, doctrine. Furthermore, if you do not fully understand yourself, it is impossible

<sup>1</sup> RBT is discussed in [Smart Soldier 30](#) and [Smart Soldier 43](#) (available via Army Knowledge Online <http://ako.drm.mil.au>).

to fully measure an opponent and the likelihood of success is degraded.

A very good understanding of doctrine will see you mentally prepared to comprehend the tactical situation and take action. For example, how does the Combat Brigade fight with the light infantry battalions and the armoured cavalry regiment? How does a tank troop integrate? What is the penetration distance and range of my machine guns and anti-armour rockets against enemy armoured assets? How can Signals Intelligence assist me as a rifleman? What do I do when I see or hear an unmanned aircraft system (UAS)? The answers to all these questions help you to understand yourself and your enemy. Create an unbeatable mind! Army's knowledge portal contains all our doctrine. Go to [ako.drn.mil.au](http://ako.drn.mil.au), and use it.

**Tip 2: If you want a new idea, read an old book**

Whilst there is a plethora of pamphlets, manuals, military history books and the internet to pique your particular interest, many find that the problems that we face today are not just our own to overcome or unique to our generation of soldier or officer. For example, the proliferation of small UAS employed by threat forces in the Middle East Area of Operations is a relatively new problem. Yet German soldiers during the occupation of France during the Second World War faced numerous platforms which gained information for the Allies. Reconnaissance aircraft, spies and partisan saboteurs

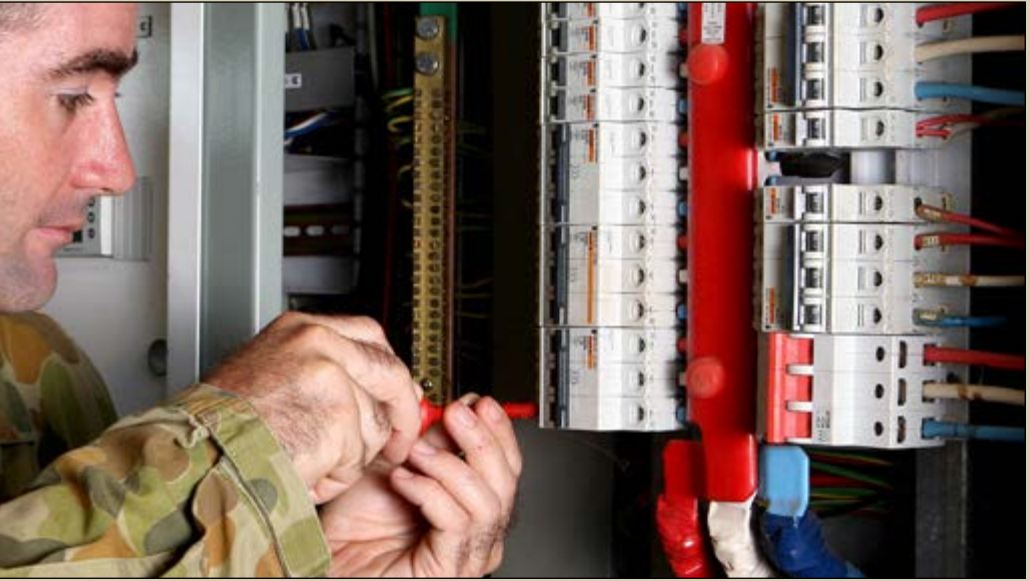


of the Resistance movement, and even carrier pigeons carried the required Allied information across the channel in preparation for the invasion of Europe. What can I take from history to the counter-UAS fight? The arts of deception, terrain masking and mis-information are all areas that can be exploited for tactical use on the modern battlefield.

**'Only a fool learns from their mistakes, a wise man learns from the mistakes of others' Anon**

Reading literature from outside your organisation's perspective, including your enemies, is a valuable tool to circumvent your own bias and shapes rational thinking. What are my strengths and weaknesses as perceived by my enemies or coalition partners? What can I do to





overcome them? The modern battlefield is even more complex now, particularly as doctrine is challenged to keep pace with emerging threats, so how can you evolve with it? A surety of combat is that a static physical target, or indeed a cerebrally static target, is almost always destroyed.

### **Tip 3: Use a journal**

A simple but extremely valuable tip is to catalogue your lessons learnt. Whilst most soldiers carry the green message notebook to jot points from orders or points from the exercise debrief, generally they are someone else's points and not your own due to limited time to analyse the outcomes. By journaling your observations, criticisms or salient points from a book recently read or activity undertaken, you are the author in

your own 'how to' manual. Think of it as an investment in yourself. Reviewing frequently proves rewarding as the more experience you gain, the more your solution or thinking is modified, confirmed or discounted. This deepens your own trade knowledge. A journal promulgates the formulation of methods or thoughts based on fact or historical context to validate your point of view. The more you know, the more you learn. A simple and inexpensive journal will prove priceless to you in the construction of your own professional development.

'There is no such thing as a fully trained soldier, there is only a soldier trying to be one' **Anon**

**Tip 4: Use mind mapping**

A simple tool that takes very little time to use is the mind map. I was taught it during Army pre-deployment language training. In essence, the problem statement, question, task or training objective is placed in the centre of a blank page. With this done, associated ideas are connected directly to the central concept and other ideas branch out from those. The mind map tests your own knowledge of doctrine, your own understanding of your SOPs and how to frame the problem. Having your soldiers undertake this method also articulates to you their own depth of knowledge and gaps on the given subject, and forces soldiers to broaden their own thinking.

Once you have completed the mind map, you will be able to identify significant trends, attributes or capabilities on which you can now focus training. In turn, this raises the skills, experience and mindset of the training audience. For a description of mind mapping, take a look at [mindmapping.com](http://mindmapping.com).

**Tip 5: Task and purpose**

Soldiers thrive when orders are simple, concise and doable. Empower JNCOs and soldiers by employing doctrinally-correct task verbs<sup>2</sup>, and explaining the purpose of those tasks in orders. This



means that when a concise task is given to the soldier or group, the purpose is also given to enable soldiers to understand why the task is being performed. With the task and purpose understood, the subordinate is now empowered in the process and can modify as required to achieve their commander's intent. It also forces an understanding of task verbs in military operations and raises the mission command concept through the understanding of the commander's intent. With soldiers talking the same language as the platoon commander, control and execution of tasks is enhanced. This in turn saves time. Verbose directions sow immediate confusion in the mind of the individual or group that was tasked.

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<sup>2</sup> For a complete list of doctrinally-correct mission task verbs and their definitions, refer to Annex A, Chapter 1 of [LWD 3-0-3 Formation Tactics](#).



As an example, Task – Construct alternate machine gun pits. Purpose – defeat enemy reconnaissance through the use of day and night MG positions. The soldiers now understand that the task is not a punishment or doing it for the sake of it, rather it is for a tactical purpose that increases individual and collective survivability of the position.

'The enemy of best is better, the enemy of better is best' **Anon**

**Tip 6: Conduct five minute drills with your soldiers**

Conduct simple 'quick decision exercises' with your soldiers, utilising the Socratic

questioning technique<sup>3</sup> of 'ask, don't tell'. For example, 'At the base of the building over there, 75 m to 150 m away, is an enemy force of 2-3 enemy. You are taking fire from that location to where you are now. Mission – destroy. Task – conduct a section quick attack. Purpose – enable 2 PI to continue on the axis of advance to secure Objective Alpha'.

From this point, a section commander (or any soldier) can break down the individual actions at each stage of the attack. Also conducting a mind map will help soldiers get to the 'brass tacks' of the action and reinforce your instructional technique. More importantly, the individual can be critiqued on the advantages and disadvantages of

<sup>3</sup> See [Smart Soldier 29](#) for more information on Socratic questioning.



each action, ranges for weapons, tactics, body positions or command issues.

This now creates for the soldier a visual representation of the characteristics he or she is striving to achieve in that action.

Utilising the 'pause and play' technique will allow the soldier to identify the criteria for each sub-task. The soldier is now hard wired to what right and wrong looks like, but more importantly the 'why it is so?'. All of this can be done without any equipment or designated training area. It encourages free thinking based on a doctrinal backing and should take around 5-10 minutes. In essence, no more breeze-way time!

**Tip 7: Get comfortable being uncomfortable.**

Often in training we progress up to the point where we know our limits. Much has been written and spoken about resilience. Help to develop it by pushing 'the bar' past the limit of your troops training level, and avoid lowest common dominator training. You will be surprised as your troops will meet and often exceed your expectations, and push the boundaries not only in a physical sense but also through decision making as they are forced to 'get off their box'.

Deliberately input enemy actions so that the training scenario doesn't go your way. How many section or platoon attacks

have you conducted where you have had too many casualties to continue, and this forces a withdrawal or defence against a counter attack? Ask yourself, do I always win in training? If so, will that accurately reflect combat operations? Will this method accurately test my actions on, SOPs, small unit leadership or mission command? The best training evolutions are usually the ones where very hard and sometimes painful lessons are learnt. That experience of not winning for the first time is best understood in training rather than in combat operations.

**Tip 8: Read, question, understand and practice your Standing Operating Procedures (SOPs)**

During an orders group, most soldiers would have heard the ubiquitous catchphrase 'as per SOPs'. When a question of fact is asked, the answer 'as per SOPs' may have a different meaning to the individual soldier than what the conveyor intended. Do you have SOPs? Do you know and understand them? Why were they constructed this way? When was it validated? All of these questions should be asked to ensure that you have the best practice in dealing with each problem. Soldiers understand routine. The SOP is designed to enable a uniform action to a particular problem or activity. Repetitiveness in learning SOPs fosters confidence and speed of thought (tempo) in the process, and it allows for a de-centralised command involvement to achieve the desired outcome. Read, question, understand and practice SOPs

continually, so that you can execute them effectively and accurately. Throughout this process, efficiencies may be identified and then refined to raise confidence in the SOP, the soldier and the team, and ultimately confidence in combat capability through reinforcing success.

'If I had nine hours to cut down a tree, I would spend six hours sharpening my axe.' **Abraham Lincoln**

**Tip 9: Develop metrics for your soldiers and review them**

It's hard to argue with mathematics. When did you last measure or gain data on how you trained your troops? What were the marksmanship results for the last 12 months of your troops? Have they improved, maintained or declined? How much time is taken to execute a crash action drill on a mortar line? How much ammunition did we use in destroying a target? Can we leverage these metrics to see a positive or negative trend in our troops? Over time, reference to these metrics superimposed with your observations of the physical trends or actions will 'paint' the future training program for you and your troops. Ask yourself a simple question: what combat standard am I at?

**Tip 10: Know what others bring to the fight**

How do I integrate infantry and armour in close urban or jungle terrain? What does rotary or fixed wing attack aviation do for me and how do I talk to it to get it to do something? How does the Combat



Service Support Team support the infantry battalion? What do UAS do for me? How do I integrate ground, offensive support and intelligence, surveillance and reconnaissance (ISR) during a company assault? For many, we stay neatly within our own stovepipe (our comfort zone) and can only talk in broad terms about the other corps of the Army or wider ADF. Instead, talk to the personnel from other corps or services and read their doctrine. Wargame how they conduct operations. What are their strengths and weaknesses? How can you help them? How can they help you? These questions provide a platform to understand how an organisation such as Army really does need every player in a combined arms or Joint operation. Once you strip away the corps or unit ego, you quickly find out that it is really one team, one fight.

**Tip 11: Be brutally honest when reviewing your training**

All of the above tips on learning the trade are irrelevant without being brutally honest with yourself and your team. Is the training the best I can possibly do? Have I prepared myself and my team to be the best we can? Do I understand what I need to know? Have I validated myself and my team? All training should be conducted as if it is the last training you have before going into combat. If not, being brutally honest, you have not set yourself up for success in combat. Remember, taking a short cut inevitably leads to the long-way around!





**Tip 12: Have a role model and be a role model**

Throughout any career, there are people who inspire you or provide an example of what not to do. Select a leader who is the epitome of the leader or person you would like to be. Write in your journal why you think this. The best part of doing this is that you will mimic that success over time mostly without knowing you are doing so. Then, you will become someone else's role model. Some attributes of that ideal leader could be: when training, maximise every opportunity; recognise that the most valuable asset we have is time; a relentless pursuit of excellence will encourage soldiers and officers; and positive thoughts and actions spread like wildfire.

**Final Note:**

Learning your trade first creates the foundation for your career to launch forward successfully. From here, a thirst for knowledge by seeking information or experiences provides perspective, such as seeing your own organisation from an 'outsiders' point of view. Doing so is informative as it helps to understand your blind spots.

Challenge yourself every day to be better by pushing your own and your team's boundaries and capabilities. Bring enthusiasm and honesty to your team, section or platoon by being motivated to strive for more. This becomes infectious, and incrementally you, your team and platoon are reaching heights that you did not think possible.

***Good soldiering!***



*Written by CPL Ben Warner*

CPL Warner is a Contemporary Operating Environment Force Section Commander at the Combat Training Centre

In the current training climate it is often difficult for a section commander to have a week of dedicated section-level training, and this is made more difficult by soldiers coming and going. To prepare for an impending deployment or exercise, platoon commanders should give section commanders 'five days of freedom' to bring themselves and their section up to speed. This article provides platoon commanders and section commanders with tips for the conduct of these five days of freedom.

## Preliminary guidance

**Tip 1:** Refer to doctrine. Use the doctrine listed at the end of this article as a reference when planning your five days. Doctrine can be found at <http://ako.drn.mil.au>.

**Tip 2:** Reduce distraction by disallowing individual comms. Do not allow soldier personal radios (SPR) to be used. The section should also NOT take personal phones or global positioning system receivers as these items will detract from the section's preparatory training week.

**Tip 3:** Enhance training by ensuring all section weapons are used. For example, use F3 grenades (even if it's just inert, or something to replicate the size and shape), Claymores, M72A6, Prac Trip flares, 40mm drill rounds, something that can be thrown to replicate smoke grenades, etc. If your section has it for training, they'll think to use it when it counts. This promotes soldier initiative, one of Army's values.

## Training breakdown

**Tip 4:** Break down your training into logical stages, using a mixture of questioning, practice and observer feedback. For the five days of freedom, break up the week's training as follows:

**Pre-Monday:** Conduct a platoon command team discussion. The platoon commander, sergeant, and all section commanders and 2ICs need to discuss section standard operating procedures (SOPs) and tactics, techniques and procedures (TTPs). The section commanders should then back brief their platoon commander on what SOPs and TTPs they intend to cover in their training. Remember that while the section commander has mission command when operating as a section, the platoon's command team need to reach an agreement on how each SOP or TTP shall be conducted. This process will calibrate the command team and, with practice, the platoon.

**Monday:** conduct basic section drills. This is a practical day focussing on the mechanics of patrolling, formations and changes, obstacle crossings, mine / booby trap incident drill, field signals, long and short halts, deception plans, harbours, ambushing, contact drill, counter ambush drill, searching (both camps and enemy) and the casualty evacuation (CASEVAC)

procedure. All SOPs and TTPs should be tested both in and out of contact.

**Tip 5:** Use an observer for feedback. An external person (e.g. corporal, sergeant) should be used to observe and critique the section, and deliver feedback to all at the conclusion of each activity (with the section in place). It is recommended that both the external person and the section commander utilise the 'pause/play' training methodology (described below). The external observer should use it for feedback to the section commander, and the section commander uses it for feedback to the section. This will enhance the section's training and reinforce their rehearsals, drills, skills etc. through positive training outcomes.

During training, when something noteworthy occurs, the external observer or other authorised third party may call 'PAUSE', causing the section to pause in place (not moving at all). The person who called PAUSE is then able to critique the section or the audience through the use of Socratic questioning<sup>1</sup> in order to draw out the answers. The section members then return to their positions before the corrective action was required and the observer then calls 'PLAY'. This enables the scenario to play out again and reinforces positive training outcomes.

<sup>1</sup> Socratic questioning seeks to get the other person to answer their own question, as described in [Smart Soldier 29](#).





**Tuesday morning:** focus on section weapons. Use the classroom first followed by a morning of practical activities covering the employment of all section weapons, including how to set up, sight and take down. Socratic questioning is key in this period, used to draw information from the soldiers rather than feed it to them. It also encourages active listening, thinking and participation. This gives the section members 'ownership' of the training. With the soldiers actively thinking and participating, it will reinforce subsequent actions with those weapons and their drills and capitalise on their effectiveness and employment. It is also recommended to rehash and confirm (through practice) any stand-out points, skills or drills from Monday's training.

**Tuesday afternoon:** focus on individual equipment. Conduct a classroom discussion first and then apply that in practical application. This training period should focus on the equipment soldiers will carry, including section equipment and personal items. Topics covered can include what to carry, how much of a particular item to carry, where to place them on the pack/webbing/person (how often the item is used is a factor), how to waterproof correctly, etc. After the classroom period, the section should then go away and completely prep their equipment ready for the deployment. These topics are invaluable to the section's overall effectiveness and longevity in the field environment.

**Wednesday:** consolidate section training thus far. A practical consolidation day, incorporating all of the points, skills, drills and lessons learnt from Monday and Tuesday. This day should again incorporate an external observer and utilise the 'pause/play' training methodology, also giving feedback to the section (in place) at the end of each drill/activity. At the conclusion of this day's training, individuals should reset their packs and webbing prior to knocking off.

**Thursday:** confirm section readiness with PL COMD or PL SGT. This is a confirmation day with the platoon sergeant/commander observing their section conducting drills. The platoon sergeant/commander need to keep in mind that this week's focus is on individual skills and section drills, encompassing



the aforementioned skill sets. At this point there should be no need to make any changes to drills, etc. as they should have been confirmed on the Monday (and reinforced through 'pause/ play' over the previous three days). At the conclusion of this day's training, individuals should again reset their packs and webbing prior to knocking off. This should be checked by the section commander.

**Friday:** Conduct final section battle prep. Any necessary final battle prep is conducted; thorough kit checks by the platoon sergeant is completed then allow time for soldiers to conduct any outstanding personal administration.

**Tip 6:** Replicate 'five days of freedom' at the platoon level. This week of preparation training can be replicated at the platoon level, again utilising an external person to observe/critique. The platoon level training, however, should be conducted the week after the section week. The observer should be looking at the mechanics of the platoon's drills and critiquing only the section/ platoon commanders, and the platoon sergeant and section 2ICs during the conduct of field administration (ammo, back loading of captured persons (CPERS), resupply, CASEVAC's etc.).

These 'five days of freedom' may be slightly altered and adapted as a preparatory training cycle for any environment.

Corrections from 'pause/ play' training and critiques are not a personal attack on the individual. They should be professional observations on what was done incorrectly and how it can be fixed (through Socratic questioning) and should be listened to. Observers need to keep in mind that there's always more than one way to 'skin a cat'.

## Conclusion

I am confident this preparatory 'five days of freedom' training will have positive and effective results. I know, from many years of experience, that any section commander would certainly appreciate five days of freedom in which to prepare both themselves and their section for the rigours of any contemporary operational or exercise environment and the unique challenges they offer.

Useful references for junior commanders planning training for their section are as follows:

- [LWP-CA DMTD CBT 3-3-1](#)  
*Dismounted Minor Tactics*
- [LWP-CA DMTD CBT 3-3-6](#)  
*Ambush and Counter Ambush*
- [LWP-CA DMTD CBT 3-3-8](#)  
*Patrolling*.

You can find all of Army's doctrine on Army Knowledge Online <http://ako.drn.mil.au>.



# Letters to the editor

# Orders

**MAJGEN Fergus 'Gus' McLachlan - Commander Forces Command**

I read an excellent article on orders in [Smart Soldier 48](#), May 2017. In particular I like the emphasis on making the orders your own, rather than a simple regurgitation of a higher level order. I want to offer a few observations to take the article further on how to make orders a forum to pass on more than just an order – I want you to pass on your judgement and experience as well.

Orders are critical to the achievement of mission command. They allow a leader, who is generally the most experienced and capable professional at each echelon of command, to pass on this experience in the context of the anticipated events. This allows subordinates to act with confidence and often contribute further to the success of the mission by understanding what their leader expects. The way I have explained the value of good orders to mission command in the past has been to enable subordinates when executing their task to ask themselves a question: If my boss was here with me now, what would he or she want me to do in this situation?

This full application of mission command is only enabled when subordinates are given access to what their leader thinks will happen and what that leader would do under different conditions.

In orders, this starts with the Situation description. This part of the order needs to describe the leader's personal, local expectation of enemy and friendly actions. This can be intimidating as it exposes our knowledge and experiences to our subordinates. But it is essential to mission command. Later as events unfold, our subordinates are either mentally confirming that events transpired as we anticipated or that they are different, in which case they know to report differences and to anticipate a change to orders. In the right command climate, subordinates will make this adjustment themselves, demonstrating effective mission command.

I am reminded of an operation I observed while in Afghanistan. A very high value target (HVT) had managed to escape an SOTG raid and had been observed

by UAS occupying a compound not far from a patrol base. He was escorted by a number of heavily armed subordinates. In a combat team level individual military appreciation, it was correctly assessed that if the cordon and search to kill or capture this individual was observed during the establishment of the cordon, the heavily armed subordinates would aggressively attack toward the observed force in order to create an opportunity for the HVT to escape in the opposite direction. This is exactly what happened. However this accurate articulation of the enemy reaction was not passed to subordinates in orders. Mechanistic descriptions of the location and friendly assets took the place of discussion about how a ruthless and dangerous human would react when cornered. The result was that elements of the cordon did not understand the importance of getting rear security / ambush forces in place before they became visible to the compound.

My practice has always been to start this part of orders by describing what I think will happen using an action, reaction, counter action method. In the example above it would have sounded like this: "Situation enemy. The target today is a very senior Taliban leader. He has loyal, well trained subordinates who will die to protect him if necessary. If they detect our cordon I think these guys will come hard at us laying down a high volume of automatic fire, even firing and moving toward us. At the same time the HVT will exfiltrate through the back of the compound. I intend to use

this against him by showing force at the front and ambushing at the rear, but it is critical this ambush force is in place before the cordon is seen."

I expect that if events transpire as described radio nets will be relatively quiet. If events turn out to be different, then I expect my subordinates know they need to tell me and, where possible, adjust the plan to maintain our advantage.

This method extends to the grouping and task component of orders. When I am giving a grouping and task I am very direct. I make eye contact with the specified element leader, and give him or her a clear task in the form of an order: "You are to provide support by fire from feature xxx to suppress the depth enemy section defence during our assault". This sentence most often forms the mission statement for the subordinate's own orders to their team. I then go on to explain how I think the task will play out. I pass on my assessment of conditions and the enemy and give my subordinate the benefit of my planning and my experience. For example, an element that has a task of establishing a support-by-fire position might get told that I assess the first part of their approach route to be free from enemy interference, and that I would adopt a fast simple formation-like line ahead if undertaking this task. I explain that I require them to accept risk during this period in order to achieve the tempo I need to get them in place in time. However, as they approach their final position, I show them where I



anticipate they will meet enemy security forces. I explain that I expect they will then need to adopt a more secure form of movement to reduce risk to their team. Finally I explain the importance of their task to the achievement of the overall mission. This is a simplified description of what becomes purpose, method, end-state in higher level orders.

This approach can seem counter to a mission command philosophy. I do not believe this to be the case. By passing our planning and experience we empower subordinates to build upon and improve our plan. In the example above, if the second phase of movement turns out to be uncontested, a subordinate leader would accelerate their movement and report to me they sense an opportunity. “The enemy do not have security forces in place. I am moving more quickly to

my support-by-fire location, and you may be able to advance your assault.” In mission command, purpose and end state are the key elements of orders, but a simple, clear articulation of how an experienced commander would achieve the method is an important leadership function too often overlooked.

Finally I see limited understanding in the use of the “Actions On” section of orders. Just as good sporting teams have set plays they use at critical moments in a game, Army units have battle drills. Battle drills are practiced repeatedly so they can be executed quickly, with little or no command initiation. This speed of reaction generates tempo, meaning action that is faster than our enemy can counter. Some battle drills do not need to be discussed at orders but some will require tailoring to the ground. Again this is an opportunity for



a leader to describe anticipated events, rather than read a laundry list of drills. For example: “Our priority today is getting the cordon in place so we have isolated the HVT. If we detect an IED en route we are not going to stop and blow the device like we normally do. Instead we will jam the site, mark where possible and bypass. On detection of an IED, immediately start looking for a bypass route and report back only when you have a viable route.”

These are just a few examples of how good leaders use orders to pass on more than formal tasks. Orders are a forum to pass on a leader’s experience. In an activity where we face an enemy, the leader gets inside the head of a ruthless person who wants to kill us and explains how he or she thinks the enemy will behave. The leader then gives very clear orders that describe to each

team or individual the part they play in defeating the enemy plan. In doing so, the leader passes on their own insights about how to achieve the task. In other military tasks not in contact with the enemy, the leader visualises the other things that can go wrong and describes these to subordinates before explaining how the team will act to prevent or overcome these setbacks. True military professionals learn to visualise tactics or tasks, and anticipate how events will unfold. Good orders communicate this experience to our people so they can add value and help us win.

**FM**

*MAJGEN Fergus (Gus) McLachlan  
Commander Forces Command*



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# Doctrine Update

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## Bringing Doctrine into the information age

The Land Doctrine Centre (LDC) is currently examining ways to modernise doctrine through improved technology that will make it portable and allow you to provide feedback. Once the new system is implemented, you will be able to make notes on the doctrine and any recommended changes will then be checked by subject matter experts for approval. The creation of 'live' doctrine publications will enable updates to be made within days and weeks. A prototype of the new system is scheduled for September 2017. If it is successful, you will be able to access it in 2018.

### Linking Doctrine and capability development

Have you ever had a piece of equipment or vehicle that came with no instructions, new TTPs or doctrine to back it up? LDC has established the Future Doctrine Team to work closely with Capability Acquisition and Sustainment Group and Land Capability Division of Army Headquarters to support Land Programs and Projects with the development of doctrine throughout the capability life cycle. This will ensure that doctrine is

considered before, not after, capability has been introduced into service, which will have a flow-on effect to your TTPs.

### LDC and social media

LDC has recently released a number of posts on the [Army Knowledge Group Facebook page](#) about key LDC activities to educate readers about LDC. In future, LDC will use this means to notify you of updated and new doctrine, the development of doctrine modernisation initiatives and how you can contribute to the development of new or updated doctrine.

### Doctrine presence on Army Knowledge Online (AKO)

Army's doctrine has never been more accessible. Just type 'AKO' onto your web browser, and then click on the doctrine button to access Doctrine Online. Another way to get to the AKO website is to type <http://ako.drm.mil.au> into your web browser.

## Doctrine presence on The Cove

All unclassified doctrine will soon be available via the Doctrine tab on The Cove ([www.cove.org.au](http://www.cove.org.au)) for reading, discussion and feedback. Unclassified doctrine is currently available via 'Our Work' then 'Publications' on the [Army Internet website](#); however, The Cove will allow you to contribute to the development of doctrine through the use of an online collaboration tool that promotes discussion and professional discourse.

Storing doctrine on [The Cove](#) will also provide you with an opportunity to propose ideas and initiatives for the use of doctrine. A great example of this is the [RAAC Doctrine Reading Chart](#) created by Cameron Gibbons, a Tank Officer Instructor at the School of Armour. The chart depicts the expected understanding of strategic, operational, tactical and technical level doctrine from an RAAC Officer's ROBC through to their time as a Junior CAPT.

The Land Doctrine Centre is interested in any other suggestions readers have regarding the use or development of doctrine, including modernisation initiatives. If you have something to share, let us know by emailing [army.doctrine@defence.gov.au](mailto:army.doctrine@defence.gov.au).

## Doctrine publications recently released

LDC recently released 44 doctrine publications. To view a list of what they are go to the AKO website, select 'Doctrine' and then click on '[What's New](#)'.

## Doctrine publications in development

Approximately one-third of the 280 doctrine publications that make up the Army Doctrine Hierarchy are being updated at any time. Listed below is a selection of publications currently under development. If you would like to make a contribution to a particular publication, please email LDC at [army.doctrine@defence.gov.au](mailto:army.doctrine@defence.gov.au). Alternatively, please use the publication [Discussion Board](#) found on [Doctrine Online](#).

- ▶ LWD 0-0 Command and Leadership
- ▶ LWD 1-0 Personnel
- ▶ LWD 3-0 Operations
- ▶ LWD 4-0 Logistics
- ▶ LWD 6-0 Signals
- ▶ LWD 7-0 Training and Education
- ▶ LWD 3-0-3 Formation Tactics
- ▶ LWD 3-1-1 Employment of Regional Surveillance Units
- ▶ LWD 3-3-4 Employment of Armour
- ▶ LWD 3-6-1 Employment of Engineers



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## Quick Decision Exercise

### The clearance of dairy farm

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## Narrative

1. You are Comd 1 PI, A Coy. Your platoon has been tasked to conduct a clearance along a route<sup>1</sup> in order to deny the enemy freedom of action (FOA) in the Coy's Tactical Area of Responsibility (TAOR BLUE). The clearance is the Coy Main Effort (ME). The OC has allocated you a Joint Fires Team (JFT), consisting of a forward observer assistant and a Mortar Fire Controller (MFC). The terrain is mostly flat and sparsely vegetated. At 0830h, your platoon was advancing north (in a 2 up, 1 back formation) and approaching a farm house, when the front right section calls a halt just short of the crest of a low feature.
2. As the section commander observes the house from the crest, he comes under accurate small arms fire from the closest building. As he is shouting his initial target indication, you hear automatic fire and the lead section reports a possible light machine gun in the vicinity of the farm house, but is unable to pinpoint its exact location. The section commander reports that it is a possible squad (-) position, but he can't see any weapon pits. He assesses the enemy may be in prepared locations inside the two buildings.
3. You send your contact report to CHQ. You are given 'wait out'; 'prepare to copy', and then these radio orders, from the OC:

## Situation

**a. Enemy forces.** No change to contact report: Approx squad (-) size position in farm buildings GS 4198. It is my assessment this is the remaining enemy isolated as a result of recent successful friendly clearance operations.

**b. Friendly forces.** 2 PI is on forward operating base security. 3 PI has a section as quick reaction force on 15 min notice to move [NTM] (mounted in PMV) located 15 min to the south east.

## Mission

1 PI is to CLEAR the squad (-) position at DAIRY FARM by 1200h in order to IOT deny the enemy freedom of action within TAOR BLUE.

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<sup>1</sup> Not shown on map (page 44).

## Execution

a. **Groupings.** 1 PI – no change (3x 8 man section). Arty GS from 0840h, mortar PI priority on call from 0840h.

b. **Coordinating instructions:**

1. **Timings:**

Time now: 0830h

Mission complete: NLT 1200h

2. **Reorganisation.** No further north than 99 Northing<sup>2</sup> and no further east than 42 Easting<sup>3</sup>.

## Administration/Logistics

a. **Replenishment.** Requests through 0A after reorg.

b. **CASEVAC.** Aeromedical evacuation on 15 min NTM for priority 1 and 2. Time of flight estimated at 10 min. Call sign to identify possible landing zone and be prepared to mark if required.

## Command/Signals

a. No change.

After orders you conduct a map and visual recon (taking 10 mins). It reveals:

1. There is high ground from 1 Sect's current location to the west of the farm house.
2. You were able to freely move along the south side of the high ground to conduct the recon, sighting the southern and western sides of the buildings.

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2 Not shown on map (page 44). It is 900m north of the farm house.

3 Not shown on map (page 44). It is 900m east of the farm house.



3. You are unable to observe the northern and eastern side of the buildings, but the approaches appear to be flat, open ground.
4. You observed signs of movement and enemy activity in both farm buildings.
5. There is very little vegetation, no fences, and no obstacles surrounding the buildings.
6. There are vehicles and machinery in the eastern building visible through open doors.
7. The ground surrounding the farm is relatively flat and open. You can see out to 2000 m with no signs of enemy activity beyond the farm houses.
8. Accompanying sketch map shows the layout of buildings and openings you observed on the recon.
9. You do not know the floor plan of the buildings; however, other buildings in the AO have had simple open plan living space with bedrooms off a central hallway. The sheds are generally a large open space with no internal rooms.

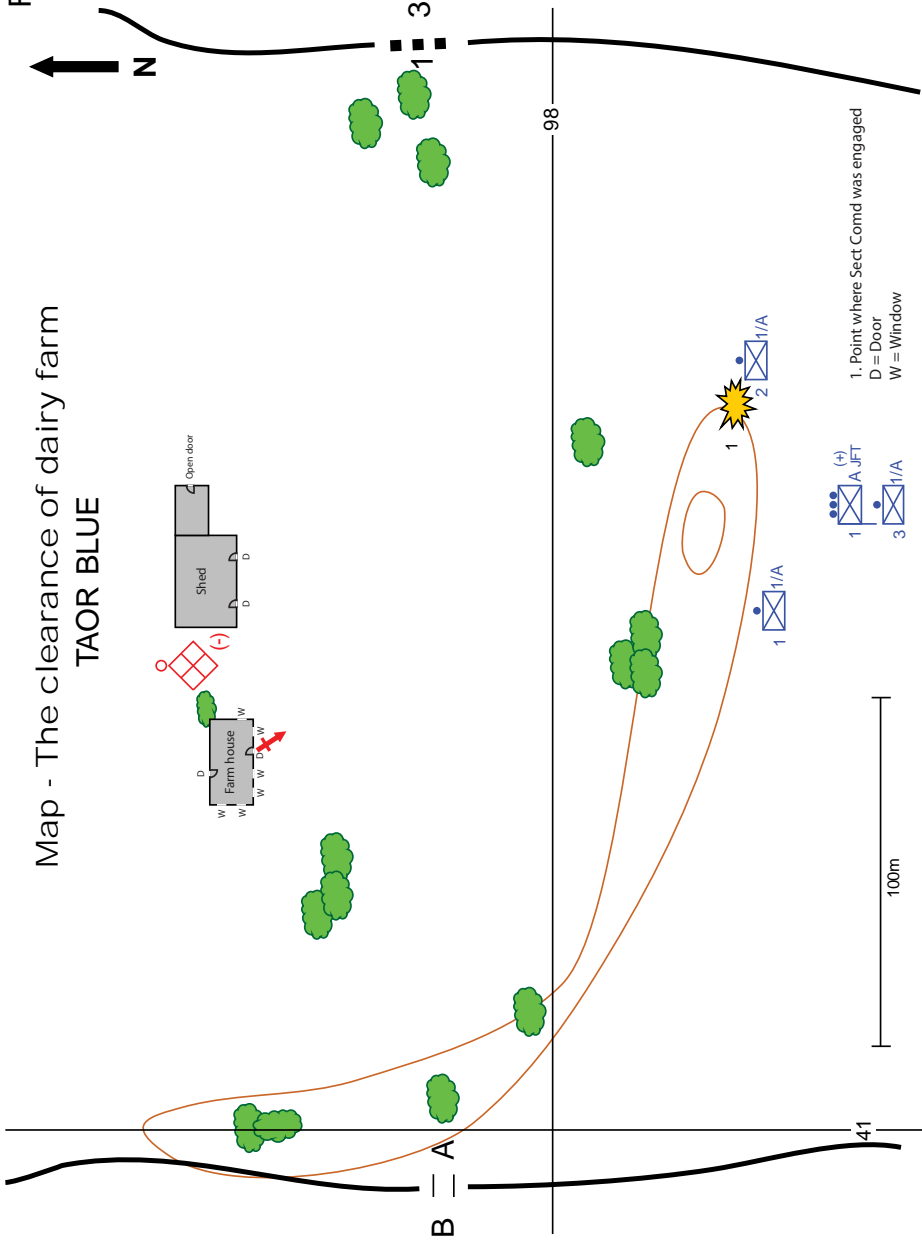
## Product

You are to produce quick attack orders<sup>4</sup> supported by a sketch or overlay.

<sup>4</sup> Go to Army Knowledge Online (<http://ako.drn.mil.au>), select Doctrine, and then find [LWP-G 0-2-4 All Corps Junior Commanders Aide-Memoire](#), Chapter 1 Orders for an example of attack orders.

# Map - The clearance of dairy farm TAOR BLUE

Ref A



1. Point where Sect Comd was engaged  
D = Door  
W = Window

1 (+) A JFT  
3 1/A

100m

B = A



# Army

## Centre for Army Lessons

CAL is to manage lessons in order to enable Army, and its people to learn, innovate and continuously improve.



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