

Scenario Enabling Adaptability

SEA # 1

“To Ambush Or Not to Ambush”

- I. **Case Study:** The Army addresses adaptability and one of its components, intuition almost daily regarding leader development. This critical unknown brings about intense study but inaccurate answers. Too much speculation of the past implied that technology, information superiority and automated command and control processes were the sole keys to battlefield supremacy in the 21st century. Doctrine writers and Force Developers imagined that the future warfare would be a gigantic artillery duel fought with exceptionally sophisticated munitions against templated enemies. These positions discount the historically vital role of the ground tactical commander, his abilities and the various moral elements indigenous to warfare. Quite simply, technological superiority alone has never won a war. The Army now admits this and is taking measures to develop the decision-making traits among its junior officers as early as possible instead of later in their careers.

Combat success is the US Army’s legacy of the many contributing variables and coincidences, and surely among the most prominent, have been the soldiers. Among the numerous intangible human qualities, such as courage, boldness, determination and loyalty, sound decisiveness in the roar of battle can be considered the linchpin for victory. This critical intangible quality. This masterful skill is based on combat leaders sound intuition. Its demonstrated cycle in most successful tactical combat operations is simple: during battle, the environment stimulates intuition, intuition forms the foundations for decision and the decisions change the course and terms of battle.

Competent decision makers are therefore key to battlefield success. Current doctrine stresses intuition’s importance but its role in future conflict is less emphatically presented. Intuition is a vital necessity for the prosecution of successful command and control functions, and its past prominence and present influence will help to advance its criticality to future combat operations.

II. Background and goals (Teacher refer to instructor handbook):

a. What do we want the student to understand?

- 1) Sound decision-making is the essence of combat command
- 2) To be effective and successful, tactical leaders must first realize make a decision
- 3) Determine the timeliness required of the decision
- 4) Quickly and efficiently weigh the relative merits of possible courses of action
- 5) Finally decide and act

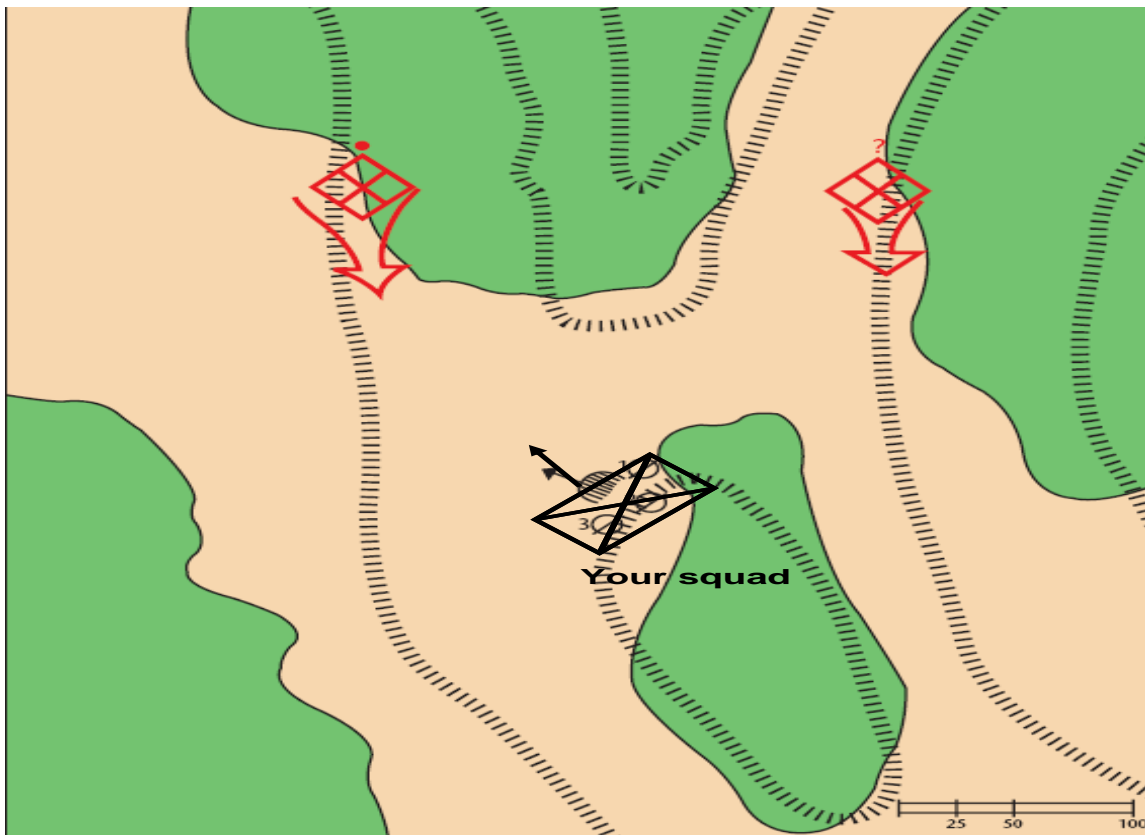
b. Adaptability?

- 1) The rapid process of intuition permits this decision cycle to evolve fluidly
- 2) Visualization and concept formulation rely upon intuition, as they are the art of conceptualizing and understanding a future state or condition based upon current tangible and intangible factors
- 3) Then develop a plan by which that future state can be achieved
- 4) They are the cornerstone of battle command, reliant upon creativity, clear thought, judgment, experience and the intuitive sense to maximize them coherently into conscious thought and action

III. Description:

a. What do we do?

Student you are first squad leader in 1st Platoon, Team Alpha, Task Force Knight. Your task force recently replaced a Marine Unit that had landed at the port city of New Zeda in the country of Zedastan. The established government is struggling with counter-insurgency, and there have been numerous high-profile kidnappings, bombings, and assassinations in the past month. Conditions have deteriorated to a point requiring international intervention.



The city is home to over 1 million people most of whom require humanitarian relief. The main enemy force, the Zedastan People's Army (ZPA), retreated from the city upon the arrival of the Marines. ZPA is a large but untrained army with mostly small arms, machineguns, and a few

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mortars. They do have access to modern communications such as cell phones and global positioning systems.

The Task Force is the security element for both U.S. and international aid organizations that are feeding the estimated 300,000 refugees. Team Alpha has been tasked with ensuring that ZPA forces do not return to the city to interfere with humanitarian efforts.

Your platoon has been tasked with conducting security patrols outside the city approximately 2 kilometers to the northeast. The terrain is heavily wooded with rolling hills.

Your squad has been on patrol for over an hour. The Task Force perimeter and city outskirts are approximately 2 kilometers to the south. Your point man spots what appears to be an enemy patrol armed with small arms moving south toward your squad.

You decide to establish an ambush and set your squad into hasty ambush positions oriented to the northwest. You radio higher headquarters and inform them of the situation. Just as you are about to initiate your ambush (with a closed bolt weapon), the first Fire Team Leader points out another enemy unit moving toward and behind you. He counts at least six enemy with more following. He's not sure how many. The team leader also notes at least one RPK (Soviet) medium machinegun. It is now 1730 and EENT (end evening nautical twilight) is 10 minutes away.

What now, Student?

b. Requirement:

In a time limit of 30 seconds, decide whether you will spring your ambush. Develop your scheme of maneuver for either case and rationale for your decision.

NO QUESTIONS!

c. Instructor Notes:

- 1) SEA 1 introduces the student to intuition. It has been played several times by cadets and students
- 2) This scenario is hypothetical. But,
 - a. The unknown enemy force is a large squad of 13 enemy soldiers, they also have an 82mm mortar at the rear of the column that your team leader does not see.
 - b. The enemy objective is disrupt the humanitarian relief efforts
 - c. The enemy plans to set up in the open area by your squad, and decided to travel in two columns to minimize detection

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- 3) Tactical command of ground forces remains a complicated endeavor. There is some science involved in this process, but command mainly applies human talents through developed faculties all habitually artistic. Watch the students for the following:
 - a. Who made a quick decision, who delayed?
 - b. How they explain their rationale
 - c. Did anyone try to split their squad and ambush both enemy elements? This leads to trying to do everything, or really not making a decision at all.
- 4) Choose written method in order to judge all students answers, or the “hot seat method” in a seminar where one student is put in the “hot seat.” If you are in a classroom, you can use the written method, or allow them to actually simulate lying in an ambush, pick a student to be the squad leader, then read them the scenario at the end pointing the direction of each enemy element.
- 5) **NO QUESTIONS ARE ALLOWED after you read them the instructions and during execution of SEA**

IV. Tools & Tasks:

a. Tools:

- 1) Recommended use through Seminar Discussion or a Tactical Decision Game
- 2) Deliver SEA 1 in a free play, force on force exercise during “lane’s training”

b. Tasks: The Student may have to employ the following tasks in the execution of this SEA:

1)

IMPLEMENT THE ETHICAL DECISION MAKING PROCESS BOLC LN # 853

| | | |
|----------|--|--------------|
| I | - Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior | 158-100-1135 |
| I | - Apply Ethical Decision Making Process as Commander, Leader, or Staff Member | 158-100-1230 |
| IV(unit) | - Comply with Department of Defense (DOD) Joint Ethics Regulatory (JER) Requirements | 181-231-1001 |

2)

INCORPORATE LESSONS LEARNED FROM MILITARY HISTORY INTO THE PROFESSION OF ARMS - #773

I

- Integrate Historical Awareness and Critical Thinking Skills Derived from Military History Methodologies into the Training and Education of Self and Subordinate Leaders

155-297-1010

3)

V COMMUNICATE EFFECTIVELY TO INFORM, PERSUADE OR DIRECT - BOLC LN #952

4)

I CONDUCT SMALL UNIT COMBAT OPERATIONS ACCORDING TO THE LAW OF WAR – BOLC LN #1027

181-431-1001

5) In case the Teacher wants to introduce casualties because the students made a mistake?

I PERFORM MOUTH TO MOUTH RESUSCITATION - BOLC LN #507
- Perform Cardiopulmonary Resuscitation (CPR)

081-831-10

I PERFORM FIRST AID FOR BLEEDING OF AN EXTREMITY BOLC LN #489
- Control Bleeding and Treat Burns

071-D-231

I PERFORM FIRST AID TO PREVENT OR CONTROL SHOCK BOLC LN #472
- Control Bleeding and Treat Burns

071-D-231

V. Facilitation hints:

a. The following techniques are recommended:

- 1) Choose the Student to present the solution using the “hot seat” method
- 2) Enforce the “Time Limit” Rule hold the students to a set time limit. They must act quickly. Time compression creates stress, which is normally part of the decision-making process especially under operational conditions.

b. Possible questions:

- 1) What was your reasoning for that action?
- 2) What was your overall estimate of the situation?
- 3) What would you have done if...?
- 4) What were your assumptions?
- 5) What was the biggest concern about your plan?

- 6) How good was the enemy?
- 7) What is your platoon, company and task force trying to achieve? What are their missions?
- 8) Explain to me what is meant by “hasty ambush?”

VI. Insights: What did we learn?

a. Adaptability: In solving SEA 1, Intuition is the focus of this training and education.

Future land warfare will be influenced by five trends: the increased lethality and dispersion of weapon systems; increased volume and precision of fires; the integration of advanced technologies; increased mass and effects of munitions; and the improved invisibility and detectability of belligerents.

The Army is moving to modularity and working hard changing its leader paradigm to meet this probability, but one author team wrote, .the artistic side of war will remain: creativity, intuition, leadership, motivation and decision making under conditions of limited information. These will never lose their importance, for they describe war’s essence.

Problems can and will occur during these future operations just as they have throughout the history of our battlefield successes. Units will become disoriented, leaders will be confused and killed, weather will foil plans, equipment will malfunction, and the enemy will not cooperate. Revolutionary changes in technology, doctrine and organization cannot erase such friction in war.

Competent leaders steady the keel in this type of tactical environment. Leadership presence is insufficient; leaders must be tactically smart and rationally calm under fire. They must understand the intricacies of their combat systems and their soldiers called “endurance thresholds.” They must be flexible in thought and action and capable of solving complex, ambiguous problems with little or insufficient data.

Above all, they must lead from the front and command naturally without having to pause or stop to consider what should be done. Thereby reflecting true expertise in the profession of arms. This is possible only through the conviction of will and the sharpness of their minds by intuitive thought and instinctive behavior.

Intuition is neither mystical, magical nor exclusive to a privileged few. It is a developed mental faculty which involves the automatic retrieval and translation of subconsciously stored information into the conscious realm to make decisions and perform actions. Organized databases of knowledge gained through education experiences, memorization, sensations and relationships are the building blocks for intuitive thought.

Tactically, intuition enables leaders to make and implement decisions faster than an enemy counterpart and actualizes the difference between competence and incompetence, victory or defeat. It affords the force as a whole, through the leader's skill, to gain a decisive advantage through increased tempo, sustained initiative and bold action. It provides the window for viewing future activities in light of current operations and thus minimizes some of the uncertainties in war. Intuition provides logical alternatives to complex problems, a sense of order to disorder, and similarities to previously unfamiliar circumstances. It is the essence of what we define as battle command, visualization and situational understanding it is idealized tactical leadership.

Tactical intuition's importance demands that it be cultivated and improved throughout our force. Not every officer has the capability to be truly proficient in tactical leadership and all of the difficult requirements of battle command, but for the officers that do, intuitive potential can and must be developed and refined.

The method is simple this course will put the student through demanding and realistic collective training in non-virtual-reality environments to encourage original, audacious and creative solutions to tactical problems. This course will also introduce the student to substantive, concentrated professional education, founded on military history and theory, tactical and operational art and the environment of war. Finally, the course should be a positive learning experience for the student that is part of a broad personal education that breeds creative thought, focusing on the moral and physical environments of war and other subjects pertaining to the military profession.

b. Possible Student Solutions:

1) Key Students Issues that must at least touch upon:

- a. Stay focused the larger mission (this is early, but someone may show an ability to think holistically). The enemy cannot get close enough to the city to threaten food distribution.**
- b. There is no choice but to engage, withdraw now exposes the student's squad to dealing with two unknowns**
- c. The key aspect, the enemy forces are composed of inexperienced, poorly trained soldiers**

2) The first may

- a. Student Solution 1:** Student engages the nearest enemy element. The leader wargames in his mind as he makes this decision, that the other enemy element will stop, deploy, giving him time to finish the most dangerous threat and then reorient in the other direction.
- b. Student Solution 2:** Student lets both elements pass (big risk given he just laid down his squad seconds before the enemy arrived.

Remember this is a hasty ambush, his Soldiers are good, but can they conceal that fast, in front of an approaching enemy?).

Teacher Notes:

The two types of ambushes are point and area. A *point ambush* involves patrol elements deployed to support the attack of a single killing zone. An *area ambush* involves patrol elements deployed as multiple, related, point ambushes.

a. An ambush can be either hasty or deliberate. A hasty ambush is an immediate action drill--an action of a combat patrol with little or no information. When information does not permit detailed planning required for a deliberate ambush, a hasty ambush is planned. Then the ambush patrol plans and prepares to attack the first suitable insurgent force. A deliberate ambush is planned as a specific action against a specific target. Detailed information of the insurgent force is required: size, nature, organization, armament, equipment, route and direction of movement, and times the force will reach or pass certain points on its route. Deliberate ambushes are planned when--

(1) Reliable information is received on the intended movement of a specific force.

(2) Patrols, convoys, carrying parties, or similar forces establish patterns of size, time, and movement to permit detailed planning for the ambush.

b. A unit conducting a combat patrol, before departing, plans and rehearses the ambush of the type of insurgent force it may encounter. It establishes and executes ambushes as opportunities arise.

POSITIONS

A point ambush, whether independent or part of an area ambush, is positioned along the expected route of approach of the insurgent force. Formation is important, because it determines whether a point ambush can deliver the heavy volume of highly concentrated fire needed to isolate, trap, and destroy the insurgents.

a. The formation to be used is determined by carefully considering possible formations and the advantages and disadvantages of each in relation to terrain; conditions of visibility, forces, weapons, and equipment; ease or

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difficulty of control; force to be attacked; and the combat situation.

b. Formations are developed for the deployment of point ambushes. The formations are identified with names that correspond to the general pattern formed on the ground by deployment of the attack element. They include:

- Line formation.
- L-formation.
- Z-formation.
- T-formation.
- V-formation.
- Triangle formation
- Box formation

(Detailed information on the different point ambush formations, along with advantages and disadvantages to each, is discussed in FM 90-8.)

AREA AMBUSH FORMATIONS

Area ambush formations consist of two types: multiple point and baited trap. (For more information see FM 90-8.)

a. Multiple Point. This area ambush is best suited in terrain where movement is restricted to trails. It provides best results when established as a deliberate ambush. When there is no sufficient intelligence for a deliberate ambush, an area ambush of opportunity may be established. The outlying ambushes can attack insurgents approaching the central kill zone if the insurgent is small. If they are too large for a particular outlying ambush, the insurgents are allowed to continue in order to be attacked in the central kill zone.

b. Baited Trap. This area ambush can be varied by using a fixed installation as "bait" to lure relieving or reinforcing insurgent units into the kill zone of one or more of the outlying ambushes. The installation replaces the central kill zone and is attacked. The attack may intend to overcome the installation or may use it as a ruse.

VII. Resource Considerations:

- a. Free Play Force on Force**
- b. TDG**
- c. Seminar:**

- 1) Class room, any space that can hold a student squad**

VIII. Task Support Packages:

**ADD the Proponent TSPs behind this page per listed presented in
section IV “Tools and Tasks”**