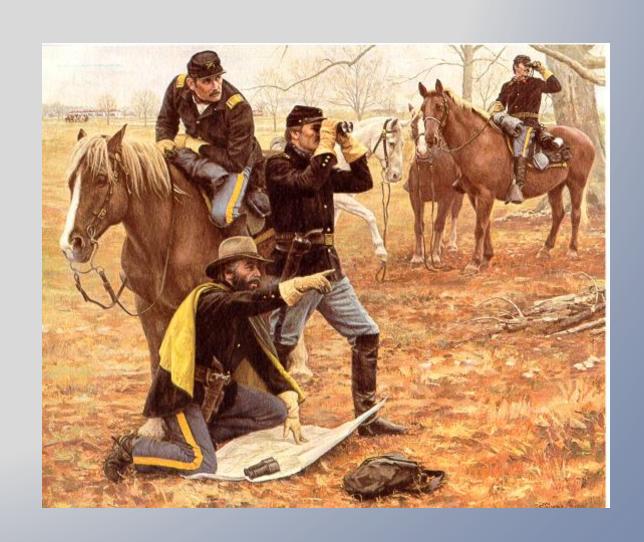
# The Staff Ride



#### **PURPOSE AND OBJECTIVES**

#### **GENERAL PURPOSE**

TO FURTHER THE PROFESSIONAL DEVELOPMENT OF U.S. ARMY LEADERS

#### **SPECIFIC OBJECTIVES**

**EXPOSE STUDENTS TO DYNAMICS OF BATTLE** 

SHOW THE "FACE OF BATTLE"

PROVIDE CASE STUDIES IN PRINCIPLES OF WAR

PROVIDE CASE STUDIES IN COMBINED ARMS OPERATIONS

SHOW RELATIONSIHP BETWEEN TECHNOLOGY AND DOCTRINE

PROVIDE CASE STUDIES IN LEADERSHIP

PROVIDE CASE STUDIES IN UNIT COHESION

SHOW HOW LOGISTICS AFFECT OPERATIONS

PROVIDE ANALYTICAL FRAMEWORK FOR BATTLE ANALYSIS

**ENCOURAGE STUDY OF MILITARY HISTORY** 

KINDLE INTEREST IN HERITAGE OF U.S. ARMY

#### **FOUNDATIONS OF STAFF RIDING**

- 1. MAXIMUM KNOWLEDGE BY THE INSTRUCTOR TEAM
- 2. MAXIMUM KNOWLEDGE AND INVOLVEMENT BY STUDENTS
- 3. COMPLETE INTEGRATION OF THE PRELIMINARY STUDY PHASE AND THE FIELD STUDY PHASE

#### PHASES OF A STAFF RIDE

1. PRELIMINARY STUDY PHASE

2. FIELD STUDY PHASE

3. INTEGRATION PHASE

#### PRELIMINARY STUDY PHASE

- 1. STUDENTS MUST UNDERSTAND PURPOSE OF THE EXERCISE
- 2. STUDENTS MUST BECOME ACTIVELY INVOLVED
- 3. STUDENTS MUST ACQUIRE BASIC KNOWLEDGE
  - A. ORGANIZATIONS, STRENGTH, ARMAMENT, DOCTRINE
  - **B. BIOGRAPHICAL DATA ON LEADERS**
  - C. WEAPONS CHARACTERISTICS
  - D. TERRAIN AND CLIMATIC CONSIDERATIONS
  - E. GENERAL OUTLINE AND CHRONOLOGY OF EVENTS
- 4. STUDENTS MUST ACQUIRE AN INTELLECTUAL PERCEPTION OF THE CAMPAIGN

#### FIELD STUDY PHASE - DESIGN

- 1. VISIT ALL SIGNIFICANT SITES
- 2. VISIT SITES IN CHRONOLOGICAL ORDER
- 3. AVOID BACKTRACKING
- 4. HAVE PURPOSE FOR STOPS
- 5. BE FLEXIBLE TO PERMIT UNPLANNED STOPS
- 6. LINK SOURCES TO SPECIFIC SITES
- 7. TRAVERSE ROUTE ON FOOT IF POSSIBLE
- 8. EASE OF ACCESS NOT ONLY CONSIDERATION
- 9. OBTAIN EASEMENTS
- 10. PREPARE ALTERNATE ROUTES
- 11. CHECK ROUTES CAREFULLY BEFOREHAND

#### FIELD STUDY PHASE - CONDUCT

- 1. MAINTAIN STUDENT INVOLVEMENT
- 2. MAINTAIN STUDENT ORIENTATION
- 3. USE VIGNETTES
- 4. STIMULATE STUDENT DISCUSISON
- 5. USE PA SYSTEM ON BUS
- 6. USE TRAINING AIDS
- 7. KEEP INSTRUCTOR/STUDENT RATIO LOW
- 8. MAINTAIN STEADY PACE
- 9. BE PREPARED FOR BAD WEATHER

## **INTEGRATION PHASE**

- 1. AN OPPORTUNITY TO PAUSE AND REFLECT ON MEANING OF THE EXERCISE
- 2. PERMISTS INTEGRATION OF PERCEPTIONS FROM PREVIOUS PHASES
- 3. PROVIDES OPPORTUNITY TO CRYSTALLIZE PERCEPTIONS AN ORGANIZE THEM
- 4. GENERATES ADDITIONAL INSIGHTS THROUGH GROUP DISCUSSION
- 5. PROVIDES A FORUM FOR COMMENTS

## **SOURCES**

#### 1. SECONDARY

- A. MOST USEFUL AT BEGINNING
- **B. REPRESENT INTRODUCTION AND FRAMEWORK**
- C. OFTEN LACK DETAIL AND IMMEDIACY

#### 2. PRIMARY

- A. RICH IN DETAIL AND NUANCES
- **B. PROVIDE SENSE OF "HOW THINGS WERE"**
- C. REQUIRE STUDENT INVOLVEMENT
- D. REQUIRE ASSISTANCE TO USE

## **TRAINING AIDS**

- 1. MAPS
- 2. PHOTOGRAPHS
- 3. PAINTINGS, DRAWINGS, DIAGRAMS
- 4. FILMS AND VIDEOTAPES
- 5. TAPE RECORDINGS
- 6. ARTIFACTS
- 7. TERRAIN BOARDS

## **LOGISTICAL SUPPORT**

- 1. CRITICAL TO SUCCESS
- 2. SHOULD NOT DISTRACT FROM EDUCATIONAL PROCESS
- 3. MUST MESH WITH FIELD STUDY PHASE
- 4. A COMPLEX TASK
- 5. TRANSPORTATION, MESSING, BILLETING, MEDICAL

#### **SITE SELECTION**

- 1. EXPERIENCE LEVEL OF OPPOSING FORCES
- 2. ECHELON OF COMMAND
- 3. TYPE OF TERRAIN
- 4. TYPE OF UNIT
- 5. INTEGRITY OF HISTORICAL SETTINGS
- 6. AVAILABILITY OF SOURCES
- 7. AVAILABILITY OF LOGISTICAL SUPPORT
- 8. NEARNESS TO HOME STATION

#### **INSTRUCTOR TEAM REQUIREMENTS**

- 1. KNOW THE RELEVANT SOURCES
- 2. UNDERSTAND THE ORGANIZATIONAL, DOCTRINAL, AND TECHNOLOGICAL CONTEXT
- 3. UNDERSTAND THE OPERATIONAL CONTEXT
- 4. KNOW BIOGRAPHICAL DATA ON PRINCIPALS
- 5. KNOW ORDERS OF BATTLE
- 6. KNOW SIGNIFICANT MOVEMENTS IN CHRONOLOGICAL ORDER
- 7. KNOW SIGNIFICANT FACTORS IN OUTCOME OF CAMPAIGN
- 8. KNOW THE TERRAIN
- 9. UNDERSTAND CURRENT U.S. ARMY DOCTRINE AND TERMINOLOGY
- 10. KNOW HOW TO INTERPRET CAMPAIGN IN TERMS OF CURRENT DOCTRINE AND TERMINOLOGY
- 11. CONSTANTLY ASSESS STUDENT KNOWLEDGE AND INTEREST LEVELS TO MAINTAIN STUDENT INVOLVEMENT
- 12. CONSTANTLY REFINE THE EXERCISE

# THE STAFF RIDE

- 1. TIME AND RESOURCE INTENSIVE
- 2. BROADER SPECTRUM OF RESULTS THAN TEWT OR TOUR
- 3. BADLY DONE, A WASTE OF SOLDIERS' TIME AND TAXPAYERS' MONEY
- 4. WELL DONE, A POWERFUL INSTRUMENT FOR PROFESSIONAL DEVELOPMENT OF U.S. ARMY LEADERS