

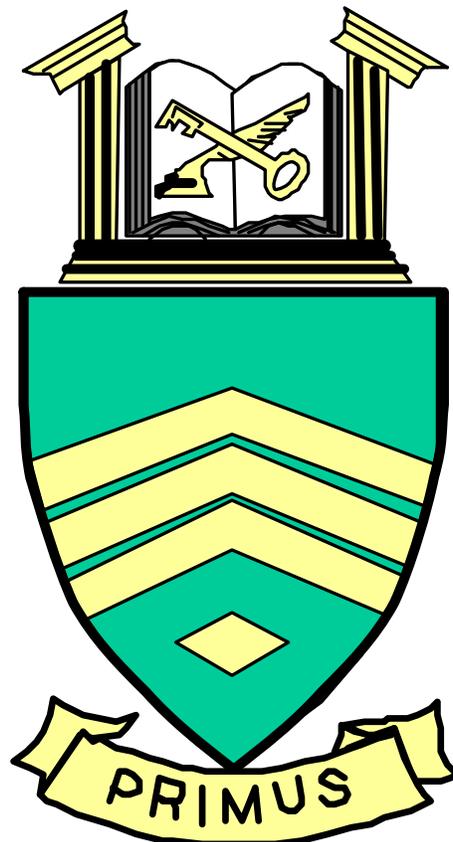
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T652

OCT 04

TRAINING ASSESSMENT

STUDENT HANDOUT



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HANDOUTS FOR LESSON 1: T652 version 1

This appendix contains the items listed in this table---

| Title/Synopsis | Pages |
|-----------------------|--------------------|
| SH-1, Advance Sheet | SH-1-1 thru SH-1-2 |
| SH-2, Student Notes | SH-2-1 thru SH-2-6 |

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Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of two hours of small group instruction.

Overview

Training assessment is an integral part of the training management cycle. Throughout, leaders benefit through the leadership assessment and development program that occurs concurrently with the training evaluation and assessment process. Ultimately, we make adjustments in resources, personnel, training, methods, and other areas to refine the training program focus. This lesson consists of a before class reading assignment, a TVT, and a classroom discussion.

Learning Objective

Terminal Learning Objective (TLO):

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| Action: | Analyze the techniques of training assessment |
| Condition: | As a first sergeant in a classroom environment, given FM 7-1 and TC 25-20 |
| Standard: | Analyzed the techniques of training assessment IAW FM 7-1 and TC 25-20 |

ELO A Process for Evaluation

ELO B Process for conducting AARs

ELO C Training assessment process

Assignment

Before class-

- Read FM 7-1, Chapters 4, 6, and Appendix C
- Read TC 25-20
- Read Advance Sheet

During class-

- Participate in classroom discussion
- View TVT

After class-

- Review classroom notes and materials
 - Return recoverable materials to the instructor
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Additional Subject Area Resources

FM 7-0

Bring to Class

You must bring the following materials to class:

- All reference material received.
 - Pencil or pen and writing paper.
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Student Handout 2

This student handout contains six pages of slides with student note space.

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Student Handout 2

| <p style="text-align: center;">TRAINING ASSESSMENT</p> <p style="text-align: center;">ANALYZE THE TECHNIQUES OF TRAINING ASSESSMENT</p> <p><small>16A2/OCT 04/V01.1</small></p> | <hr/> | | | | | | | | |
|--|--|--|--|--|---------------|--|---|--|---|
| <p style="text-align: center;">TYPES OF EVALUATIONS</p> <table border="1"><thead><tr><th colspan="2" style="text-align: center;">Informal</th></tr></thead><tbody><tr><td style="vertical-align: top;">Internal ♦ Is a function of unit leadership whenever training is conducted. For example, squad leader checks vehicle PMCS.</td><td style="vertical-align: top;">External ♦ Is conducted by leaders during visits to training of subordinate units. For example, CSM spot-checks soldiers' range cards.</td></tr></tbody></table> <table border="1"><thead><tr><th colspan="2" style="text-align: center;">Formal</th></tr></thead><tbody><tr><td style="vertical-align: top;">Internal ♦ An evaluation of squad and below proficiency. For example, squad leaders evaluate the squad individual and collective tasks.</td><td style="vertical-align: top;">External ♦ An evaluation of battalion / company / platoon proficiency. For example, battalion evaluates platoon ARTEP training events.</td></tr></tbody></table> <p><small>16A2/OCT 04/V01.2</small></p> | Informal | | Internal ♦ Is a function of unit leadership whenever training is conducted. For example, squad leader checks vehicle PMCS. | External ♦ Is conducted by leaders during visits to training of subordinate units. For example, CSM spot-checks soldiers' range cards. | Formal | | Internal ♦ An evaluation of squad and below proficiency. For example, squad leaders evaluate the squad individual and collective tasks. | External ♦ An evaluation of battalion / company / platoon proficiency. For example, battalion evaluates platoon ARTEP training events. | <hr/> |
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| <p style="text-align: center;">EVALUATION PLANNING</p> <ul style="list-style-type: none">• Type of exercise.• Date(s) of exercise.• Type of evaluation.• Support requirements.• Coordination for external evaluation support. <p><small>16A2/OCT 04/V01.3</small></p> | <hr/> | | | | | | | | |

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| <p>SHORT-RANGE PLANNING</p> <ul style="list-style-type: none"> • Commander's intent and focus for the exercise. • Pre-execution checklist. • Level of evaluation. • Dates for training the evaluators. • Plan for conduct of evaluator training. • ARTEP-MTP or T&EOs. <p><small>1652/OCT 04/V01.4</small></p> | <hr/> |
| <p>EVALUATION & CONTROL PLAN</p> <ul style="list-style-type: none"> • Intent of the exercise and the evaluation. • Evaluation procedures. • Exercise scenario. • Training objective. • Resource guidance. • Required coordination. <p><small>1652/OCT 04/V01.5</small></p> | <hr/> |
| <p>EVALUATION & CONTROL PLAN (Continue)</p> <ul style="list-style-type: none"> • Discussion of evaluator's role in safety. • Rules of engagement. • Exercise operating procedures (ExOP). • Reference—SMs, FMs, MTPs, and SOPs. • Evaluation checklist and T&EOs. • Guidance on conduct of AARs. <p><small>1652/OCT 04/V01.6</small></p> | <hr/> |

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| <p style="text-align: center;">EVALUATOR GUIDELINES</p> <ul style="list-style-type: none"> • Be trained (tactically and technically proficient). • Know the terrain. • Know the evaluation standards. • Follow the tactical and field SOPs. • Apply relevant information. • Identify strengths as well as weaknesses. • Patiently observe all actions of the unit. <p><small>1652/DCT 04/V01.7</small></p> | <hr/> |
| <p style="text-align: center;">EVALUATOR GUIDELINES (Continue)</p> <ul style="list-style-type: none"> • Always use the chain of command. • Coach unit leaders. • Assist the commander and leaders in training safely. • Be flexible. • Do what the soldiers do. • Know OPFOR training objectives. <p><small>1652/DCT 04/V01.8</small></p> | <hr/> |
| <p style="text-align: center;">AAR KEYPOINTS</p> <ul style="list-style-type: none"> • Are conducted during or immediately after each event. • Focus on intended training objectives. • Focus on soldier, leader, and unit performance. • Involve all participants in the discussion. • Use open-ended questions. • Are related to specific standards. • Determine strengths and weaknesses. • Link performance to subsequent training. <p><small>1652/DCT 04/V01.9</small></p> | <hr/> |

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| <p style="text-align: center;">AAR FORMAT</p> <ul style="list-style-type: none"> • Introduction and rules. • Review of training objectives. • Commander's mission and intent (what was supposed to happen). • Opposing force (OPFOR) commander's mission and intent. • Relevant doctrine and tactics, techniques, and procedures (TTPs). <p><small>1652/DCT 04/V05-10</small></p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p style="text-align: center;">AAR FORMAT (Continue)</p> <ul style="list-style-type: none"> • Summary of recent events (what happened). • Discussion of key issues (why it happened and how to improve). • Discussion of optional issues. • Discussion of force protection issues (discussed throughout). • Closing comments (summary). <p><small>1652/DCT 04/V05-11</small></p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p style="text-align: center;">AAR PROCESS</p> <ul style="list-style-type: none"> • Planning • Preparing • Conducting • Follow-up (using AAR results) <p><small>1652/DCT 04/V05-12</small></p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

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| <p style="text-align: center;">PLANNING</p> <ul style="list-style-type: none"> • Select and train qualified OCs (observer controllers). • Review all pertinent publications (training & evaluation plan/ARTEP/MTPs/STPs). • Identify when AARs will occur. • Determine who will attend AARs. • Select potential AAR sites. • Choose training aids. • Review the AAR plan. <p><small>1652/DCT 04/V01-13</small></p> | <hr/> |
| <p style="text-align: center;">PREPARATION</p> <ul style="list-style-type: none"> • Review training objectives, orders, METL, and doctrine. • Identify key events OCs are to observe. • Observe training and take notes. • Collect observations from other OCs. • Organize observations. • Reconnoiter the selected AAR site. • Prepare the AAR site. • Conduct rehearsal. <p><small>1652/DCT 04/V01-14</small></p> | <hr/> |
| <p style="text-align: center;">CONDUCT</p> <ul style="list-style-type: none"> • Seek maximum participation. • Maintain focus on training objectives. • Constantly review teaching points. • Record key points. <p><small>1652/DCT 04/V01-15</small></p> | <hr/> |

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| <p style="text-align: center;">FOLLOW UP</p> <ul style="list-style-type: none"> • Identify tasks requiring training. • Fix the problem--retrain immediately, revise SOP, integrate into tutors training plans. • Use to assist in making commander's assessment. <p style="font-size: small;">1652/DCT 04/V05-16</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p style="text-align: center;">COMMAND ASSESSMENT PROGRAM</p> <ul style="list-style-type: none"> • Fixes responsibility within the staff and subordinate units for gathering and analyzing evaluation data and preparing recommendations. • Concentrates on the effectiveness of leader and organizational training. <p style="font-size: small;">1652/DCT 04/V05-17</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <p style="text-align: center;">COMMAND ASSESSMENT PROGRAM (continue)</p> <ul style="list-style-type: none"> • Utilizes the CSM and other senior NCOs to gather feedback on individual, crew, and small team training. • Allows the higher commander to monitor outcomes and take action to reshape priorities, policies, or plans to overcome assessed weaknesses and sustain demonstrated strengths. <p style="font-size: small;">1652/DCT 04/V05-18</p> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |