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Research Product 79-2

Improved Tactical Engagement Simulation
Training Techniques:

Two Training Programs for the
Conduct of After Action Reviews

Engagement Simulation Technical Area

January 1979

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failure) and what part his actions played in the course of battle. In subsequent exercises, the individual can apply behaviors that have proven successful in earlier battles under similar circumstances.

The training benefit from the After Action Review (AAR) can be substantial. However, the techniques employed by the leader of an AAR are quite different than usual military training practice. Without specific guidance on how to conduct an effective AAR, leaders are unlikely to obtain the most beneficial training from engagement simulation. Efforts to refine REALTRAIN have led to research on the most appropriate behaviors for leaders of the After Action Review. The draft training document that forms the body of this report is one product of this research and has been written to provide specific guidance on how to conduct an effective AAR for small combat arms units employing REALTRAIN or other engagement simulation techniques.

The training program is divided into two parts: The first part is a self-study guide; the second is to be used by unit training officers to teach others how to conduct After Action Reviews. This two-part document has been written to familiarize AAR leaders with the skills required for accurate reconstruction of exercise events and the management of the exercise participants to produce the most effective learning from the AAR. Included among the Appendixes is a proposed TV script for AAR leader orientation.

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Research Product

**IMPROVED TACTICAL ENGAGEMENT SIMULATION TRAINING TECHNIQUES:
TWO TRAINING PROGRAMS FOR THE CONDUCT OF
AFTER ACTION REVIEWS**

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Tactical Skill Acquisition & Retention

FOREWORD


Learning tactical skills on the battlefield is costly; learning tactical skills short of a real combat environment is difficult. Yet this is precisely the Army's training mission -- the training of troops in tactical skills and the constant improvement of the effectiveness and efficiency of that training.

In 1971 the Army Research Institute for the Behavioral and Social Sciences (ARI) with TRADOC initiated research which led to development of a tactical training method now known as tactical engagement simulation training. Two tactical engagement simulation training techniques have been implemented Army-wide: SCOPES (Squad Combat Operations Exercises (Simulation)) for infantry squad training and REALTRAIN for armor, anti-armor and combined arms training.

Engagement simulation training was designed to require the same tactical behaviors as combat. Embodied in the REALTRAIN model are a number of learning principles which have again been demonstrated to be important for effective training. Probably most important is that the competitive nature of REALTRAIN exercises provides the motivation to learn, an element often lacking in Army training.

The potential of engagement simulation training has been demonstrated. For this potential to be realized fully, further research has been required to refine current engagement simulation training techniques to make them more effective and to extend these techniques to other areas of application. This document is one of a series that presents the results of this research, and is intended as an implementable product. This Research Product presents two training programs on the conduct of After Action Reviews. These training programs have been designed to increase the effectiveness of this very important aspect of engagement simulation training.

This research was part of a larger research program which is responsive to the requirements of RDT&E Project 2Q763743A773 and the TRADOC System Manager for Tactical Engagement Simulation of the US Army Training Support Center, Fort Eustis, Virginia.


JOSEPH ZEIDNER
Technical Director

PREFACE

In the tactical engagement simulation training environment, individuals learn from those events they were able to observe directly. However, any one individual has only a limited view of the battlefield (simulated or real). His perceptions concerning the opposition, their disposition on the ground, the actions of his battlemates, and the total outcome is at best limited. The combat historian, S.L.A. Marshall, demonstrated that following combat, "Battle Analysis" with survivors helped to gain a clearer picture of the total battle for both training and historical purposes.

The employment of an After Action Review (AAR) following engagement simulation exercises--where exercise events are reviewed chronologically by all exercise participants--helps, as does Battle Analysis, to clear away the "Fog of War," but also includes the added insight from personnel who had been the "casualties". Maybe most importantly, AAR participants also get to review the exercise from the perspective of the opposing side. Battle reconstruction gives each participant a better idea of unit and individual actions that led to mission success (or failure) and what part his actions played in the course of battle. In subsequent exercises, the individual soldier can apply behaviors that have proven successful in earlier battles under similar circumstances.

The training benefit from the After Action Review (AAR) can be substantial. However, the techniques employed by the leader of an AAR are quite different than usual military training practice. Without specific guidance on how to conduct an effective AAR, leaders are unlikely to obtain the most beneficial training from engagement simulation. When left on their own, AAR leaders will often follow a standard military critique format. A critique is one-way in nature and offers little opportunity for a two-way exchange of information. A critique assumes that the session leader has all the facts surrounding the exercise he is criticizing; in engagement simulation, as in real combat, it is rarely possible to have all the facts bearing on the battle. When a critique is given on the partial knowledge available, it is probable that the important events will be ignored and the battle incorrectly reconstructed. Further, the nature of the critique tends to make recipients adopt a defensive posture.

Army Research Institute efforts to refine REALTRAIN have led to research on the most appropriate behaviors for leaders of the After Action Review. The draft training document which follows is one product of this research and has been written to provide specific guidance on how to conduct an effective AAR for small combat arms units employing REALTRAIN or other engagement simulation techniques. It is further intended to assist unit leaders to offset the well-established critique method.

The training program is divided into two parts: The first part is a self-study guide; the second is to be used by unit training officers to teach others how to conduct After Action Reviews. This two-part document has been written to familiarize AAR leaders with the skills required for accurate reconstruction of exercise events and the management of the exercise participants to produce the most effective learning effects from the AAR. Included in the training programs are a discussion of the most important skills required in conducting an AAR and practical exercises for gaining necessary experience. Included among the Appendixes is a proposed TV script for AAR leader orientation.

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CONDUCT OF THE AFTER-ACTION REVIEW

Introduction and Purpose

This is a two-part document to familiarize you with the skills required to organize and execute the After-Action Review (AAR) phase of a REALTRAIN exercise. Part I is a self-study guide. Part II is for unit training officers to use to familiarize others in the conduct of an AAR.

This document sets forth basic guides for conduct of an AAR. As you read, you will better appreciate that leading an AAR is a complex task requiring special skills. This document tells you what you need to know and do in order to conduct one properly. These materials can help, but they cannot entirely take the place of practical experience in conducting AARs. You gain greater proficiency each time you conduct one.

You should read and understand all of Part I prior to taking an active part in an AAR. Leading the AAR is a demanding and important training task. As you read on, you will begin to see what you need to know and do in order to conduct one properly.

PART I. SELF-STUDY GUIDE

Introduction

REALTRAIN exercises are designed to enable combat arms units to learn the art and science of modern warfare under conditions that simulate actual combat. REALTRAIN lets the members of a tactical unit test their abilities against an intelligent foe, thus sharpening their combat skills in a competitive situation. The After-Action Review (AAR) serves to *reinforce and expand on what is learned* during the exercise. It lets members of opposing units become more fully aware of how well they performed and helps them understand why individuals and teams can decrease unit effectiveness if they are not well-trained team members.

Experience gained during a REALTRAIN exercise by itself does not guarantee learning. Learning also involves a soldier's ability to relate his own behavior to that of others in his unit and to the actions and reactions of the enemy. A well-executed AAR provides the opportunity for REALTRAIN participants to see the "big picture" of their unit's teamwork, including the way the enemy saw it.

To lead an AAR, you must be thoroughly familiar with the concept of engagement simulation training (REALTRAIN). The concept is developed and explained in the following manuals:

TC 71-5 *Tactical Training for Combined Arms Elements: REALTRAIN*,
January 1975.

TC 7-2 *SCOPES: A System for Realistic Squad Tactical Training*.

In addition, two videotapes show how the AAR is conducted and have been distributed to Army units: "Introduction to REALTRAIN" and "The REALTRAIN After-Action Review."

This document is keyed specifically to materials found in Section 4-6, page 54 of TC 71-5, to the "After-Action Review (AAR)" paragraphs on page 14 of TC 7-2, and to the videotape, "The REALTRAIN After-Action Review."

REALTRAIN and Conventional Training

Understanding the AAR depends on understanding how REALTRAIN is a new training approach for combat arms units. The REALTRAIN concept differs from previous, more conventional unit training in several ways that are intended to improve training effectiveness. Differences in training with REALTRAIN are reflected in a different approach to the analysis of unit performance in the AAR after an exercise.

1. REALTRAIN involves free play. Once missions and orders are given to unit leaders, the exercise supervisors let the units "fight it out" without interference from above. How the action and counteraction will develop depends on the actions of units and players. It cannot be known in advance.
2. Each side, in using its weapons, produces simulated casualties. These casualties are taken out of action by controllers, who use objective rules of engagement that faithfully reflect the capabilities of each weapon. This produces realistic, performance-based attrition which demonstrates clearly the effects of skill on outcome.
3. Free play and declaration of casualties are reflected in the conduct of the AAR. The REALTRAIN After-Action Review differs from the ordinary post-mission critique in that it emphasizes player participation. Generally in the critique an evaluator serves as the sole source of information. Few inputs to the critique come from participants. The realistic simulation of combat in REALTRAIN exercises provides the participating soldiers with information which they are encouraged to provide in the AAR.

The REALTRAIN AAR

The REALTRAIN AAR is a guided discussion of an actual exercise. It is led by an exercise supervisor (senior controller) who uses reports by troops from both sides to reconstruct the action as it actually happened. With players from both sides contributing, the AAR leader brings out lessons *without criticism*. Mistakes and successful actions of individuals and the units are described and discussed. Thus, it builds on and reinforces learning that occurs in the exercise and strengthens learning by doing.

REALTRAIN exercises *have no predetermined outcomes*. They are tied to tactical *situations* which differ each time they occur—just like combat. Doing the job right in REALTRAIN results in a rewarding outcome. Doing it wrong earns no reward. A soldier who has the experience of “destroying” a tank knows he was doing *something* right. The tankers who were “destroyed” are likely to try to think of how they might have acted to prevent being killed. Even soldiers who are not involved in simulated combat engagements learn that at least the other side didn’t detect them and take them under fire. Again, they were doing something right. The thing to remember about REALTRAIN is that: (1) everyone does not learn the same thing; and (2) everyone does not learn something of equal value from the same exercise. That’s where the AAR comes in. By discussing the sequence of events in the exercise and reconstructing the action, individual soldiers can get a clearer idea of just what that “something” they did right (or wrong) was. They can put it into their own words and remember it better. They can also learn from hearing others talk about the lessons *they* learned. *The secret of executing a useful AAR is to manage the reconstruction process so that as many of the potential learning opportunities as possible, both for the individuals and the unit, are brought out, discussed and made clear.*

The AAR cannot be brought down to a neat, precise routine. The first tendency of the new AAR leader is likely to be to return to what he knows best—namely, how to critique performance as he saw it during the training exercise. REALTRAIN gives him the chance to do more than this.

It is perhaps surprising, but many troops aren’t accustomed to learning by doing. They have a hard time seeing what their experiences meant, and don’t know how to deal with them without help. It’s the AAR leader’s job to help them better understand and learn from their own experiences. He does this by conducting the AAR in such a way that *when* the action is fully reconstructed, each man can see where his actions fit in, and either helped or hindered the unit in its overall mission performance.

Since lessons to be learned depend on how the battle goes, the REALTRAIN AAR leader must derive the content of the AAR from events that occurred during the exercise. Hence, this content cannot be known in advance. And, while exercise training objectives may (and should) be established, additional lessons to be learned may emerge which were not anticipated. This requires the AAR leader to keep up with the action as it occurs, and to check his observations in a Controller Debrief prior to conduct of the AAR. He should have a general overview of what happened. Then, during the AAR, the leader serves as a moderator. He encourages the players to tell what they did and what happened as a result. He does not interject his own judgments. A good way to get “eaten alive” in an AAR is to try to tell two groups who have fought one another in an intense REALTRAIN exercise what “really happened” (or worse, what *should* have happened, and what they *should* have learned). Thus, practice and experience are required to conduct an AAR well. In a sense, in a well-conducted AAR, the two groups from opposing sides learn from each other. The major tasks of the AAR leader are:

1. During the exercise and the Controller Debrief, to become familiar with key events that occurred during the battle, and the order of events.
2. By group discussion, to have members of opposing sides develop these and other events as seen from different angles.
3. To summarize information from participants.
4. To highlight the events that are most critical, and bring out how individual events relate to the tactical success of each unit as a whole.

At the end of a successful AAR, the troops themselves will have reconstructed the exercise (verbally) the way they experienced it, while the AAR leader has helped them connect different parts together into a pattern of cause and effect at the unit level.

Skills Required

Several skills are required to conduct a successful AAR. The first and most important is that of *discussion leading*, and this study guide goes into a lot of detail about this skill. Other skills required to organize and execute an AAR—how to prepare a site, how to debrief REALTRAIN controllers, prepare training aids, etc.—are treated as well. These skills are important, but they're not very hard to learn. Concentrate on learning the key processes involved in discussion leading, and then it will be easy to see how other skills are needed to support those processes.

Discussion leading involves drawing a factual account of actions from players, and helping players develop lessons to be learned from them. The AAR leader is not an instructor in the usual sense. Though he brings his tactical knowledge to the situation, he avoids giving answers and approved solutions. He listens to what happened as the men tell it, then uses his knowledge of tactics in helping them develop a better understanding of the significance of their actions. He may act as an instructor at other times, but not while he's acting in the role of AAR leader.

The specific subskills required to lead an AAR discussion are:

- Pacing group discussions.
- Attending closely to soldiers' reports.
- Making sure that reports and reconstruction of events are accurate.

- Setting and maintaining a no-punishment climate for learning.
- Asking open-ended questions.
- Maintaining a low profile.
- Managing a learning group.
- Summarizing.

You probably have most of these skills right now to some degree, considering them one by one. It's their combination that's important in the AAR. Let's review the major elements of each, so that you can judge where you are strongest already in managing a learning group, and where you will need to get additional practice.

Pacing the AAR

There is no prescribed length to an AAR. Every soldier involved in a key event must have time to talk about his actions, and all information needed to reconstruct key points in the battle must be brought out.

However, the AAR leader must guard against letting the session drag. If it does, people lose interest and mentally drift away. In your introduction to the AAR, ask everyone to be brief and stick to the key points in his remarks. If you sense the discussion can move more rapidly, pick up the pace.

Keeping Your Attention Firmly on Soldiers' Reports

In ordinary conversations, people usually don't listen to every word. They pick up key words and phrases. Often, those "key" words are those they really want to hear. Leading an AAR requires full concentration, with eyes and ears, directed to what each soldier *actually* says. You must listen closely. Otherwise, you will start to fill in gaps in your understanding of the action from what you think *probably* happened, or *ought* to have happened. Here are some specific "Do's" and "Don't's":

- DO:
- look at the speaker.
 - let him know that you're listening and interested.
 - interrupt only to have speakers clarify.

- DO:**
- recognize the value of what he's saying with occasional words like "okay," or "good."
 - let the speaker finish making a point *before* you respond.
 - keep people focused on relating their own experiences—not excuses, or what *might* have happened.
- DON'T:**
- interrupt with your own views or opinions.
 - finish people's sentences for them.
 - look away, speak to someone else, read the NCS sheet, or otherwise give the impression that you're *not* listening.
 - let yourself get drawn into arguments.

Accurate Factual Reporting. Most of the facts that are brought out in the AAR come from the soldiers who took part in the exercise. Your task as a leader is to make sure they stick to *facts* (as they saw them), and that their statements are *understood* by the rest of the group.

To make sure reports are accurate, you should summarize for the group *your* understanding of significant events as they occurred. Then, if they wish to, let the speakers correct your understanding. When you comment, begin by saying words such as, "As I understand it . . ." and then ask, "Is that about right?"

Don't interrupt (or guess at) motivation or intention by saying, "What you (or he) really should have said was. . ." Don't let soldiers interpret another's actions or guess intentions. For example, suppose one man says about another, "What he was trying to do was move his fire team to the right when I shot him." Ask the soldier to restate his report in terms of what he actually saw. He might then say, "No. 55 and 57 moved out of cover to my right about 200 meters away and I shot both." The objective of the AAR is to reconstruct *only* what happened—not to get opinions about the intentions or motives of the troops. The *results* of what happened show up very clearly in terms of casualties, uncoordinated maneuvers, etc., as events are described.

As an AAR leader, you'll be listening to soldiers telling each other about their experiences. Your job is to listen to each speaker, and their conversations with one another. You encourage all of them to concentrate on what *each* one has to say. Do this by letting other players confirm, add to, or even express disagreement with a given speaker's account. This helps tie together all the different points of view into a complete picture.

If a soldier took a long time to say his piece, you may ask someone else to sum up his report. Ask such summary questions as, "No. 55 said he got you when you moved your head out of cover. Are there any facts you can add to that?" In other words, show by example how to keep reports short, simple, and factual. The troops will soon get the idea.

Steering the Discussion Toward Learning and Away from Criticism. This is done by your actions, not so much by your words. Some pointers on ways you set up the group to learn from each other are:

- Put the troops at ease, but ask for their attention.
- Explain that the object of the AAR is to reconstruct what happened during the exercise so everyone can learn all the tactical lessons the engagement produced.
- Indicate that everyone mentioned on your exercise record, such as a casualty, will be asked to discuss his actions. Stress that *actions*, not intentions, are the key to reconstructing the battle.
- Give your attention to what people say.
- Check frequently to see if you've heard accurately.
- *Never* put anyone down or in any way ridicule him. Put-downs create resentment—not learning.
- Say, "I don't know," when you are asked a question about the exercise that you *don't* know the answer to. See if anyone else can help answer.
- Be willing to admit you misunderstood a statement; be willing to be corrected.
- Actively encourage others to say what they are trying to say; encourage hesitant speakers.
- Avoid using authority of rank or position when uncalled for. In an AAR, your rank should indicate primarily a responsibility to help the men learn—not an occasion to show how much you know.

Ask Open-Ended Questions. An open-ended question is one that requires thought. It has no quick, factual answer. The correct answer is one that accurately describes someone's thoughts or best judgments. Questions that can be answered "yes" or "no" are not open-ended. Questions like, "What would you do in a similar situation?" are. Open-ended questions help the learner reflect upon his actions and behavior. Some ways to start open-ended questions are: "How would you. . ." "Why would you. . ." "In what situation would you. . ." "If you had it to do over, what would you. . ." "What other alternatives can you think of that. . ." "What happened when. . ."

Not all questions should be open-ended. Questions of *fact* like, "Were you behind the tank like he said?" definitely have a place in the AAR. But if you want to lead the participant to think or reflect upon his decisions and actions, your questions need to be open-ended. Questions are tools to be used to help reconstruct and interpret the action—not to cross examine the troops.

Maintaining a Low Profile. The AAR leader should keep a low profile. The temptation to make your opinions known before a captive audience of your men is often great—particularly when *your* unit made a gross error during the exercise. Or, perhaps you like to instruct. But skill as a lecturer has minor value in the AAR leader's role.

Maintaining a low profile doesn't mean being inactive. It involves acting so that the center of attention is always on individuals in the group and on their reports and actions. You want players to experience the AAR as a high-powered learning session, with your presence being important but not the source of the information to be remembered. Your greatest reward should come from helping others learn through your skillful but low-keyed guidance, not from being the "star attraction."

Group Management. Group management includes a number of activities:

- Stating the purposes of the session.
- Helping people participate.
- Keeping the discussion on key points.

Bring all players together. Do not let them wander about—this causes distractions. Keep movement down. When disagreements are allowed to consume a lot of time, learning drops off. A well-managed group will know why it's assembled, what's expected, who's in charge, how to participate effectively, and what the "work rules" are (whether it's okay to smoke, talk, sit down, speak without raising a hand, etc.). As with all management, the "minor" details need attention.

Summarizing

During the AAR, individual soldiers face either their "victims" or "killers," to discuss what led to the kills. With help from the AAR leader, they learn lessons from what they did as individuals, and as a team. If each participant is to learn from the experiences of others, he must relate individual events to a larger pattern. The larger pattern refers to the coordination of actions of individuals to make up actions of the unit. "Unit behavior" is not self-evident; the AAR leader must collect and interrelate sequences of actions that led to mission outcomes.

Each soldier's report can be used as a piece of the puzzle which, when put together, describes the unit's behavior. After several individual exchanges, you should present a partial *summary* stressing critical facts. Do this throughout the AAR, coming back to soldiers who spoke at the beginning. "Now, can you see what happened because the scouts failed to report the minefield at the crossroads?" The goal is to build a pattern, showing how prior events led to later successes or failures of the group effort.

At the end of the AAR, repeat *critical* unit behaviors, "You'll recall that, after the squad leader of the third squad got killed, no one took control of the squad, then each soldier went off by himself, and each was killed in turn by the defense." Have the men help with the summary, develop themes, and analyze the results of their acts.

Step-By-Step Guidance in AAR Leadership

The purpose of this section is to describe the *tasks* involved in planning and executing the After-Action Review. It will help *you* to conduct an AAR.

Preparation of the Setting

Prepare the AAR site and training aids in advance. You have two choices as to where the AAR will be held, a temporary field location or a fully prepared site.

Temporary Field Location

Here you do not designate the site for the AAR until the exercise is over. Conduct the review at or near where the most decisive action took place, so that the soldiers can see the terrain involved. Use this option when:

- The training group is small (platoon or less).
- The units are conducting initial REALTRAIN exercises emphasizing individual and crew proficiency.
- Time available is short (e.g., when another exercise is scheduled to follow the one just finished).
- The weather is favorable.

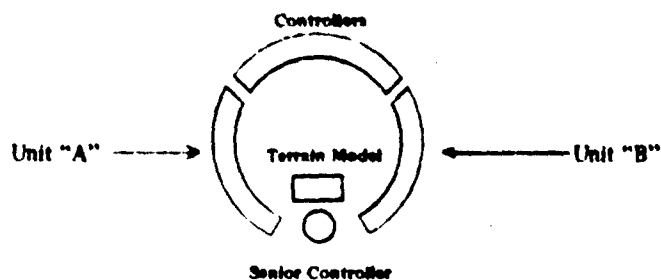
Prepared Site

This is set up at a location near the bivouac area, yet far enough away so that the men are not distracted by administrative activities. In periods of inclement weather, some type of overhead cover should be available. Preparation of a special AAR site is suggested when:

- Larger combat teams are training (platoon-on-platoon exercises).
- Units are in advanced tactical training, resulting in longer, more detailed reviews.
- Bad weather is likely.

Site preparation might include setting up or using existing bleachers for seating, preparing terrain models, rigging a PA system and so on.

In either case, arrange players and controllers approximately like this:



Because individual soldiers will be doing most of the talking, bring them close enough together so that they can hear each other.

If bleachers are available, everyone can better see the terrain model. But if everyone sits in bleachers so that the units no longer face each other, you may find it harder to lead a discussion when all soldiers are facing in one direction.

- Arrange to have a terrain model in place before the group. AARs can be conducted from a view of the actual terrain but this method won't work out if large distances are involved, because all of the terrain cannot be seen.

The model needn't be a fancy, highly detailed, permanent three-dimensional map in full color. You can construct one from sand, dirt, twigs and branches and plastic models that represent men and vehicles. The terrain model should be large enough for everyone to see and represent the most important features of the area. The closer people are to it, the better. Identify opposing forces by different colored markings, flags, etc. Put in boundaries, trails and roads by using colored sand, tape or the like. The model table—if you have one—should have sides about four (4) inches high to protect the model and define the area. For detailed instructions on how to build terrain models, see TC 21-6-2.

- Provide yourself with a pointer, felt-tip pens and a large pad of newsprint or butcher paper. An easel is useful for holding a sketch pad. The sketch pad can be used to note key points as the troops bring them out in the AAR, or to supplement the terrain model use by diagramming key maneuvers and actions.

If a break is due, see that it happens prior to the AAR. Generally speaking, it's best to conduct the review as soon after the action as possible, so make any break a short one.

Self-Preparation

We'll assume you're prepared to deal with REALTRAIN exercises—that you know the concept, the equipment, control methods, and the tactics of the units involved.

Preparations will include familiarizing yourself with the specific exercise; its objectives, its place in the whole training sequence, whether it's the first, second, or tenth time through for the units, and what training objectives the exercise is intended to achieve.

If the troops have never run REALTRAIN before, their interest will be on the mechanics of the training, on inflicting casualties and getting credit for it. In more advanced stages, unit tactics will receive more attention. So you should be prepared to conduct the AAR on an appropriate level. Don't set up a preconceived idea of what they will be most interested in talking about. Let that come out naturally as the AAR proceeds.

During the exercise, you will serve as one of the senior controllers. As senior controller, you monitor a tactical net and the control net, to follow the action. You cannot observe the whole battlefield. Have your controllers provide you with additional facts you need during a post-exercise Controller Debrief. From what you yourself see, from information which the Casualty Record Sheet provides, and from the information from controllers, you can identify events that appear to be most significant. Their real significance can be brought out in the AAR.

Conducting the Controller Debrief

The purpose of this step is to collect information and confirm the progression of events during the battle. You are *not* acting as an AAR leader, but more as a "fact finder." The end product you want is a complete, accurate Casualty Record Sheet (see Section 4-5, pp. 51-53, TC 71-5). Differences among controllers as to what happened must be resolved quickly. It's important to prepare for the AAR as rapidly as possible.

Information on which the AAR is to be based is confirmed during the Controller Debrief. Key learning points to be brought out during the AAR are noted. Controllers can help provide these.

Be sure your Casualty Record Sheet is readable; eliminate duplications or errors. You should come out of the debrief with a clear picture of what happened in the exercise and what important lessons should be brought out in the AAR discussion. Controllers attend the AAR to help clarify disagreements that may occur. They do not otherwise participate in the discussion. (However, they *do* learn about tactics from hearing what the participating troops say.)

Conducting the AAR

After you've taken the preparatory steps described above, you're ready to launch the AAR itself. Conducting an AAR is like driving a car, you need to:

- Get it started.
- Guide it and keep it running.

- Get it stopped when you've reached your goal.

Let's review the ingredients of each step.

Getting the AAR Started

In this phase, you want to use your skills of setting the right direction and pace.

If you're unsure of yourself and unprepared going into the AAR, the discussion will be tense and stiff until *you* loosen up. If you're displeased, hassled, or frustrated, you can easily create a hostile climate, marked by arguments that interfere with learning.

Your goal should be to set quickly a climate of open discussion conducive to learning. Be as friendly and at ease with the group as you would be to guests in your home or office. Put the men at ease by informing them why they're there and what to expect.

If this is the first AAR for the unit, give the troops a general outline of what is to happen. State that the leaders of the two sides will first present their plans and actions up to the moment of contact *and no further*. After that, you'll ask soldiers involved in each kill to discuss with his "killer" or "victim" what happened. State that the objective of the AAR is to reconstruct the action and to develop the tactical lessons learned. Remind the soldiers that they are to keep their remarks brief and to the point. Your introduction should include:

- A welcome: "Good afternoon. We are here to conduct the After-Action Review."
- A statement of purpose: "We will learn from your descriptions of your experiences what really happened in the exercise."
- What the end product is: "We will learn how and why your units took or caused casualties, to what extent they accomplished their missions in a satisfactory manner, and develop tactical lessons for your future use."
- The process: "This will be done by each soldier telling what he did as he remembers it. I will call on soldiers to tell about their experiences in turn, following a written record of engagements."

- How individuals can contribute to the process: "Each soldier knows how he killed or what he was doing when he got killed. Discussion will let other men learn from your experience; and bring out how all of your actions contributed to the results your unit got."
- Your role: Guide discussion—not critique. "I'll be up here to guide the discussion, help bring out lessons and summarize. But this is not a critique of any man or of the performance of the unit."
- The documentation you will use as a point of departure: "I will use the Casualty Record Sheet to make sure of complete coverage, and to check the order in which casualties occurred."
- Logistical and administrative details (as required).

Guiding the AAR

An AAR is not intended as a verbal free-for-all. You are to *guide* the group discussion in a polite business-like way, as was stressed previously. Let's see how guidance works out in practice by looking at how AAR leadership differs from classroom instruction. Compare the following lists of assumptions on which the two are based.

Assumptions a Classroom Instructor Uses as Rules	Assumptions an AAR leader Uses as Rules
<ul style="list-style-type: none"> ● The instructor has the information and the soldiers do not; ● The instructor is active (giving the information) and the soldiers are passive (receiving information); ● The instructor is the focus of attention; ● The instructor controls the environment and interactions of the group; and ● The instructor is <i>not</i> a learner. 	<ul style="list-style-type: none"> ● The participants have most of the essential information; ● The participants are active and the AAR leader is active; ● The participants are the center of attention; ● The AAR leader <i>sets up a process</i> which the participants implement and the AAR leader monitors; and ● The AAR leader is also a learner.

Notice how different the lists are. In an AAR, the *men* have the content—i.e., the experiences they went through. The AAR leader has the NCS record completed during the Controller Debrief which he uses to cue the men to speak. During the AAR, participants do the talking even though the AAR leader is also active, helping the men get the information out and building a framework in which an individual's experience makes sense to him and everyone else, and is seen in relation to what the unit did as a whole.

The AAR leader manages the review. The word *manage* is used here, rather than *control*, because management includes so much more than control. The AAR leader monitors, directs, and guides a picture of events which is constructed by the players.

Start by asking the unit leader from each side to stand and state his mission and describe his initial plan. Then go to the NCS Sheet. Take each casualty-producing event in turn, and ask each person involved to tell what happened.

Listen to each man and help him when necessary. Here's a sample of how to do this, where No. 55 is young, not too sharp, but willing. No. 72 is argumentative and stubborn, not a good listener.

AAR Leader: Nos. 55 and 72, your turn. No. 55, would you tell us how you were able to shoot No. 72?

No. 72: He couldn't have got me. I was covered the whole time I was (out of turn) in that position where I was supposed to have got killed!

AAR Leader: Let's let No. 55 talk. Apparently, he saw something you didn't know about. You'll have your chance in a minute. Okay, 55?

No. 55: I got him in the head, sir.

AAR Leader: Talk to No. 72, not to me. Tell him where he was, what he was doing and how you were able to see him.

No. 55 (to 72): Well, you were underneath that old log back there. . .

AAR Leader: Can you point out on the terrain model for him about where you were and where he was?

No. 55: Yes, sir. You were underneath this log here, and I saw you just when you turned around. I was here and I got you right in your numbers. I couldn't have missed.

AAR Leader: Okay. No. 72, tell us about your position and what you were doing.

No. 72: I didn't even know they were up there. I was put out on that side to cover our flank. Man, I didn't even see anybody. I could hardly see out. How could I get hit?

AAR Leader: No. 55, can you help him? Did his movements tip you off? Did you hear him talking? Tell him how you got on to him.

No. 55: From up here I could see you. You may have thought you were covered, but you weren't. Me'n my buddy both saw you. We could've hit you with a rock.

AAR Leader: Did you understand him, No. 72? Do you have other questions? Okay. So much for "secure" cover. What looks good enough from where we are may look very different from another angle. What might you do next time, No. 72?

No. 72: Pick a better position.

Every exchange is different. Just keep in mind that you want to:

- Keep the pace up.
- Keep people focused on essentials
- Develop factual reports.
- Avoid arguments and protests.
- Maintain the climate of openness.
- Lead people to reflect on their actions.
- Avoid teaching or preaching.

Remember to stop from time to time and summarize actions up to that point. The unit leaders should also be invited to comment on whether the picture they are getting from the review is like what they thought was going on.

As time goes on, the units will progressively get better at taking part in AARs and will need to concentrate less on who killed whom and much more on the unit missions and their ability to accomplish them.

Remember also that not all casualties are caused by mistakes. Often a unit or individual is doing the right thing and is knocked out by an opponent who also did the right thing. Don't just concentrate on mistakes. Also stress effective actions. The old motto, "who dares, wins" has value that should not be ignored.

Winding Up the AAR

This step brings out key events and how they were related to outcomes of the action. Quickly recap the action and ask participants to help summarize. Don't push this into a long-winded demonstration of how much *you* remember. Above all, don't make it a lecture on small unit tactics. You can summarize a broad outline how the action unfolded, where problems occurred, how subunits acted and reacted, and what events were the turning points that made for success or failure.

Observation and Evaluation of AAR Leadership Skills

This is as far as the written word can take you. The next step in this self-directed training program is to watch an AAR leader in action. Use the Check Sheet which follows. It is intended to help you analyze his performance and identify skills you want to learn. He may want to go over it with you to help *him* improve as well.

You should also ask him how he plans the AAR, what he watches for when guiding a discussion, etc. Observe as many AARs as you can.

The AAR emphasizes and reinforces what players learned through group discussion between men on opposing sides. The success of the AAR is heavily dependent on the ability of the AAR leader to help the men discover the meaning of what they've learned. The leader keeps a low profile, being careful not to fall back into a traditional lecturing format. When he does his job effectively, the verbal reconstruction of the action during the AAR goes a long way toward making evident to the troops their combat strengths and weaknesses, as a team as well as individually.

CHECK SHEET

Date: _____		Units: _____		
Steps	Step by Step Check-Ratings			Note Both Excellent and Poor Behaviors & Suggest How to Change Poor Ones
	Good	Fair	Poor	
1. Debrief controllers: establishes what went on in the exercise.				
2. Explains purpose of AAR to troops. (1st AAR only if several planned.)				
3. Explains AAR process and how troops should participate. (1st AAR only if several planned.)				
4. Explains his role and how he'll play it.				
5. Checks for questions.				
6. Listens attentively to troops & encourages them to participate.				
7. Steps in with appropriate comments only when needed.				
8. Keeps AAR moving at a comfortable pace.				
9. Acts to help troops see the "big picture."				
10. Checks for final comments and insights to wrap up.				
11. Lets troops know AAR is finished and what to do next.				

PART II—TRAINING OTHERS TO CONDUCT AN AAR

As you have already learned from the previous section, there is only so much to be learned about conducting an AAR from the written word. As soon as possible, the new senior controller needs to get into the field, watch how AARs are done, and practice doing them himself.

This section will suggest ways to train senior controllers in the field. It will be assumed that four (4) men are to be trained as senior controllers and AAR leaders and that none has had any previous experience in REALTRAIN.

The trainer should be either an experienced senior controller scheduled to conduct a series of REALTRAIN exercises or an experienced senior controller whose primary responsibility is training beginners to conduct AARs while someone else actually conducts the REALTRAIN training. This training assumes that in either case, the instructor and students will be able to observe some actual REALTRAIN training exercises.

Preparation

The senior controller will brief his students prior to the beginning of this training. He will check their familiarity with the concept of REALTRAIN and the Training Circular concerning the conduct of AARs. Should anyone be wholly unfamiliar with REALTRAIN, the senior controller should take time to explain the concept and the function of the AAR. The discussion leader will encourage trainees to clarify misunderstandings. He should have a couple of spare copies of the AAR self-study guide (Part I) handy for student use.

Explain the objectives of the training, how it will be conducted, and what is expected of the learners.

There are five phases in the training proposed here.

- Classroom Training (Appendix A)
- AAR Practical Exercise (Appendix B)
- Communications Exercise (Appendix C)
- Observing and Discussing an AAR
- Co-leading and Discussing an AAR

Classroom Training Overview

As a first step, the trainer should conduct a lecture and video-tape orientation to AAR leadership. Afterward, he may elect to conduct some group discussion sessions to extend trainee understanding of the AAR concepts before moving out of a classroom environment. Specific guidance for these types of orientation instruction is shown in Appendix A.

Practical Exercises

Appendix B contains instructions and sample materials that will enable the trainees as a group to act out a fictitious AAR. A script describing a hypothetical REALTRAIN exercise is provided, along with a sample Casualty Record Sheet as this would have been filled out at NCS.

These exercises are no substitute for field experience. They may be useful if no REALTRAIN training is planned, but a training manager still wants to prepare AAR leaders. If it is possible to train "live" in actual field exercises, this material may be skipped, or the examples may be read to help students get a better idea of what to expect (pp. 35-48).

Communications Exercise

In transitioning to actual AAR leading in the field, a communications exercise (COMEX) for controller training can be useful. The COMEX is designed to instruct and/or refresh REALTRAIN *controllers* in techniques of REALTRAIN radiotelephone procedures. It was not designed specifically for training AAR leaders. However, it can and should be used to familiarize senior controller *students* with REALTRAIN communications procedures. At the same time, it allows students to experience the problems one can encounter in a Controller Debriefing.

Senior controller students will be given sample copies of the 3 by 5 cards used during both COMEX 1 and COMEX 2 (See Appendix D). The purpose of the exercise will be explained and students supplied copies of the NCS Sheet and oriented as to its purpose. The students will be collected in the vicinity of a Net Control Station where the transmissions are audible. For the first round (COMEX 1), students will listen to the transmissions and simply watch an experienced NCS operator fill in his record. During COMEX 2, each student will fill in his own NCS Sheet. After the exercise, they will get together and compare sheets. Chances are, their records won't be identical. The instructor will indicate how such discrepancies can affect an AAR and discuss how an AAR leader will resolve them in a Controller Debrief. If desired, another round

of communications may be practiced and one of the students asked to conduct the discussion of errors and discrepancies in the various NCS records, to simulate a Controller Debrief.

You will then show how an NCS Casualty Record Sheet serves as a guide for the structure of an AAR by indicating the casualty pattern, time sequences, accumulated losses, casualty grouping, etc. With a little study of the NCS Sheet, a senior controller can develop a plan for how to begin an AAR and how the AAR should logically progress. *Students should be cautioned against running headlong through the NCS record during the AAR just as if the only important thing is letting everyone have his say.* It's important to demonstrate how AAR leaders tie events together in developing the sequence of action and counteraction.

After the Controller Debrief procedure and use of the NCS Sheet have been reviewed during the COMEX, move into *Observations of an AAR*.

Observation of an AAR

The instructor should orient the student observers toward:

- The site: Its size, proximity to the field of action and relative degree of preparation.
- Opening of the AAR: How the senior controller explains the purpose of the AAR, sets the climate for open discussion; and indicates performance and *participation expectations* (required only for troops going through their first REALTRAIN exercise).
- Conduct of the AAR: The senior controller's style; pacing; use of open-ended questions; development of the action; and summarizing.
- The responses of troops: When are they most involved? Least? What happens to distract them? Keep them on target? What to do when things slow down and/or drag on?
- The structure: With what comments on the action did the senior controller open the AAR? How did he lead into the development of a pattern? What were the primary tactical issues? To what depth were they treated?

- **Mannerisms:** What personal quirks and mannerisms help the senior controller get his point across? Hinder him? How well can he be heard? How confidently does he speak? How does he keep the AAR informal? How does he choose his language? How does he deal with disagreements or arguments?
- **Guidance:** How does the senior controller control, direct, and guide his group? What "management cues" does he use (e.g., "Now if we'll turn to No. 33 and 88," etc.)? How does he give instructions, explain, get feedback from the group?
- **Closing the AAR:** How well does the senior controller summarize? Do the troops appear to be hearing and understanding his summary?

Students should be given the opportunity to watch at least one complete AAR with an observation check sheet (see page 20) and then discuss it afterwards with the instructor. After this, each student can *co-lead* an AAR.

Co-Leading an AAR

Co-leading an AAR means that the learner participates with an experienced senior controller in the conduct of an AAR. The two need to plan it together and coordinate their activities. One easy co-leader technique is to divide the AAR into segments and simply take turns. Another is for the *student* to ask each participant for his initial statement about his experience, while the instructor helps draw out details, helps summarize, and so on. Afterwards, all of the students, the instructor, and the senior controller should discuss the practice AARs with particular reference to the student's behavior.

That's it. With a day or two of practice, students should be able to adequately handle an AAR—or at least not get into too much trouble. With more practice, of course, their competence will continue to build, particularly with feedback from the instructor.

APPENDICES

APPENDIX A

CLASSROOM TRAINING ON AAR LEADERSHIP

Materials in the Appendix are designed to help a trainer orient fellow officers and NCOs to AAR leader techniques, conducted in a classroom training session.

This session is concerned with instructions in leading the AAR discussion. A general description has been included in Part I. Leaders need practice. This section outlines such practice.

Let's review briefly what constitutes the goals of this training. An AAR leader should feel comfortable and handle himself well before a group. He should have a command of interpersonal relations (IPR) skills. He needs to feel competent in combat tactics and get satisfaction out of helping others become more competent. Any mature officer or NCO is well qualified to learn this role. See discussion of skills in Part I.

Materials required are:

- TC 71-5 for each participant
- ST 7-2-172 for each participant
- Videotapes on REALTRAIN
- Video playback equipment
- TVs
- AAR site arrangement diagram (see Part I)
- Terrain model(s)
- Newsprint chart (24 by 36 inches) and easel
- Marker pens
- Pre-training self-inventory
- Sample observer forms

The materials here are intended to be used to design a four to eight-hour session (full or half-day) of training. If a full day is scheduled, use the extra time for more practical exercises and group discussion.

At the end of this session, participants will be able to:

- Identify the different assumptions that distinguish discussion-leading from instruction.
- Cite the (3) steps of an AAR.

- Cite the two (2) preparatory phases of an AAR.
- Demonstrate the ability to introduce an AAR to an audience.
- Make appropriate interventions in group interactions.
- Synthesize and summarize group inputs.

Here's how to set up and conduct this training:

Step 1. Pre-training Self-inventory

Writing out answers to a series of questions, the trainee asks himself will engage his attention around topics the trainer will cover. This is done prior to the beginning of the session. It can give the trainer (you) an indication of how much learners already know about the topic. The self-inventory should be short and interesting. Here's a sample—you may want to modify it as you learn more about the AAR. These instruments are ordinarily given out without introduction and not picked up. They can be discussed in the group, answers compared, additional notes made on them, etc.

Step 2. Introduction

"Good morning (afternoon) and welcome. My name is LT. Jones and this session will help orient you to the role and functions of an After Action Review Leader of a REALTRAIN and/or SCOPES exercise. As you may have guessed from the inventory form I gave you, there are some peculiarities to AAR leadership that distinguish it from ordinary teaching and from other types of leadership. But before we get into those peculiarities and your responses on the questionnaire, let me brief you on what this training session will offer and how you can get the most from it.

"We'll spend just a few moments orienting ourselves to REALTRAIN/SCOPES and the relationship of the AAR to them. We'll do that by going over some of your responses on the questionnaire and developing a common set of training goals. Then, we'll watch a videotape on conducting an AAR and discuss it. Following that, I'll make a few remarks about the differences between *discussion leading* and *instructing*, and quickly review the ten-step process of an AAR. That will complete the "talking" phase of the training. Thereafter, we'll work through some actual situations to help you become a better discussion leader.

AAR LEADER TRAINEE SELF-INVENTORY

Welcome to this training session on the functions of an After Action Review (AAR) Leader. Please fill out this instrument to give yourself (and the instructor) an idea of how much you already know about the AAR. There are no right or wrong answers to these questions; this is not a test, only a tool to help with the training. Just hold on to this inventory when you finish. We'll discuss it.

1. What is the purpose of an After Action Review in REALTRAIN?
2. In relation to an AAR Leader's job, what do the words "discussion leading" mean to you?
3. How many REALTRAIN/SCOPES exercises have you participated in? _____
How many AARs have you observed? _____
4. What do you remember about the best AARs you observed?

Good and poor behaviors by AAR Leader?
5. What in your opinion are the key skills a first-class AAR Leader has?
6. As a potential AAR Leader, what's your strongest skill?
7. What do you believe you most need to learn about leading AARs?

"Let's turn now to the questionnaires." [Instructor begins informal assessment of how people defined discussion leading, how experienced they are in REALTRAIN and some of the strengths and weaknesses of AARs they've seen. Time: No more than 5-10 minutes. Objective: Get a general idea of where leader trainees are with regard to understanding the AAR, and what they're most interested in learning.]

Step 3. Videotape and Discussion

"Now we've got some idea of what we need to learn. We have a film here produced at Fort Knox. A Captain from the Infantry School will talk about an AAR and show a few real-life examples.

[Show videotape]

"Let's spend a couple of minutes discussing the film. What specific things did you notice the Major doing that were helpful? How? What did he do that you would have done differently? What were his non-verbal messages; the way he used his body, expressions, head motions, etc.? How do you think he had the AAR organized in his mind?"

Step 4. Brief Lecture/Discussion

The success of the AAR is dependent to a great extent on the effectiveness of the AAR Leader. This, in turn, requires that the Leader guide others to bring out the lessons they learned from their REALTRAIN experiences.

Experiential learning is as old as Adam—and may even pre-date him. When one first touches a hot object and gets burned, a sharp one and gets cut, etc., *and learns to respond appropriately*, learning has taken place. This *is* learning by experience. It is the kind of learning that effectively shapes up useful and usable skills in the learner—he doesn't just learn *what* to do mentally. He should learn by practice and by noting the response of the group.

[Material to flesh out content areas of this lecture can be found in the introductory material about discussion leading and the three-phase AAR process contained in Part I.]

**Step 5. Questions and Answers and Summary on the Lecture/
Audiovisual Phase (Steps 1-4)**

Step 6. Preparation for Practical Exercises

- (1) Purpose of the exercises.
- (2) What they are and how they're run.
- (3) Instructions and distribution of materials.
- (4) First round of exercises.
- (5) Discussion.
- (6) Second round of exercises.
- (7) Discussion.
- (8) Third round of exercises and so on as time permits.

APPENDIX B

PRACTICAL EXERCISE

This section includes materials that can be used to simulate an AAR. Trainees can try out some of the skills that were brought out during the previous classroom instruction phase. The trainer may wish to expand on this package, modify it to fit local situations, or make other changes that will improve it.

The package leads off with some general instruction for use and gives you materials to be used in two different types of exercises.

Instructions for Exercises

The purpose of these exercises is (1) to provide a learning situation that approximates an AAR, and (2) to provide initial experience for trainees in a learning group environment.

Larger Groups

The first exercise is an active simulation of an AAR designed to fit a group of up to twelve (12) people (pp. 36-47). In it, one learner acts as the AAR leader. The others act as troops. The troops have prepared instructions on what to say. They have descriptions of training incidents, which they relate in their own words. In addition, some players may have instructions to act in certain general ways, like: "You should act like you are shy and hesitant to speak. You are willing enough, but not able to speak before large groups without embarrassment," Or, "You are a sociable, outgoing type. You had a great deal of fun in the exercise and want to talk about it at length. You ramble and have difficulty getting to the main point of the story." The actions to be played include both problem actors and people that are easy for the AAR leader to deal with.

There are two ways to use this exercise: (1) you may have your whole class involved in the play—one as AAR leader and the rest as troops, or (2) you may have about half of the class involved in the play and the rest observing it. The latter approach is preferable. After the exercise, the observers make comments *only* about the AAR leader's performance, with the players silent. After the observers have made their comments, the players themselves may comment.

The focus for these comments is on *behavior*, not intentions and motives. You are looking for AAR leader *behavior* and its effects. For example, it's okay for a participant to make a comment like: "When the AAR leader interrupted me, I would have liked to sit down." It's *not* okay for an observer or participant to say: "You shouldn't interrupt people." That's a poor way to go about an AAR. When you (the trainer) comment, cite the specific behavior you're commenting about, and describe its impact. *Do not begin with the worst things you see!* Begin your comments with the positive aspects of a man's performance and save any negative ones until last. It's best to put negative comments in positive terms if you can. For example:

"I paid attention to how well you listen to others. You heard Jones and Smith accurately but missed what SGT Brown told you. He had to repeat it twice. You appeared anxious to break into his conversation to tell him"

This kind of exercise cannot be conducted successfully without guidance. For each run-through, there must be someone (presumably yourself and/or your assistants) to direct it—to issue instructions, set it in motion, stop it, and review what happened. It is the trainer's job—your job—to see to it that people talk about *behaviors* rather than *motives*, and that the discussion moves along briskly.

Warning: Do not let this type of exercise drag on and on. Training by this method is good for about three to five minutes and usually brings out no more than two main learning points. Set up multiple situations, one for each component of the AAR. A series of brief exercises might look like this:

- Play 1 — Controller debriefing—confused controllers.
- Play 2 — Setting the tone of the AAR—tired, thirsty troops.
- Play 3 — Leading discussion and self-discovery learning I — dealing with a rambling, talkative soldier.
- Play 4 — Leading discussion and self-discovery learning II — dealing with an uncooperative, wise-guy soldier.

Small Groups

You may run a quick play with just a small group. That's where the second set of exercise materials comes in (pp. 48-50). In these cases, handling "critical incidents" is a better description of what is practiced. A critical incident words as follows: The "leader" gets some instruction—a "set-up" of an incident. For example:

"You are an AAR leader. The exercise was terminated one-half hour ago. The last of the troops are straggling in. The temperature is 101° in the shade and there's no shade. The water trucks are late. Two of your controllers are missing. MAJ Bright has just come by to tell you to get the show on the road. You begin your controller debriefing. You go through your NCS record sheet and one of your controllers says, 'I don't think it went that way at all. You've got some things all screwed up,' A second agrees. How would you carry on with your briefing from that point?"

Select one trainee to demonstrate how to deal with the situation. He *shows* how he'd handle the incident by saying to one of the others, "Well, Smith, if you were that controller, I'd. . . ," and then carries through with an attempt to manage the incident. Smith can feed back his reaction, and others can comment.

Other situations to be managed can be built around problems like:

- A controller with a bad memory.
- A controller who wants to lecture on tactics.
- A silent troop in the AAR.
- A soldier in the AAR who feels he got a raw deal from the controller.

Warning: Incidents can be set up to be so difficult and critical that they're useless for learning purposes. Don't make the problem too tough. The sample set of practice materials (pp. 48-50) should get you started on setting up many other useful situations.

Running the Exercises

Explain to the learning group what the exercise is about. Describe how it works, and what it will add to learning. Distribute instructions, give people a few minutes to study them and then begin. End the action when 3-5 minutes have elapsed.

If an exercise does not go as planned, stop the action and find out why. Then switch to another set of actors and try again.

When the trainees have demonstrated one or two points for discussion, thank them, and tell them the play is over. Then lead a discussion of what happened.

Don't permit the person playing the role of the AAR leader to defend, answer, or argue until everyone else has had his say. Defense and rebuttal are *always* undesirable. Don't let exchanges like this occur:

Observer: "The AAR leader went too fast with SGT Green. He didn't let him finish."

AAR Leader: "Well, I know, but it was late and I wanted to move along."

The AAR leader's motives in this instance are totally irrelevant since he did *in fact* cut off SGT Green. You need to guide comments away from personal criticisms that put the learner on the defensive.

A rule of thumb: Spend at least as much time discussing one of these exercises as running it—not much more. Keep the focus on the essential points only as long as it's necessary to make them clear, then quit. Don't even *try* to cover every little event that occurred—you'll lose people if you do.

Always talk about effective behaviors so the learner will know for sure what he did properly. Example:

Observer or Trainer: "You did a good job of showing us that we could relax and talk openly about our experiences."

or: "Your voice carries well. Everyone could hear you when you spoke to the group."

or: "You stand tall but not stiff. You look both relaxed and in command."

Hold a first round and discussion. Let the play go only as long as *real* problems are being dealt with. As soon as you stop action, begin the discussion (observers first) with something like:

"Okay. Now let's look at what happened. Observers, what were the behaviors of this leader that were positive and that he needs to remember?"

Keep stimulating comments around the group until you've got out a couple of major points to focus on. Write the behaviors mentioned on the board or sketch pad. Refer to them as a summary:

"This was the problem, here's the way you handled it, positive and negative. In addition, let me mention a couple of other things you might have done."

Repeat these procedures for additional rounds.

After-Action Review—Practical Exercise I

General

A simulation of an After-Action Review (AAR) can be put together from the following materials. It will enable a group of learners to conduct the Controller Debrief and the After-Action Review itself. The exercise is based on the ideal of role playing, where different students assume the roles of AAR leader, other controllers, and participants, and act out the debrief and AAR. Because of this, it is important that students play their assigned roles to the best of their ability. In some cases, a player will be required to withhold information unless that specific information is asked for by the AAR leader. In other instances, players will be required to give contradictory information or to maintain steadfastly their positions despite outcomes of the engagement as recorded on NCS Sheet. In actual AARs, leaders are called upon to deal with such situations, and should get practice here in doing so.

Component Materials

The AAR exercise set consists of a map sheet (enlarged), a NCS Casualty Record Sheet, Controller Debrief Cue Cards, a defense force frag order, an offense force frag order, and After-Action Review Cue Cards.

Conduct of the Practical Exercise

Preparation

This exercise is designed for up to twelve participants. Each participant is assigned a role. One participant will act as AAR leader, while the others first assume the roles of controllers. The map and NCS Casualty Record Sheet is issued to the AAR leader. Controller Debrief Cue Cards are issued to controllers.

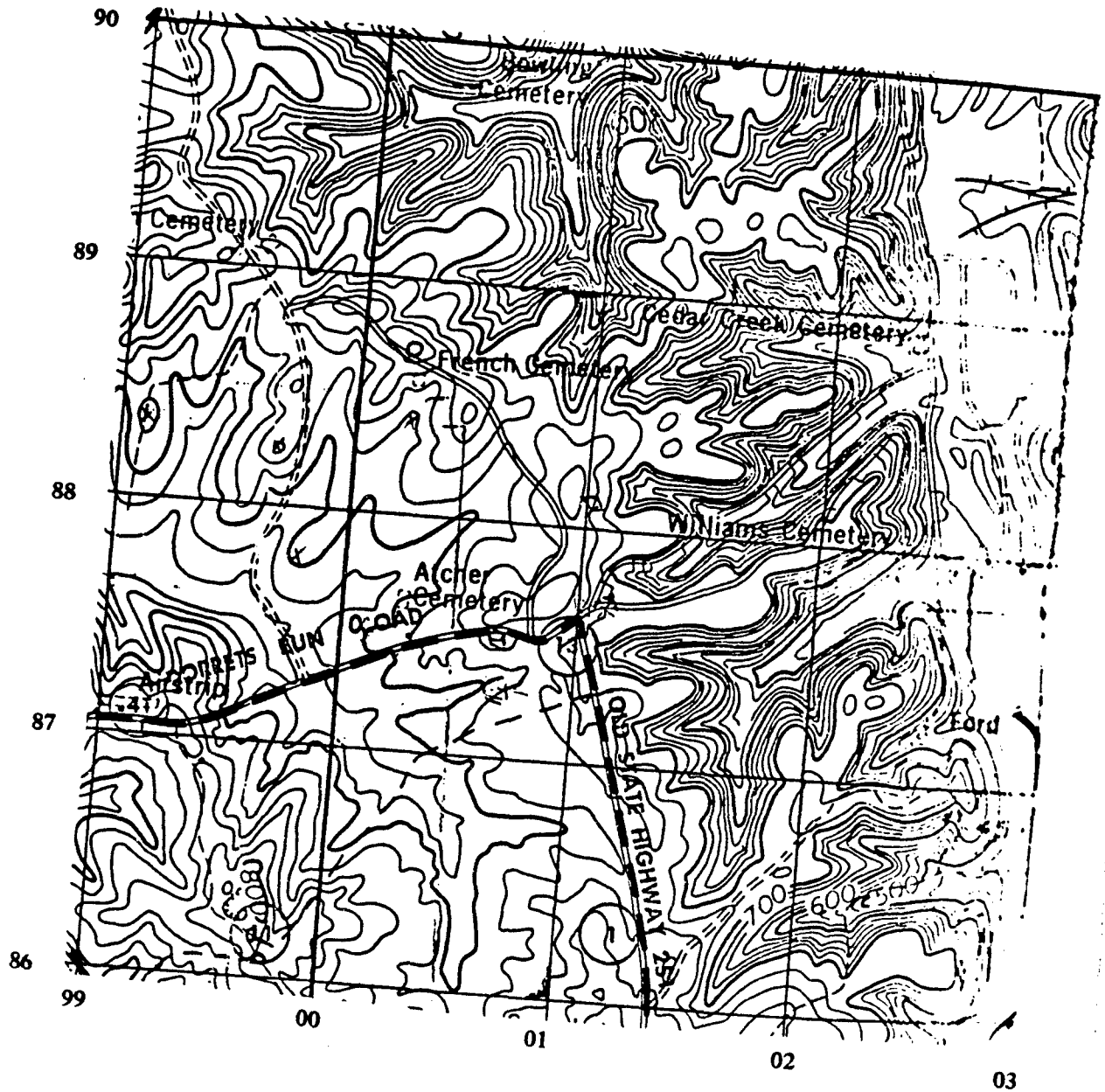
Controller Debrief

During this part of the practical exercise, the Controller Debrief is conducted. Upon completion of the Controller Debrief, controllers turn in their cards and are issued the AAR Cue Cards.

The AAR

Because the way in which the AAR leader conducts the AAR is in large part determined during the Controller Debrief, it is essential that the same person be AAR leader for both phases. The AAR is then conducted as prescribed in the previously-covered instructional material. A group discussion and summary is conducted at the end by the group trainer.

Practical Exercise Map
(1 : 25,000)



Defense Frag Order

1. Task Organization:

Mechanized Platoon; one (1) TOW squad attached.

2. Mission:

Our platoon defends position Juliet by 1300 hours.

3. Execution:

A. **Concept of the Operation.** Since the enemy will most likely attack from the northwest, I want to make sure that the road leading right into our position is covered (995892-003887-007875). Also, we have to cover Dorrets Run Road and the road leading northeast of here to Cedar Creek.

B. **1st Squad.** Occupy a position around the hill vicinity 009882 and cover the road to the northwest. I think this is where they are going to come from.

C. **2nd Squad.** Occupy a position near the road junction vicinity 010876. Although I think they will come out of the northeast, keep a sharp eye on both Old State Highway 251 and the road to Cedar Creek.

D. **3rd Squad.** Occupy a position near the finger at 006875. Once again, orient your defense toward the northwest but keep Dorrets Run Road covered as well.

E. **TOW Squad.** Occupy an initial position vicinity 006874. The same goes for you as for 3rd Squad. Keep that open area to the northwest covered, but be sure you can fire west down Dorrets Run Road just in case. Remember to pick out several alternate positions to displace to, once we have contact.

Movement to Contact Frag Order

1. Task Organization

Mechanized Platoon; two (2) tanks and one (1) TOW squad attached.

2. Mission

Our platoon conducts a movement to contact along route Romeo at 1300 hours today.

3. Execution

Initially we will move using traveling overwatch until we clear the woodline in the 9989 grid square. Then I want the tanks and TOW to assume the overwatch and the rifle squads in the APCs will start bounding generally along the east side of the road. If we don't make contact by the time we get to the RJ at 010876 we will consolidate and resume the traveling overwatch. 1st Squad will lead followed by 2nd, then 3rd, tanks and TOW.

Summary of the Action

The opposing force's orders are shown on the previous pages, as is a map of the area of maneuver. Here's the action that resulted, and is reflected in the following NCS Casualty Record Sheet and "scripts."

First contact occurred when Tank 34 in the offensive force was hit by TOW 23 at grid 995891. Next, TOW 23 was destroyed by artillery in its position at 001876.

An M-60 machine gun on APC 12 in the defense kills infantrymen 78, 46 and 62 (dismounted from APC 22) at grid 005885. Then, Tank 79 fires from 003887, destroying APC 12 and killing its remaining occupants.

Tank 79 then displaces to 005885, and takes hits by TOW 61 and LAW 57 (fired by infantrymen from APC 47). While these ATW hits are being called over the control net, Tank 97 hits APC 47 with a HEAT round. All of these events are nearly simultaneous in real time.

Next, TOW 61 (grid 997885) hits APC 59. Meanwhile, APC 95 moves to 001875 and its rifle squad dismounts and deploys. Rifleman 55 of that squad kills a soldier (39) in vicinity 007875. An M-60 from APC 47, manned by soldier 73 at 007875, kills riflemen 15, 51, and 44 in the vicinity of 001875.

At this point, the senior controller terminated the exercise.

**PRACTICAL EXERCISE
CASUALTY/SIGHTING RECORD SHEET**

ATTACKING FORCE: HELMET COLOR <u>Green</u>		DEFENDING FORCE: HELMET COLOR <u>Brown</u>	
Vehicle Nos.	Personnel (Helmet) Nos.	Vehicle Nos.	Personnel (Helmet) Nos.
23	14, 22, 05	34	12, 87
47	57, 73, 39, 01, 32, 71, 28, 11, 65	79	63, 43
60	08, 29, 74, 93, 17, 49, 50, 33, 61	22 (9)	78, 46, 62, 81, 35, 10, 36, 37, 43
12	9, 7, 82, 03, 64, 75, 77, 04, 19, 25	17 (9)	45, 21, 52, 13, 56, 30, 47, 91, 66
		95 (9)	55, 15, 51, 44, 16, 57, 80, 92, 02
		61 (3)	41, 06, 94

EVENT SEQUENCE RECORD

Target or Observed Element	Firer / Observer	Time of Fire, Sight	Confirm	Comments, Notes
Tank 34	TOW 23	1325	X	
TOW 23	ARTY	1327	X	
Rifleman 78		1330	X	Garbled transmission, couldn't get firer's number. Think it was an M-60.
Rifleman 46		1330	X	
Rifleman 62		1330	X	
APC 12	Tank 79	1340		No confirmation
Tank 79	LAW 57	1343		
APC 47	Tank 79	1343	X	

EVENT SEQUENCE RECORD (Continued)[illegible]

Controllers' Debrief Scripts

Controllers are identified by vehicle number—although in some cases they will be dismounted at the time their squad was engaged. Each of the following individual controller stories should be transcribed to a 3 x 5 inch "cue card" that the person playing the role can refer to in the simulated debrief. Controllers should give the *facts* as stated, but they may paraphrase the written script into their own words.

Controller on 34 (Tank)—The tank I was on broke out of a woodline at 995891 at 1324 hours. I received a call that we had been hit by TOW 23 at 1325 hours. I took the tank out of action and popped green smoke.

Controller on 23 (TOW)—We were set up initially at 007873. We hit Tank 34, which was at about 995891, at 1325 hours. We then displaced to 001876 but we got hit by artillery (25 meters away) at 1327 hours.

N/A—Indirect Fire Controller—The FO on the Green Team had given me preplanned concentrations at 008875, 001875, and 999873. At 1323, he called for fire on a series of concentrations, including 001875. This got a TOW. Mission was not "adjust fire" but apparently a fishing expedition.

Controller on 22 (APC)—I was out with a fire team (78, 62, and 46). We moved from our APC at 005885 behind the hill, to the crest and front of the hill, to scout. As we moved over the crest, I heard a M-60 open up and got a call very soon that 78, 62, and 46 had been killed.

Controller on 12 (APC)—I was out with a M-60 crew at the forward crest of the hill—gunner was 97, assistant gunner was 82. The crew fired on dismounted infantry at about 005995. The assistant gunner read off 78, 46, and 62, through his glasses and I called them in as kills at about 1330. I had some trouble with my radio. Later on (at 1340) I heard that Tank 79 had hit my APC but by then my radio wouldn't key at all, so I couldn't confirm. I did kill the APC, though.

Controller on 12 (APC)—I stayed with the APC while the other controller went out with a machine gun team. We were at 010882 about 1330 when our .50 cal. destroyed APC 22 at 005885. I called this in. I learned later from the other controller on the track that 12 had been called in as hit by Tank 79 at about 1340 but I didn't hear it—I guess my radio wasn't receiving from them.

Controller on 79 (Tank)—We were located at 003887 when the gunner spotted APC 12 at about 1340, vicinity 010882. He laid on and got him with the first round of HEAT. Then at 1343, the TC saw APC 47 and fired on him (vicinity 007875), but at that moment I heard we'd been hit by LAW 57. I called our kill in anyway, and also confirmed the LAW hit. Then about two minutes later I heard we'd been killed by TOW 61 so I confirmed and popped green smoke.

Controller 1 on APC 47—We were at 007875, and the squad leader sent out a team including a LAW gunner (57). I went along, and he fired up Tank 79 at about 1343 hours. He was on target, and about 150 meters from the tank around 003887. As soon as I called it in, I heard that 79 had fired up my track.

Controller 2 on APC 47—The other controller was out with a tank killer team when I heard we'd been hit by Tank 79 at about 1343 hours.

Controller on TOW 61—We were set up at 997885 when we saw Tank 79 fire at about 1343. He was around 003887 at the time. The TOW gunner lined up on him and I called in a hit on 79 at about 1345. Then a couple of minutes later the TOW hit APC 59, which was located about 010876.

Controller 1 on APC 47—I was out with some of the squad when I hear a M-16 go off and then get a call that 55 has hit 39 in my element.

Controller on APC 95—I was with some troops off 95 at around 001875. One of the guys (55) shot 39 on the other side at about 1350 hours.

Controller 2 on APC 47—I was out of the track with a fire team including a M-60 when the track got hit. We used it for cover and set up the M-60. The machine gun wiped out a fire team (15, 51, 44) from APC 95 just as they were dismounting. This was at about 1351.

Controller on APC 95—I was dismounting with a fire team in the vicinity of 001875. I heard a M-60 open up and the numbers of all three of the men I was with—15, 44, 57—came over the radio as killed by the machine gun.

AAR (Participant) Script

Again, put each bit of the script on a 3 x 5 inch cue card and distribute. Try *not* to have a person who was the controller on a given vehicle play a participant from that same vehicle. Remind the person playing AAR leader to introduce the session. The participants may paraphrase these scripts, as long as they give the essential facts.

Gunner, TOW 23—I was up at 007873, and I saw Tank 34 leave the woodline and so I got him in my sights and fired. The controller said I hit him okay. He was located just off the road about 1,000 meters away when I fired. Then, we moved to another position (001876) and were setting up there when artillery got us.

TC, Tank 34—We were moving to contact. I decided to risk moving out of one woodline to a covered position across a small open area. They told me I got hit by a TOW as I moved across the open, but I don't believe it for a minute. I wasn't out of the trees long enough for him to shoot and track that missile. No way! (ACTOR: Stick to this story very stubbornly.)

FO, Green Team—I saw a TOW fire. It was in the woods just southwest of the road junction. It moved off to the southwest, so I fired up one of my preplans at 001875 since I figured that might be his alternate position. And I guess I got him.

Fire Team Leader, Helmet 78—We got off our track behind that hill just southeast of French Cemetery and went up top to scout around. I guess maybe we broke cover as we came over the top, and got zapped. I just didn't think there were any enemy within range of the hill.

Rifleman, Helmet 62—Yeah, we were back of that hill and 78 there told us to find out what was on the other side. I guess we found out!

Rifleman, Helmet 46—That's about it. They said go over the top and look around. I didn't get too far when I heard a M-60 open up and then the controller said I was dead.

M-60 Gunner, Helmet 97—Me and 82 took the machine gun off the track and set up in the woodline back of the dirt road, 500 meters north of the road junction. We were looking up the road to the north and seen some enemy come right over a hill. So I blew 'em away. 82 got their numbers with the binos.

Squad Leader, APC 12—(NOTE: Hold back on information—don't tell a complete story, just give one fact at a time *if the leader asks you to—otherwise, don't volunteer.*) I was located in a woodline just below the hilltop. I dismounted 97 and 82 with a M-60. I told them to set up more on the crest. I told them to cover the dirt road off to the northwest. I got hit—least the controller said I did. No, I didn't see the tank.

TC, Tank 79—I came up on that high hill about 083807. I was in turret defilade, and I saw something move about 1,000 meters southeast. I looked and spotted APC 12. I came up into firing position and my gunner got him in a couple of seconds and fired him up. One round of HEAT Multipurpose—it was in the chamber. We moved on down toward Dorrets Run Road, and I fired up APC 47 I saw near the road. But just then the controller said we took a LAW hit. He killed me and the driver. Then about two minutes later he said a TOW got us. I never saw either one fire.

TC, APC 47—I was set up by the road when I saw exhaust and heard a tank up to the north. So I sent 57 up that way with a LAW and 39 and 73 with a M-60. I saw 57 lay on the tank with the LAW, but just as the backblast simulator for the LAW went off, the tank fired at me. Then the controller said we were hit by the tank.

Rifleman, Helmet 57—My squad leader sent me out with a LAW to ambush a tank he heard coming down from the north. He sent 39 and 73 along with their M-60. I fired at the tank but then I seen him get the track, so we went back and used the track for cover.

Gunner, TOW 51—I was overwatching the valley there, sitting up about 997885 on the map, when I saw Tank 79 as he fired at one of our APC's. So I let him have it. Later, I saw an APC, 59, near the road junction and blew him away.

TC, APC 59—I was in the woodline near the junction. Things started to get hot—vehicles were getting hit all over—so I figured we'd better book on out. We were just leaving when a TOW got us. No, I don't know where he was.

Rifleman, Helmet 39—We were using our track—it'd been hit before—as cover. I didn't like my firing position so I decided to move. Then I got hit.

Rifleman, Helmet 55—I got off of my track and saw a soldier moving around this APC that was just sitting there—I guess it had been hit before. He sort of stood up and I got his number—39—and shot him.

Gunner, M-60, Helmet 73—We were behind our dead track when I seen this other track down the road. They dismounted a fire team and I waited until they were all out in the open and then opened up on them. My assistant got their numbers. Must've fired about 25 or 30 rounds at them.

Fire Team Leader, Helmet 15—We got off our track, and I seen 47 over there, but I thought everybody on it was dead so I guess we got careless 'cause a M-60 opened up on us from beside the track and got us all.

Rifleman, Helmet 44—Yeah, that's about it. We were sitting ducks.

Rifleman, Helmet 51—Hell's bells, we never even hardly got on the ground, we were dead! Damn, I was mad!

After-Action Review—Practical Exercise II

If you are training one to three other people, you won't be able to use the previous set of materials because the group is too small. This sets up some case-by-case problem situations that come up in AARs all the time. Read over the situations with the people you're training and ask them to show or tell you how they'd handle each situation. Discuss their responses from the viewpoint of an effective AAR leader.

These situations can also be used as discussion points *after* you've done the simulated AAR a couple of times in a large group.

Instructions by Trainer

"The following situations show some of the most frequently occurring difficulties that the AAR leader is faced with. It will help you prepare to conduct an AAR if you will place yourself in the role of the AAR leader and think through your responses to the situations that are described. The others here in the group and I will listen in turn to the way each of you propose to handle the situations and give you comments on how we think you did. There is no 'school solution.' The solutions are all dependent on the situation at hand and the personalities involved. In each case, a discussion of the *type* of situation is presented, then background information on the specific situation is given to lead you to a point where you, as an AAR leader, will have to decide what to do next. Let's go over the first one—read it, and then I'll ask one of you to give his reactions."

A frequently-encountered situation deals with AAR participants who are reluctant (for a variety of reasons) to volunteer information during the AAR. The problem is to get this individual to fully explain the events, circumstances, and conditions relating to a specific incident he was part of. In most instances, this situation will occur when the individual concerned was a victim rather than a killer.

Specific Situation: Rifleman 39 was moving toward the objective when he was shot by Machine Gun 24. During the
during the AAR, you come to this incident and say:

"Okay. 24 got 39. 24, where are you? Good. 39? Come on and stand up. Okay, 39, Jones, what were you doing when you got zapped?"

Jones, (39) answers:

"Movin' up to the objective."

You respond:

"Okay. What about it, 24 (Jackson)?"

Jackson (to Jones):

"You were over there in that woodline and you stood up bigger than hell and started running across the field."

You say:

"And you got him!"

Jackson:

"Yes, sir."

You say:

"Okay Jones, how about your side of the story."

Jones:

"That's the way it happened, sir."

At this point you realize that that is all that Jones is going to volunteer. However, Jones had a reason for moving out of the woodline and therein lies a potential teaching point. Think about this situation and be ready to tell the others here how you would proceed at this point to bring out Jones' reasoning.

Another frequently encountered situation is the reverse of the preceding one. Here, the AAR participant is going to give more information than he really needs to. The problem is how to turn this particular individual's description into something meaningful for the whole group, without telling him directly to shut up.

Specific Situation: Rifleman 87 was working his way toward a machine gun (manned by 43 and 22). He got to within hand grenade range, threw a grenade and destroyed the gun and its crew. No problems developed in the controller debrief and during the AAR you call upon 87 to describe what happened. 87 says:

"Well, we were on the attack and I was on the right over by Wilson and Sienkiewicz and we crossed the LD like SGT Stone told us to and we kept moving up and then there was this log. Big old thing, I think it might have been an oak because I seen 'em like that back home when I was hunting and anyway, Johnson was about maybe 75 meters way over on the left when this machine gun goes off so we get behind that ol' log and I said to Sienkiewicz, 'I think I see it over on the knoll up by those pines,' and that's when the controller told Johnson that he was dead. But Johnson had already moved about 15 meters up from where he was when the machine gun went off. . . ."

At this point you can see that you are going to get the play-by-play *and* color at the same time. What would you do to handle this?

Yet another situation that occurs often is when one of the participants has decided (often before the AAR) that there was no possible way that he could have been a casualty. So much so, in fact, that he is really going to "have it out" with the senior controller (in this case, you, the AAR leader).

Specific Situation: Tank 95 was hit by TOW 74. Tank 95 was in the woodline at the time. In the controller debrief, controller with Tank 95 said that Tank 95's TC did not believe that he could have been hit and would probably raise hell over this during the AAR. Controller with TOW 74 said that TOW 74 got him with a flank shot at 1,500 meters and he (the controller) boresighted the TOW and there can be no question about it. You decide that TOW 74 should receive credit for the kill. Now the AAR is going on and you say:

"TOW 74 got Tank 95, what about it, 74?"

Gunner with TOW 74 says:

"Yes, sir, we had gotten around their flank and I saw something move in the woods about 1,500 meters away. I thought it might be a gun tube so I stopped and kept an eye on it. The gun tube moved again and I could see his REALTRAIN number 95, so I blew him away."

At this point, TC with Tank 95 interjects:

"No way, man! I was so well concealed you couldn't'a seen me at 15 meters much less 1,500, Turkey!"

This situation is on the verge of exploding, what action would you, as an AAR leader, take?

APPENDIX C

COMMUNICATIONS EXERCISE

General

The communications exercise (COMEX) is an expedient method of training REALTRAIN controllers as well as the personnel who will be manning the Net Control Station (NCS) in the use of REALTRAIN radio-telephone procedures (RTP). It is conducted during the controller training period prior to the start of a series of REALTRAIN exercises. The COMEX is a series of radio transmissions that provide practice on proper RTP to be followed by REALTRAIN controllers.

The entire training mission consists of two exercises (called 1st COMEX and 2nd COMEX). During the first COMEX, each controller receives message cards on which there is a REALTRAIN message (e.g., "Sheridan 33 hit by TOW 42."). This is transmitted verbatim and the appropriate controller on the other side (in this case, the controller for Sheridan 33), confirms the transmission. In the second COMEX, instead of a REALTRAIN message on the message card, a situation is described which the controller must transmit using REALTRAIN RTP. The object of the COMEX is to train controllers. Thus, all controllers should be afforded the opportunity to transmit a message and confirm a kill at least once. NCS operators complete the NCS Sheet as they would during an exercise.

A typical sequence would occur as follows. Each controller is issued a controller identification card which tells him the REALTRAIN number of his assigned weapons system. The senior controller (in accordance with his senior controller's schedule) issues a message card to the appropriate controller who makes a transmission. This is recorded at the NCS. The respondent controller on the other side confirms the transmission. This process continues until the senior controller's schedule is depleted.

A critique is held at the conclusion of the COMEX highlighting proper and poor use of REALTRAIN RTP.

Participants and Equipment

The COMEX requires the two senior controllers, all the controllers and the NCS operators. All participants must have an AN/PRC-77 radio. NCS personnel should use whatever radio they will use in the REALTRAIN exercise. The two senior controllers will need stopwatches or watches with a sweep second hand.

Radio Training

Since some controllers will have never previously used the AN/PRC-77 radio and most will need a review, it is suggested that the COMEX start with a brief review of procedures to operate the radio.

COMEX Preparation

Certain components of the COMEX must be prepared locally. They are:

- Controller Identification Cards (1st and 2nd COMEX)
- Message Cards (1st and 2nd COMEX)
- Senior Controller's Schedule (1st and 2nd COMEX)
- NCS Sheet (for a description, see Annex C)

Controller Identification Cards (1st and 2nd COMEX) are 3 x 5 inch cards that tell the controller which weapon system he is assigned to, his location, the REALTRAIN number of his weapon system, and the crew helmet numbers. Each controller is issued one.

Conduct of the COMEX

- a. Assemble all participants and explain the COMEX.
- b. Divide the controllers into Green and Brown sides. Controllers should be assigned to the same side (color of helmet cover) they will control during the REALTRAIN exercises.
- c. Issue the controller vehicle/crew/weapon identification cards to the controller. Each controller should be assigned to the same weapon system that he will control during the REALTRAIN exercises.
- d. Conduct a radio check for each radio.
- e. Locate Green and Brown sides 25-75 meters apart. Each side should have a senior controller.
- f. The two senior controllers conduct a time check with the NCS.

- g. Start first COMEX.** The appropriate senior controller issues the first message card to the first controller scheduled to transmit. During the first COMEX, controllers read verbatim the message on the card during the transmission, the senior controllers monitor, checking for correctness of RTP.
- h. The transmissions continue according to the senior controller's schedule.**
- i. Upon termination of the first COMEX, participants are assembled and the senior controllers critique the performance.**
- j. The second COMEX.** The new controller identification cards are issued and the Green and Brown sides return to their locations. The second COMEX is conducted in the same fashion as the first COMEX. However, the controllers will be required to transform the message as it appears on the message card into proper RTP.
- k. Reassemble all participants and critique.**

EXAMPLES OF CONTROLLER IDENTIFICATION CARD

Example 1

GREEN SIDE

You are controller with Sheridan 10.
You are located at coordinates 234361.
The following individual numbers are assigned
to you: 50, 99.

Example 2

BROWN SIDE

You are controller with TOW 81.
You are located at coordinates 673215.
The following individual numbers are assigned
to you: 18, 45.

The Controller Identification Cards are the same for the 2nd COMEX but the
REALTRAIN numbers should be changed.

1st COMEX

**GREEN
PLAYER IDENTIFICATION CARD**

You are controller with Sheridan 10. You are located at coordinates 234561. The following individual numbers are assigned to you: 50, 99.

You are controller with Sheridan 63. You are located at coordinates 345612. The following individual numbers are assigned to you: 43, 27.

You are controller with Sheridan 37. You are located at coordinates 456123. The following individual numbers are assigned to you: 04, 85.

You are controller with TOW 42. You are located at coordinates 561234. The following individual numbers are assigned to you: 36, 61.

You are controller with TOW 68. You are located at coordinates 123456. The following individual numbers are assigned to you: 52, 94.

You are controller with Scout 49. You are located at coordinates 612345. The following individual numbers are assigned to you: 75, 23.

You are controller with Scout 92. You are located at coordinates 654321. The following individual numbers are assigned to you: 41, 18.

You are controller with Scout 79. You are located at coordinates 543216. The following individual numbers are assigned to you: 25, 88.

You are controller with INF 12a. You are located at coordinates 432165. The following individual numbers are assigned to you: 48, 32, 47, 93.

You are controller with INF 12b. You are located at coordinates 432165. The following individual numbers are assigned to you: 81, 60, 63, 64.

**BROWN
PLAYER IDENTIFICATION CARD**

You are controller with Sheridan 48. You are located at coordinates 321654. The following individual numbers are assigned to you: 57, 73.

You are controller with Sheridan 67. You are located at coordinates 216543. The following individual numbers are assigned to you: 15, 46.

You are controller with Sheridan 33. You are located at coordinates 165432. The following individual numbers are assigned to you: 69, 95.

You are controller with TOW 81. You are located at coordinates 673215. The following individual numbers are assigned to you: 18, 45.

You are controller with TOW 24. You are located at coordinates 567321. The following individual numbers are assigned to you: 40, 11.

You are controller with Scout 22. You are located at coordinates 732156. The following individual numbers are assigned to you: 07, 28.

You are controller with Scout 19. You are located at coordinates 321567. The following individual numbers are assigned to you: 98, 35.

You are controller with Scout 97. You are located at coordinates 215673. The following individual numbers are assigned to you: 76, 14.

You are controller with INF 02a. You are located at coordinates 632146. The following individual numbers are assigned to you: 91, 33, 83, 34.

You are controller with INF 02b. You are located at coordinates 632146. The following individual numbers are assigned to you: 72, 08, 85.

2nd COMEX

GREEN PLAYER IDENTIFICATION CARD

You are controller with Sheridan 35. You are located at coordinates 234561. The following individual numbers are assigned to you: 01, 70.

You are controller with Sheridan 43. You are located at coordinates 345612. The following individual numbers are assigned to you: 58, 16.

You are controller with Sheridan 95. You are located at coordinates 456123. The following individual numbers are assigned to you: 76, 29.

You are controller with TOW 06. You are located at coordinates 561234. The following individual numbers are assigned to you: 20, 36.

You are controller with TOW 59. You are located at coordinates 123456. The following individual numbers are assigned to you: 03, 86.

You are controller with Scout 78. You are located at coordinates 612345. The following individual numbers are assigned to you: 21, 14.

You are controller with Scout 86. You are located at coordinates 654321. The following individual numbers are assigned to you: 44, 09.

You are controller with Scout 61. You are located at coordinates 543216. The following individual numbers are assigned to you: 39, 94.

You are controller with INF 74a. You are located at coordinates 432165. The following individual numbers are assigned to you: 03, 28, 31, 57.

You are controller with INF 74b. You are located at coordinates 432165. The following individual numbers are assigned to you: 46, 15, 98, 82.

BROWN PLAYER IDENTIFICATION CARD

You are controller with Sheridan 53. You are located at coordinates 321654. The following individual numbers are assigned to you: 88, 40.

You are controller with Sheridan 04. You are located at coordinates 216543. The following individual numbers are assigned to you: 77, 50.

You are controller with Sheridan 55. You are located at coordinates 165432. The following individual numbers are assigned to you: 84, 27.

You are controller with TOW 65. You are located at coordinates 673215. The following individual numbers are assigned to you: 54, 07.

You are controller with TOW 11. You are located at coordinates 567321. The following individual numbers are assigned to you: 05, 23.

You are controller with Scout 96. You are located at coordinates 732156. The following individual numbers are assigned to you: 13, 26.

You are controller with Scout 30. You are located at coordinates 321567. The following individual numbers are assigned to you: 38, 56.

You are controller with Scout 41. You are located at coordinates 215673. The following individual numbers are assigned to you: 66, 73.

You are controller with INF 25a. You are located at coordinates 632146. The following individual numbers are assigned to you: 69, 51, 75, 89.

You are controller with INF 25b. You are located at coordinates 632146. The following individual numbers are assigned to you: 52, 87, 99, 71.

**MESSAGE CARDS
(1st COMEX)**

The Message Cards are 3 x 5 inch cards that contain messages for controllers to transmit. They are issued to the appropriate controller by the senior controller. *The message is read verbatim by the controller.* The message on the card is the same as the messages of the "Firer Message" column of the senior controller's schedule. Only one message should appear on each card. The message number in the lower right corner indicates the sequence in which the message should be transmitted.

Examples of Message Cards (1st COMEX)

GREEN 42

MESSAGE: SHERIDAN 33 HIT BY TOW 42

MESSAGE NUMBER: 3

BROWN 81

**MESSAGE: 18 AND 45 HIT BY INDIRECT FIRE AND
CONFIRMED**

MESSAGE NUMBER: 7

MESSAGE CARDS (2nd COMEX)

The 2nd COMEX Message Cards serve the same purpose as the 1st COMEX Message Cards and are handled the same way. The difference is in the wording. In the 2nd COMEX Message Cards a situation is described that the controller must transmit using REALTRAIN RTP instead of reading the message verbatim.

Example of Message Cards (2nd COMEX)

BROWN 53
MORTAR ROUNDS IMPACT 15 METERS
TO THE LEFT OF THE TRACK YOU ARE
WITH: THE TRACK IS "BUTTONED UP"
BUT CREWMEN 13 & 70 WERE STANDING
BETWEEN THE IMPACT AREA AND THE
TRACK.

MESSAGE NUMBER: 1

SENIOR CONTROLLER'S SCHEDULE (1st and 2nd COMEX)

The senior controller's schedule tells each senior controller which controller is supposed to transmit a message, what the controller is to say, which message is to be transmitted and what the appropriate controller reaction on the other side should be. Both senior controllers must have a copy of the senior controller's schedule. The 1st and 2nd COMEX senior controller's schedule are identical except that the REALTRAIN numbers are different.

SENIOR CONTROLLER'S SCHEDULE
(1st COMEX)

Controllers	Firer Message	Message Number	Target Message
Green 42	SHERIDAN 33 HIT BY TOW 42	1	SHERIDAN 33 CONFIRMED
Brown 02a	60 HIT BY 17	2	60 CONFIRMED (12b)
Brown 48	SCOUT 92 HIT BY SHERIDAN 48	3	SCOUT 92 CONFIRMED
Brown 81	SHERIDAN 37 HIT BY TOW 81	4	SHERIDAN 37 CONFIRMED
Green 12b	SCOUT 22 HIT BY LAW 63	5	SCOUT 22 CONFIRMED
Brown 67	UNKNOWN PC AT COORD 123456 HIT BY SHERIDAN 67	6	TOW 68 CONFIRMED
Green 12a	08 HIT BY 93	7	08 CONFIRMED (02b)
Green 10	SCOUT 19 HIT BY SHERIDAN 10	8	SCOUT 19 CONFIRMED
Brown 24	SCOUT 49 HIT BY TOW 24	9	SCOUT 49 CONFIRMED
Green 12a	32 AND 47 HIT BY INDIRECT FIRE AND CONFIRMED.	10	
Brown 02b	SHERIDAN 63 HIT BY LAW 72	11	SHERIDAN 63 CONFIRMED
Brown 02a	SHERIDAN 63 HIT BY LAW 83	12	SHERIDAN 63 CONFIRMED
Green 63	SHERIDAN 67 HIT BY SHERIDAN 63	13	SHERIDAN 67 CONFIRMED
Brown 97	APC 12 HIT BY SCOUT 97 20 MM	14	APC 12 CONFIRMED
Brown 19	UNKNOWN APC AT COORD 567321 HIT BY SCOUT 19 20 MM	15	TOW 24 CONFIRMED
Brown 02a	81 HIT BY 62	16	81 CONFIRMED (12b)
Green 12b	72 HIT BY 64	17	72 CONFIRMED (02b)
Brown 81	18 AND 45 HIT BY INDIRECT FIRE AND CONFIRMED	18	
Green 37	SHERIDAN 48 HIT BY SHERIDAN 37	19	SHERIDAN 48 CONFIRMED
Green 49	TOW 81 HIT BY SCOUT 49 20 MM	20	TOW 81 CONFIRMED
Brown 33	TOW 42 HIT BY SHERIDAN 33	21	TOW 42 CONFIRMED
Brown 22	SCOUT 97 HIT BY SCOUT 22 20 MM	22	SCOUT 97 CONFIRMED
Green 79	APC 02 HIT BY SCOUT 79 20 MM	23	APC 02 CONFIRMED
Green 92	INF IN WOODLINE COORD 632146 HIT BY SCOUT 92 20 MM	24	91, 33, 83, 34 CONFIRMED (02a)
Green 12a	85 HIT BY 93	25	85 CONFIRMED (02b)
Green 68	SHERIDAN 33 HIT BY TOW 68	26	SHERIDAN 33 CONFIRMED
Brown 02b	48 HIT BY 83	27	48 CONFIRMED (12a)

**SENIOR CONTROLLER'S SCHEDULE
(2nd COMEX)**

Controllers	Firer Message	Message Number	Target Message
Green 06	SHERIDAN 55 HIT BY TOW 06	1	SHERIDAN 55 CONFIRMED
Brown 25a	46 HIT BY 69	2	46 CONFIRMED (74b)
Brown 53	SCOUT 86 HIT BY SHERIDAN 53	3	SCOUT 86 CONFIRMED
Brown 65	SHERIDAN 95 HIT BY TOW 65	4	SHERIDAN 95 CONFIRMED
Green 74b	SCOUT 96 HIT BY LAW 98	5	SCOUT 96 CONFIRMED
Brown 04	UNKNOWN PC AT COORD 123456 HIT BY SHERIDAN 04	6	TOW 59 CONFIRMED
Green 74a	71 HIT BY 57	7	71 CONFIRMED (25b)
Green 35	SCOUT 30 HIT BY SHERIDAN 35	8	SCOUT 30 CONFIRMED
Brown 11	SCOUT 78 HIT BY TOW 11	9	SCOUT 78 CONFIRMED
Green 74a	28 AND 31 HIT BY INDIRECT FIRE AND CONFIRMED.	10	
Brown 25b	SHERIDAN 43 HIT BY LAW 52	11	SHERIDAN 43 CONFIRMED
Brown 25a	SHERIDAN 43 HIT BY LAW 75	12	SHERIDAN 43 CONFIRMED
Green 43	SHERIDAN 04 HIT BY SHERIDAN 43	13	SHERIDAN 04 CONFIRMED
Brown 41	APC 74 HIT BY SCOUT 41 20 MM	14	APC 74 CONFIRMED
Brown 30	UNKNOWN APC AT COORD 567321 HIT BY SCOUT 30 20 MM	15	TOW 11 CONFIRMED
Brown 25a	46 HIT BY 87	16	46 CONFIRMED (74b)
Green 74b	52 HIT BY 82	17	52 CONFIRMED (25b)
Brown 65	54 AND 07 HIT BY INDIRECT FIRE AND CONFIRMED	18	
Green 95	SHERIDAN 53 HIT BY SHERIDAN 95	19	SHERIDAN 53 CONFIRMED
Green 78	TOW 65 HIT BY SCOUT 78 20 MM	20	TOW 65 CONFIRMED
Brown 55	TOW 06 HIT BY SHERIDAN 55	21	TOW 06 CONFIRMED
Brown 96	SCOUT 41 HIT BY SCOUT 96 20 MM	22	SCOUT 41 CONFIRMED
Green 67	APC 25 HIT BY SCOUT 61 20 MM	23	APC 25 CONFIRMED
Green 86	INF IN WOODLINE COORD 632146 HIT BY SCOUT 86 20 MM	24	69, 51, 75, 89 CONFIRMED (25a)
Green 74a	87 HIT BY 57	25	87 CONFIRMED (25b)
Green 59	SHERIDAN 55 HIT BY TOW 59	26	SHERIDAN 55 CONFIRMED
Brown 25b	03 HIT BY 75	27	03 CONFIRMED (74a)

Message No. 1
Green 06

The TOW you are with sees Sheridan 55 cross over a ridgeline at a range of 1500 meters. The TOW fires and you determine that the Sheridan was hit.

Message No. 2
Brown 25a

You are following dismounted infantry from the track you are with when they come into contact. Rifleman 69 fires his weapon and calls out "46."

Message No. 3
Brown 53

The Sheridan you are with sees Scout 86 moving along a treeline at a range of 800 meters and fires at it. You determine that Scout 86 was hit.

Message No. 4
Brown 65

The TOW you are with sees Sheridan 95 cross over a ridgeline at a range of 1500 meters. The TOW fires and you determine that the Sheridan was hit.

Message No. 5
Green 74b

You are following some dismounted infantry from your track when they see Scout 96 on a trail about 200 meters away. Rifleman 98 picks up a LAW and fires. You determine that Scout 96 is hit.

Message No. 6
Brown 04

The Sheridan you are with sees an APC forward of a treeline at a range of 1700 meters but because of sun reflection, the REALTRAIN number cannot be seen. The Sheridan fires and you determine that the APC was hit. You figure that the APC was at coordinates 123456.

Message No. 7
Green 74a

You are following dismounted infantry from the track you are with when they come into contact. Rifleman 57 fires his weapon and calls out "71."

Message No. 8
Green 35

The Sheridan you are with sees Scout 30 moving along a woodland at a range of 800 meters and fires at it. You determine that Scout 30 was hit.

Message No. 9
Brown 11

The TOW you are with sees Scout 78 cross over an exposed ridgeline at a range of 1500 meters. The TOW fires and you determine that the scout vehicle was hit.

Message No. 10
Green 74a

You are dismounted with two men from the track (28 and 31) when a fire marker drops 3 artillery simulators 20 meters away. You determine that 28 and 31 are casualties.

Message No. 11
Brown 25b

You are following some dismounted infantry from your track when they see Sheridan 43 on a trail about 75 meters away. Rifleman 52 picks up a LAW and fires. You determine that Sheridan 43 is hit.

Message No. 12
Brown 25a

You are following some dismounted infantry from your track when they see Sheridan 43 on a trail about 100 meters away. Rifleman 75 picks up a LAW and fires. You determine that Sheridan 43 is hit.

Message No. 13
Green 43

The Sheridan you are with sees Sheridan 04 cross an open field at a range of 700 meters. Your Sheridan fires and you determine that Sheridan 04 was hit.

Message No. 14
Brown 41

The scout you are with sees APC 74 moving along a treeline about 200 meters away and fires its 20mm gun. You determine that the APC was hit.

Message No. 15
Brown 30

The scout vehicle you are with sees an APC forward of a treeline at a range of 300 meters but, because of sun reflection, the REALTRAIN number cannot be seen. Your scout fires its 20mm gun and you determine that the APC was hit. You figure that the APC was at coordinates 567321.

Message No. 16
Brown 25a

You are following dismounted infantry from the track you are with when they come into contact. Rifleman 87 fires his weapon and calls out "46."

Message No. 17
Green 74b

You are following dismounted infantry from the track you are with when they come into contact. Rifleman 82 fires his weapon and calls out "52."

Message No. 18
Brown 65

You are dismounted with two men from the track (54 and 07) when a fire marker drops 3 artillery simulators 20 meters away. You determine that 54 and 07 are casualties.

Message No. 19
Green 95

The Sheridan you are with sees Sheridan 53 cross an open field at a range of 700 meters. Your Sheridan fires and you determine that Sheridan 53 was hit.

Message No. 20
Green 78

You are with Scout 78 when he sees a TOW track (65) moving along a woodline. Scout 78 fires his 20mm gun from a distance of 200 meters and you determine that TOW 65 was hit.

Message No. 21
Brown 55

The Sheridan you are with sees a TOW track (06) cross over an exposed ridgeline. Your Sheridan fires and you determine that the TOW track was hit.

Message No. 22
Brown 96

The scout vehicle you are with sees another scout vehicle (41) moving along a woodline and fires at it with the 20mm gun. You determine that Scout 41 was hit.

Message No. 23
Green 61

The scout vehicle you are with sees APC 25 cross an open field. Your scout fires its 20mm gun and you determine that APC 25 was hit.

Message No. 24
Green 86

The scout vehicle you are with sees dismounted infantry in a woodline about 200 meters away. Neither you nor the scout TC can identify any REALTRAIN numbers. You figure the infantry is at coordinates 632146 and the scout fires its 20mm gun at the infantry.

Message No. 25
Green 74a

You are following dismounted infantry from the track you are with when they come into contact. Rifleman 57 fires his weapon and calls out "87."

Message No. 26
Green 59

The TOW you are with sees Sheridan 55 cross over an exposed ridgeline at a range of 1500 meters. The TOW fires and you determine that the Sheridan was hit.

Message No. 27
Brown 25b

You are following dismounted infantry from the track you are with when they come into contact. Rifleman 75 fires his weapon and calls out "03."

CONTROLLER CASUALTY RECORD
(NCS LOG)

DATE: 12 May EXERCISE NUMBER: 1 RECORDER: SP4 Smith
(Print Name)

GREEN FORCE:						BROWN FORCE:							
Vehicle		Helmet Numbers				Vehicle		Helmet Numbers					
Type	No.	Helmet Numbers				Type	No.	Helmet Numbers					
SSI	10	50	99			SSI	48	57	73				
SSI	63	43	27			SSI	67	15	46				
SSI	37	04	85			SSI	33	69	95				
TOW	42	36	61			TOW	81	18	45				
TOW	68	52	94			TOW	24	40	11				
114	49	75	23			114	22	07	28				
114	92	41	18			114	19	98	35				
114	79	25	88			114	97	76	14				
113	12	48	32	47	93	81	113	02	91	93	83	24	72
		50	63	64				08	85				

(The above portion will be filled out before the exercise.)

Time Start: 1110 Time Terminated: 1245

EVENT SEQUENCE RECORD

Target	Firer	Time of Fire	Time of Confirm	Comments, Notes
SHER 33	TOW 42	1130	1130	
60	17	1155	1155	
SCT 92	SHER 48	1157	1157	
SHER 37	TOW 81	1201	1203	
SCT 22	LAW 63	1205	1205	
TOW 68	SHER 67	1208	1210	UNK PC At 123456

EVENT SEQUENCE RECORD
(Continuation Sheet)

Target	Fire	Time of Fire	Time of Confirm	Comments, Notes
08	93	1210	1210	
SCT 19	SHER 10	1211	1211	
SCT 49	TOW 24	1215	1216	
32, 47	INDIRECT FIRE	1219	1220	
SHER 63	LAW 72	1221	1221	
SHER 63	LAW 83	1223	1223	
SHER 67	SHER 63	1224	1224	
APC 12	SCT 97 (20MM)	1224	1225	
TOW 24	SCT 19 (20MM)	1226	1226	UNK PC at 5873M
81	62	1227	1228	
72	64	1230	1230	
18, 45	INDIRECT FIRE	1232	1232	
SHER 48	SHER 37	1233	1235	
TOW 81	SCT 49 (20MM)	1235	1235	
TOW 42	SHER 33	1235	1236	

EVENT SEQUENCE RECORD
(Continuation Sheet)

Target	Fire	Time of Fire	Time of Confirm	Comments, Notes
SCT 97	SCT 22(20mm)	1235	1238	
APC 02	SCT 79(20mm)	1238	1238	
91, 33, 83, 34	SCT 92(20mm)	1240	1240	INF at 632146
90	93	1241	1241	
SHER 33	TOW 68	1243	1243	
48	83	1244	1245	

DATE: _____ EXERCISE NUMBER: _____ RECORDER: _____

[illegible]

(The above portion will be filled out before the exercise.)

Time Start: _____

EVENT SEQUENCE RECORD

Time Terminated:

[illegible]

EVENT SEQUENCE RECORD
(Continuation Sheet)

[illegible]

APPENDIX D
SUGGESTED ILLUSTRATIONS: PLACEMENT AND CONTENT

ILLUSTRATION NUMBER	PLACEMENT	CONTENT DESCRIPTION
1	First page of Part I	Group of soldiers arranged around an AAR leader as prescribed in this training document. Helmetts of participants with numbers. Controller with backpack radio, soft caps. Some vehicles with numbers in background.
2	In text of "Background" near second paragraph.	Battle scene. Troops and vehicles with REALTRAIN numbers.
3	In text at first paragraph under "What's an AAR?"	Commander critiquing. Troops are arranged as for a lecture. No REALTRAIN numbers or equipment. Commander is illustrated as making the statements given in quotes.
4	In text of "What's an AAR?" paragraph beginning "Let's look briefly at..."	Close-up of man in REALTRAIN gear, under concealment. A representation of a thought process of having to make a choice or decision, representing "free-play."
5	Beginning of section headed "Maintaining a Low Profile."	AAR scene, with leader standing aside while speaker is "center stage" giving his report.
6	Second paragraph of section headed "Summarizing"	AAR scene, leader is speaking to group, saying words in second paragraph.
7	At section headed "Conducting the Controller Debrief"	Group of controllers (soft caps); AAR leader with casualty record sheet in hand in front of group.
8	Next to dialogue section of "Guiding the AAR"	Group in background No's. 72 and 55 with leader, at terrain sketch/mailed, 55 is pointing.
9	Beginning of Part II	Group of five officers or senior NCOs. One is going over a chart headed, "Conduct of the AAR." Others are listening.
10	Section on COMEX.	Same group as in 7 around radio on a prep, each filling out an NC'S Sheet.