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**Improved Army Training and Evaluation Program
(ARTEP) Methods for Unit Evaluation
VOLUME III: FIELD GUIDANCE**

by

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This study analyzes existing methods of implementing the Army Training and Evaluation Program (ARTEP) for a Tank/Mechanized Infantry Task Force. Principles of the ARTEP system need to be more fully developed before field units can use them to develop training and evaluation programs that effective- ly meet the goals of the ARTEP concept. Battalion field evaluation exercises should be planned with the ultimate goals of training diagnosis in mind. This means that significant emphasis must be placed on adequate training for			

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evaluator/controllers. A three-part report provides guidelines for meeting these requirements.

The volumes are intended primarily for readers interested in collective training, particularly those working with the development of ARTEPs. Volume I is of general interest to ARTEP developers, training managers, policy makers, and users. Volume II provides data analysis and recommendations for refining current ARTEP implementation; it will interest developers, training managers, and policy makers. Volume III is a prototype guide for battalion-level use of the ARTEP. It is based on the recommendations from Volume II and is of interest to senior commanders, their staff, and those officers who must train personnel to perform evaluation and exercise control functions in the field.

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ARTEP 71-2

**Army Training and Evaluation Program
For
Mechanized Infantry/Tank Task Force**

**FIELD GUIDE
FOR EVALUATION PROCEDURES**

**INTRODUCTORY
MODULE**

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PART ONE: SCOPE AND PURPOSE OF THIS FIELD GUIDE

1-1. INTRODUCTION

This guidebook is to be used by unit trainers and evaluators in conjunction with the ARTEP 71-2. Its purposes are:

- to assist unit trainers to prepare and conduct ARTEP evaluations, and
 - to train evaluators to improve their evaluations.
- a. **Preparation and Conduct of ARTEP.** This guidebook describes the roles of unit trainers and evaluators at all command levels in the planning, conduct and evaluation of ARTEP field exercises. It describes common problems trainers and evaluators encounter in the field, and presents practical remedies to overcome them.
- b. **Training Evaluators; Improving Evaluation Procedures.** The guidebook lays out the procedures for the training of the evaluators for conduct of Tank/Mechanized Infantry battalion missions drawn from ARTEP 71-2. It describes the procedures evaluators are to follow in critiquing field exercises and emphasizes the criteria used in making evaluative judgments. This guide also allows for continuing improvement of evaluation procedures and supporting T&EO standards by post-exercise reviews.
- c. **Need for Refinement.** Attempts to conduct ARTEP 71-2 exercises in the field have uncovered substantial problems concerning the evaluation procedures used. The presence of these problems has led to imaginative efforts on the part of trainers and evaluators to overcome them. There is a growing recognition of the need for additional guidance to overcome common problems as they arise.

This guidebook is designed to provide that assistance. If used properly, this book will help you to:

- obtain more accurate information about unit strengths and weaknesses;
- design and implement more effective training exercises to correct weaknesses, and
- assess how well those weaknesses have been corrected during and after the exercises.

1-2. ARTEP PRINCIPLES AND APPLICATIONS

ARTEP is a complete system for unit training and evaluation. The basic principle of ARTEP is "performance oriented training." Performance oriented training means:

- Mission/task oriented training and evaluation.
- Concurrent, multi-echelon training and evaluation.
- Training to correct deficiencies.
- Decentralized training and evaluation.

A major question addressed in this guidebook is, "How is the principle of performance oriented training applied to the staging of a combined Mechanized Infantry/Tank Task Force training and evaluation exercise." Particularly, how are exercises conducted in line with training management concepts as: austerity, readiness, realism, accountability, and the command emphasis of training missions.

a. **Mission/Task Oriented T&E.** Performance oriented training means that unit commanders select specific tasks for training, and establish the training objectives and levels of proficiency to be obtained. Each unit's performance in the field exercise is evaluated for its level of achievement of the tasks specified in the T&E outlines. This provides measures of each unit's ability to perform specified missions and tasks.

b. **Concurrent, Multi-Echelon T&E.** ARTEP encourages a multi-echelon approach to training for individual and collectives. While leader, individual and collective training occurs at the same time, all elements of a unit are not required to follow the same training schedule. Different elements may conduct different types of training at the same time to correct different unit weaknesses.

c. **Training to Correct Deficiencies.** Another emphasis of ARTEP is to assist units in (1) diagnosing their weaknesses, and (2) to plan training exercises to correct them. Using the ARTEP evaluation profiles, commanders can accurately determine training weaknesses, and tailor training programs to correct them.

d. **Decentralized T&E.** ARTEP is a decentralized training and evaluation program. Guidance is provided to individual units in broad terms that outline the factors that affect the quality of training and evaluation. Individual units construct their training and evaluation programs based on their own specific requirements and resources.

ARTEP enables an individual commander to evaluate his unit and assess its strengths and weaknesses. He can then plan and conduct a training program specifically designed to overcome his unit's weaknesses, and to determine how well they have been corrected. ARTEP provides unit leaders at all levels with methods to determine training needs and to tailor training programs to meet those needs.

1-3. HOW TO USE THIS GUIDE

a. **Organization.** The Field Guide is organized into two user modules:

- A Senior Command and Staff Module.
- A Module for the Evaluator/Controller Group.

b. **Using the Senior Command and Staff Module.**

(1) The Senior Command and Staff Module is aimed at command echelons that are responsible for the implementation of the ARTEP. Parts One and Two of this module emphasize guidance for the overall comprehension of ARTEP in terms of its basic principles. They explain the implications these have for training and evaluation policymaking at the brigade and division level.

(2) Senior commanders and staff also make important decisions for individual evaluation exercises. External evaluations require inputs from these echelons during their planning phases. These inputs deal with personnel selection and the allocation of personnel and material resources. Considerable command emphasis and visibility is required in order to create the atmosphere for serious training and training diagnosis, and using the results to remedy deficiencies. Parts Three, Four and Five address these issues.

c. **Using the Evaluator/Controller Group Module.**

(1) The E/C Group Module addresses problems of the observation, recording and scoring of battalion performance in an external evaluation. It is organized into three parts:

- A self-study and reference section.
- A Program of Instruction (POI) for the E/C School.
- A T&EO Annotation Annex.

(2) Members of the E/C Group must understand the overall objectives of ARTEP in order to place their roles in perspective. E/C planning and field performance can also be improved with an understanding of (a) the relationships between the performing unit and E/C Group systems involved in evaluation exercises, (b) how E/C duties operate in this context, and (c) how the information they gather will be used by the performing unit. Part One deals with these areas and is intended as preparatory reading for E/Cs prior to attending E/C School.

(3) Part Two is a POI that applies these concepts to field exercise planning. This section provides instruction on the duties of the E/C Group and on the terrain and organizational environment in which their duties will be performed. Part Two also provides for detailed pre-planning of their duties by each E/C. This POI is intended to form the basis of the Evaluator School instruction material.

(4) The T&EO Annotation Annex provides guidelines for the use of the rating items contained in the T&EOs. Examples of annotations for three missions are included. These guidelines provide a standardization in item interpretation and integration. They should be applied throughout the planning, conduct, and feedback phases of an ARTEP external evaluation.

PART TWO: GLOSSARY OF KEY TERMS

2-1. INTRODUCTION

This section contains a glossary of key terms used in the Field Guide. Some of these have been coined to deal with ARTEP evaluations. Others are terms which, although already in use in the ARTEP literature, have been either restricted or broadened for the purposes of this Field Guide.

2-2. GLOSSARY

- a. **Control:** Control is the process of regulating, and guiding the tactical flow of the evaluation exercise in order to keep it within prescribed limits.
- b. **Evaluator/Controller (E/C) Group:** The E/C Group consists of the entire 25 to 30 man team that observes and rates the performance of the battalion to include the Control/Simulation (C/S) specialists.
- c. **Evaluation Logic:** Evaluation logic refers to the set of observation, recording, and scoring duties that the E/C Group must perform in order to obtain valid information on which to base their evaluation.
- d. **Evaluation Plan:** The Evaluation Plan refers to the entire set of plans and materials produced by the ARTEP planning committee for a particular evaluation exercise. This includes the scenario, logistical provisions for the E/C Group, selection and assignment of personnel, etc.
- e. **Evaluator School Program of Instruction:** The Program of Instruction for the Evaluator School refers collectively to the planning and background materials contained in the six Blocks of Instruction (BOI) outlined in Part Two of the E/C Group Module of this Field Guide.
- f. **External Evaluation Exercise (EXEX):** An EXEX is a field exercise sponsored by a higher headquarters (usually, brigade or division) for the purpose of training and assessment of the ability of performing units to achieve training objectives.
- g. **Hands-On Task:** Hands-on tasks are those required of troops to operate weapons and equipment. This term refers primarily to squad and/or individual performance.
- h. **Internal Evaluation Exercise (INEX):** An INEX is a field exercise sponsored, controlled and evaluated by the performing unit (usually a battalion) itself for the purpose of self-evaluation and correction of weaknesses.

i. **Information Processing Behaviors/Tasks:** Information Processing Behaviors/Tasks refer to the characteristic function of commanders and staff of assimilating information and generating orders from it.

j. **Operational Sequence Diagrams (OSDs):** OSDs are logical flowcharts of the sequence of tasks that make up a T&EO mission.

k. **Performing System/Unit:** The entire organization being evaluated including subunits, attachments, support elements, and staff.

l. **Sanction-Free:** Sanction-free refers to the fact that evaluation exercises are strictly for the purpose of identifying the training needs of the performing units. Consequently, performers are not to be penalized for errors.

m. **T&E Outline Annotation Annex:** The T&E Outline Annotation Annex refers to the guidelines for identification of key items in the T&EOs that require interpretation based on the professional judgment of E/Cs and the rules for integrating subunit ratings into overall ratings. This annex makes up Part Three of the E/C Group Module.

n. **Scenario:** The term scenario refers to the pre-programmed sequence of missions that will make up the tactical environment in which evaluated units perform. It does *not* refer to any description of larger political or strategic conditions that may be presented to create a sense of wartime realism.

o. **Tactical Simulation:** Tactical Simulation refers to those measures taken to represent the technical characteristics of combat. Representation of weapons effects on personnel and equipment, weapons signatures, EW signatures, etc., fall within the meaning of this term.

p. **Task Logic:** Task logic refers to the set of performance requirements that a unit must meet in order to accomplish its mission. This logic is defined in the T&E Outlines.

q. **Training Diagnosis:** The identification of performance deficiencies and their translation into training programs tailored to correct these deficiencies. This is the overall objective of conducting an evaluation exercise.

PART THREE: LIST OF KEY REFERENCES

3-1. TRAINING DOCTRINE AND GUIDELINES

- FM 21-6. *How to Prepare and Conduct Military Training*. Hq., DA, June 1974.
- TC 21-5-1. *Training Management, An Overview*. Hq., DA.
- TC 21-5-2. *Performance Oriented Training*. Hq., DA.
- TC 21-5-7. *Training Management in Battalions*. Hq., DA, October 1976.
- ARTEP 71-2 (Draft). *Army Training and Evaluation Program for Combined Arms Task Force*. September 1976.
- ARTEP 71-2. *Army Training and Evaluation Program for Mechanized Infantry/Tank Task Force*. June 1977.
- USACGSC. *Training Management Study Guide*. August 1977.
- FORSCOM Regulation 350-1. *Active Component Training*. Current Regulation, 1977.
- FORSCOM Guidelines. *Training Guidelines FY 78*. May 1977.
- TRADOC/FORSCOM. *ARTEP Workshop*. April 1976.

3-2. TACTICAL DOCTRINE

- FM 71-1. *The Tank and Mechanized Infantry Company Team*. March 1976. ("How to Fight Manual")
- FM 71-2. *The Tank and Mechanized Infantry Battalion Task Force*. July 1976. ("How to Fight Manual")
- FM 100-5. *Operations*. July 1976.
- FM 105-5. *Maneuver Control*. Hq. DA.

ARTEP 71-2

**Army Training and Evaluation Program
For
Mechanized Infantry/Tank Task Force**

**FIELD GUIDE
FOR EVALUATION PROCEDURES**

**SENIOR COMMAND AND STAFF
MODULE**

**Preparing, Conducting and Using Evaluations:
How To Make ARTEP Evaluations Work For Your Command**

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INTRODUCTION

This module contains two types of guidance for Senior Commanders and their staffs:

- **Guidance for applying ARTEP principles in fitting battalion field evaluation exercises to the training management and scheduling context.**
- **Guidance on the planning and execution of battalion field evaluation exercises and the use of their results.**

Because training resources are limited, important decisions on the nature and timing of field evaluation exercises must be made by Senior Commanders/Staff before concrete planning can begin. These decisions must fit the field evaluation exercise into the overall context of training resource management and scheduling. Parts 1 and 2 of this module discuss the application of ARTEP principles that guide these decisions.

The last three parts of this module provide guidance on the planning, conduct and use of results from field evaluation exercises. These are aimed at providing senior exercise planners and the Senior Evaluator/Controller concrete guidelines on the planning and execution of field evaluations. It also familiarizes Senior Commanders/Staff with evaluation procedures so that they can interpret the results accurately and institute future training requirements to correct weaknesses.

PART ONE: PRINCIPLES THAT UNDERLIE ARTEP EVALUATIONS

1-1. INTRODUCTION

"ARTEP" stresses the joint role of training and evaluation. It provides performance oriented guidelines for coordinating both so that there is a proper balance between them. The objective of this guidance is acceptable performance levels for all missions and tasks critical to success under combat conditions. The guidance requires that the critical missions and tasks be established, appropriate conditions specified, and valid standards used for defining performance levels. But more is required. Successful use of ARTEP requires that commanders understand and correctly use its fundamental ideas. In addition to the core idea of performance orientation, these include:

- decentralization
- concurrent, multi-echelon approach
- inseparability of training and diagnostic evaluation
- realism
- austerity
- accountability

You need to use these ideas to make sound choices at every step of the evaluation process. And using them correctly means using them jointly by making intelligent trade-offs and accommodations among principles that otherwise could conflict. For example, you can buy all the exercise "realism" you want, but how much should you spend to remain consistent with the "austerity" principle? This module will explain ARTEP system principles and illustrate how to conduct trade-offs among them.

1-2. ARTEP AND THE MAJOR IDEAS OF PERFORMANCE ORIENTED T&E

a. Decentralization. Decentralization of Training/Evaluation puts senior local commanders and staffs squarely in the business of managing their unit's training and evaluation. You must decide, among other things:

- When to train and when to evaluate.
- Which basic type of evaluation to use (external/internal) at what time.
- Which command/staff level to assign the primary "sponsorship" role in the evaluation effort.

- How much to spend on the evaluation effort.
- How the evaluation criteria and plan should be geared to unit needs.
- What to do with the results.

Answering these questions correctly can be helped by reference to several other key ARTEP ideas.

b. Concurrent, Multi-Echelon Training/Evaluation. Under concurrent, multi-echelon training, the unit as a whole sustains high levels of proficiency at all times by continuously training and evaluating all echelons concurrently.

This principle was introduced to replace the old "cycling" tendencies of the annual training program with the maintenance of adequate levels of unit proficiency at all times. It requires experimentation with alternative techniques, tools, and concepts.

This principle implies that training and evaluating at all echelons is a year-round enterprise, that lower echelon sub-units are busy at all times in maintaining adequate proficiencies (not necessarily by identical procedures in the same types of units) and that the parent unit, e.g., the battalion, has multiple opportunities to train and evaluate as an integral unit.

c. Training for Performance Means Evaluating Performance. The above ideas describe who, when and what to train. Let's consider now the how element. Attaining and maintaining desired levels of proficiency requires regular diagnosis of deficiencies. Efficient use of scarce resources depends on knowing what the training deficiencies are and what caused them.

In other words, training and diagnostic evaluation are inseparable. Like multi-echelon training, they should be conducted concurrently. This doesn't imply, however, that the same kind of evaluating is appropriate all the time. This is why two types of evaluations are distinguished for you in the training guidelines: internal and external.

(1) **Internal evaluations.** Internal evaluations should be used most often. They are less structured, and hence more adaptable and economical than external evaluations. They are useful at every echelon, and may be employed with comparatively little preparation as the natural adjunct to normal training efforts. Their equally informal results are solely for the use of the unit commander and personnel of his unit. They use these "data" themselves, deciding without external guidance how best to pursue further training in the light of strengths and weaknesses revealed. A prime example of these points would be the battalion commander's conduct of an internal evaluation—perhaps assisted by key staff and subordinate commanders—every time he takes the full battalion through an FTX.

(2) **External evaluations.** The external evaluation in contrast is a much more specialized commander's tool. For training management, it has the same fundamental objective—the diagnosis of performance deficiencies—but it is intended to do this on a much more rigorous, thorough and extensive basis. The resulting data are not used solely by members of the evaluated

unit. They are also used by higher commands to monitor and exercise overall training management functions for the programs of all subordinate units.

The external evaluation involves a large scale commitment of assets to mount a complex tactical exercise under carefully managed circumstances to measure unit performance with precision in a fully realistic combat environment. It is inherently costly and requires extensive preparation. It is a tool that sponsoring headquarters will employ with limited frequency. In current practice, the typical Tank/Mechanized Infantry Battalion Task Force receives an external type evaluation on an annual or less frequent basis.

These are the core concepts of the ARTEP system. Three additional principles must also be considered for solving your ARTEP evaluation problems.

d. **Realism as a Critical Requirement in Training/Evaluation Practice.** ARTEP gives the essential tools for running a realistic training/evaluation program. The training and evaluation outlines (T&EOs) provide blueprints for conceiving and executing what has to get done on the modern battlefield. However, if the training environment does not present realistic combat conditions, units may actually learn *the wrong lessons*. If evaluation exercises also lack realism, the data produced will be of little value in diagnosing training deficiencies. Such evaluation efforts will simply further reinforce the mistraining already present in your unit.

e. **Austerity.** Austerity means getting the most from limited resources. Given a chronic scarcity, the training and evaluation mission can be accomplished only through the setting of priorities. ARTEP 71-2 is an important tool for this purpose.

ARTEP generally describes what Army units must be able to do, and how to reach and remain at those proficiency levels. Your job is to interpret ARTEP to fit the capabilities and needs of your unit, while observing the principle of *austerity*. This means prioritizing training objectives and allocating resources to match. Commanders must guide the flow of assets so that all the T&E goals established will be realized adequately and in proportion to their importance.

In setting priorities and controlling the use of resources, commanders must find a valid mix of T&E tools, and should constantly review and update that mix as new tools become available. The comparatively modest role of external evaluations for large units (e.g., the Tank/Mechanized Infantry Task Force) and the comparatively high cost they require to be done adequately, must be kept in perspective. Task Force external evaluations must be accomplished periodically, but should be undertaken only as required.

The same principle of *austerity* may be applied as well in prioritizing and spending in a specific evaluation exercise. These will be examined in Part II.

f. Accountability. Accountability presents one of the most difficult obstacles to the production of useful diagnostic information in an ARTEP evaluation exercise. While any organization must maintain the accountability of its leaders and managers, accountability and training diagnosis tend to undermine each other in field evaluation exercises. Since ARTEP evaluations are intended for diagnosis, a sanction-free atmosphere must be preserved. The guidance throughout this field guide is based on this assumption with the recommendation that an alternative means for assessing accountability be established.

The following section discusses how these principles are applied in making trade-off decisions in both the training management context and in initial planning of an external evaluation exercise.

PART TWO: PRELIMINARY CHOICES

YOU MUST MAKE

2-1. INTRODUCTION

The first steps in the evaluation effort involve choices that shape the remainder of the process. The most critical are:

- Whether to conduct an external or internal evaluation.
- How to decide on the designation of responsibilities.
- How to determine the appropriate commitment of assets.
- How to promote a diagnostic orientation by all participants.

The answers to these questions clear the way for dealing with more technical issues of design and conduct in the next section.

2-2. EXTERNAL OR INTERNAL EVALUATION?

Commanders have available two evaluation procedures. Internal evaluations use inexpensive, informal and, therefore, flexible ways to get diagnostic data for unit personnel. External evaluations employ costlier and more rigorous ways to produce data for senior commanders as well as unit personnel. External evaluations are more carefully timed and less frequently scheduled. Which should you decide to use, and what difference does it make?

Ideally, the senior commander would choose external evaluation only when the battalion's progress in the building of its individual, subunit and battalion proficiencies draws near the Level 1 Standards spelled out in the T&E Outlines. Up to that point, internal evaluations and informal feedback are the only data needed to track and guide training. Premature use of external ARTEP increases the problems of coordinating schedules with division and high echelons. It also makes ARTEP more traumatic than necessary. The expense of an external evaluation is probably justifiable every 12-18 months, the current practice. But flexibility here is severely limited. Your master scheduling demands that battalion efforts be fitted into intricate schemes that coordinate brigade, division and in many commands even higher echelon T&E programs and other commitments. Obviously, brigade and division command/staff elements cannot "hang loose" and schedule battalion ARTEP evaluations on short notice, whenever the individual units happen to be best prepared. A compromise solution:

- Battalion, brigade, and division can jointly *forecast* when particular units will be ready for external evaluation. The Master T&E schedule can then be constructed to reflect the forecasts. Try to anticipate future performance, command changes, and resource constraints in estimating future "readiness."
- Find imaginative ways to build flexibility into the scheduling. For example: Schedule three blocks of battalion external evaluation time for each brigade, but delegate to the brigade commander the decision about which specific battalion to evaluate in each specific time slot. This provides for both higher echelon coordination and considerable leeway within the brigade to tailor the timing of external evaluations to individual battalion circumstances. If you can build in flexibility, then you can periodically review and adjust the master schedule based on results of informal ARTEPs.

Having looked at the choice and timing of the external evaluation, we will proceed to the other preliminary decisions on the assumption that an external evaluation is the type you will administer.

2-3. WHO DOES WHAT-DESIGNATING KEY RESPONSIBILITIES

Assigning the key responsibilities for the overall effort requires two decisions:

- Which "external" command echelon will play the direct sponsorship role?
 - What will be the structure and composition of the "ARTEP Evaluation Planning/Writing Team"?
- a. **Brigade or Division Sponsorship?**

Sponsorship means that a superior headquarters takes the lead in planning, supporting, conducting, and using the external evaluation and its results. The term is not used in ARTEP 71-2, but the function is essential as is the requirement to assign it to either the brigade or the division.

The two candidates for direct sponsorship are the brigade and division echelons. Division has greater staff resources and control of other assets. These factors might result in a more polished Evaluation Plan, and more assets being spent for realism, etc. However, the brigade approach is recommended for several reasons. It is a better approach from the perspective of decentralization, with the advantage of being in closer touch with the evaluated unit, its needs and capabilities. It is less likely to result in overspending and overemphasis of the evaluation

exercise, thus preserving austerity. Finally, it contributes to the diagnostic rather than test definition of the evaluation. It does this by avoiding the appearance of a remote headquarters dominating the show and assessing accountability. In light of all these plusses and minuses, the brigade sponsorship solution seems to offer the best package of *trade-offs*.

Although brigade sponsorship is recommended, guidance is provided below for brigade and division sponsorship.

(1) Brigade Sponsorship. Tips for the brigade commander and his staff.

- Get the latest formal (and informal) division guidance and tips on the job at hand from division G-3. Most G-3 shops will include an "ARTEP man," whose job is to stay current on TRADOC, FORSCOM and division ARTEP guidelines, as well as compile and codify ARTEP evaluation experience and results in your division. Update higher headquarters' guidance and pin down what division has already done or will do for you.
- Consult with your counterparts in other brigades who have been through the evaluation process recently. Find out what they did on the design and conduct issues. Get their suggestions. An ARTEP shortcoming Army wide is a lack of lateral information exchange about common ARTEP evaluation problems and the solutions local units have developed.
- Come as close as possible to doing the entire job with your brigade assets. There are reasons to go outside for certain types of support (to be detailed later), but the less dependent you are on outside assets, the more firmly you can control the evaluation, and the less likely the austerity principle will be violated. Self-reliance creates powerful incentives to find imaginative and thrifty answers, rather than the rich (and lazy) man's approach of simply throwing money at problems until they go away. As a bonus, self-reliance makes it much easier to do the evaluation job the way you want, thus ensuring a real measure of effective decentralization and its many benefits for your command.

(2) Division Sponsorship. Guidance here consists of a list of the liabilities of division sponsorship. Precautions are then given to reduce those liabilities.

- The temptation to overspend because you control the assets of an entire division and may be inclined towards the "dog and pony show" route. Apply the same hardheaded standards to justifying support levels that would be applied to the leaner brigade sponsorship.

- The serious handicap you will have to overcome in preventing the evaluation from being perceived by the battalion as a test rather than a diagnostic exercise. You are removed from the battalion, and avoiding the "big brother/under the gun" relationship to develop will be that much harder to bring off.
- The probability that the evaluation will be conducted without tailoring to the needs of the specific battalion, e.g. timing the evaluation appropriately. In addition, you will have to fight the tendency to put together one more or less standardized Evaluation Plan for all Tank/Mechanized Infantry Battalion Task Forces. You will have efficiency on your side if you do that, but you will have ignored a principle of decentralization; ARTEPs should be finely tuned to each unit. (We will come back to this tailoring process a little later.)
- The possibility that the external evaluation will become a rigid, "canned" exercise. If the same or similar Evaluation Plan, scenario, etc., are used repeatedly, the whole thing will tend to become ritualized (like the old ATIs). There will be premature disclosure of the elements of the exercise to the unit, little left of realistic "surprises," and the unit will inevitably attempt to "G-2" the problem and practice accordingly. All of which is directly at odds with core concepts of sound ARTEP evaluation practice.

But whichever echelon is selected to play the sponsorship role, its first major move will be to assemble the working group that will do the lion's share of the preparatory work. We turn to this process next.

b. **Assembling the ARTEP Evaluation Planning/Writing Team.** ARTEP 71-2 offers good advice on how to put this team together. The initial steps include:

- Designate an OIC to supervise and manage the entire evaluation process.
- Designate and task the chief writer to formulate the Evaluation Plan.
- Designate the Senior Evaluator.
- Conduct a Planning Conference, to be attended by the OIC, chief writer, Senior Evaluator and evaluated unit commander. Determine the number (and, if possible, the identity) of additional planner/writers to be detailed to the team.

(1) **Designating the OIC.** The OIC should possess the following attributes:

- He should be an experienced Tank/Mechanized Infantry Officer.

- The more previous exposure to ARTEP evaluations, the better.
- He should be drawn from outside the subject brigade (and therefore, not the brigade commander or commander of another battalion in that brigade).
- His duties as OIC can ordinarily be combined with those of the Senior Evaluator.

(2) Designating and tasking the chief writer. Simply stated, the chief writer/planner should be the best qualified officer available in the brigade, typically the Brigade S-3 himself or his immediate deputy. In the alternative case of division sponsorship, the G-3 section's ARTEP deputy is the logical equivalent. His assignment will be responsibility for drafting all aspects of the Evaluation Plan, in close collaboration with the OIC/Senior Evaluator.

(3) Designating the Senior Evaluator. If this position is not merged with that of the OIC, it is important that the designee be of O-5 grade, have ARTEP and Tank/Mechanized Infantry experience, and be drawn from the subject brigade.

(4) Conducting the planning conference. In addition to the attendees indicated earlier, it is recommended that the brigade commander (or in the case of division sponsorship, the G-3) participate. The agenda should include remarks by the sponsoring commander or his representative, preliminary discussion of basic format and procedural issues, and designation of the remaining members of the Planning/Writing team. At the option of the sponsoring commander or OIC, follow-up planning conferences or briefings may be scheduled as appropriate.

With the Planning/Writing team and other key personnel identified and tasked, two remaining preliminary issues need to be considered. The senior/sponsoring commander must decide what level of support to commit to the effort, and what basic measures he will use to ensure a diagnostic emphasis for the evaluation is successfully upheld. Both issues deserve treatment before moving on to what the Planner/Writers do next.

2-4. HOW MANY ASSETS TO COMMIT?

The more resources you commit, the wider the range of options and features that may be incorporated at almost every stage, and, therefore, the higher the quality of the evaluation. But the austerity principle tells you to find an *optimal* spending level, such that key evaluation objectives are reached, *without* excessive cost to other parts of your command's total T&E program. How do you determine the optimal support level?

Citing a specific cost figure or cost brackets to plug into your planning would be misleading (even if it were possible). There are simply too many variables to be able to nail down costs in the same way for every unit. A better approach is to supply you with a set of general

comments based on a comparative and critical look at a number of recent external evaluations, and let you make your own calculations. These points are listed below:

- Overspending tends to manifest itself in the form of mis-allocation of resources to VIP management, an overly complex Plan and overloaded scenario. This misallocation tends to occur in division-sponsored exercises. The same overall cost levels would be better directed towards high quality diagnostic data and significant on-line unit learning.
- You are more likely to err in the direction of *underspending*. Most units tend to be less than fully aware of what a valid external evaluation actually entails. As a result, they tend to undersupport the staff work involved in creating a good Plan, including: the tactical simulation/realism component; the requirement for conduct of an effective Evaluator School; adequate representation of attached and supporting units; the followthrough of effective feedback to revise training programs.

Because an adequately mounted external evaluation is more costly than generally recognized, the tendency is to schedule one for every Tank/Mech Infantry battalion in the brigade/division on a routine annual basis, but then undersupport them. We recommend instead that you consider stretching out the interval between external evaluations (to about every 18 months), and use the assets saved to make sure that your external evaluations are adequately supported when you do conduct them. (Between external evaluations, provide realistic opportunities for every battalion to conduct internal evaluations with significant frequency.)

- Finally, consider recommendations presented in the remainder of this Field Guide. They are designed to help you identify key features of effective evaluation practice.

2-5. HOW TO "KEEP THE FOCUS ON DIAGNOSIS"

The final preliminary question you must answer concerns the problem of keeping a diagnostic approach to the external evaluation paramount. What specific measures can the senior commander adopt to assure this goal? The following is a checklist of such measures.

- Adopt the slogan "Keep the Focus on Diagnosis" and display it prominently in all ARTEP evaluation documents and leadership presentations.
- Stress the diagnostic approach and means to promote it at the initial Planning Conference.
- Include in the evaluation LOI a statement, backed by the full authority of the sponsoring commander, which underscores diagnostic evaluation and sanction-free learning.

- Have the senior commander or his deputy emphasize diagnosis in opening remarks at the Evaluator/Controller School.
- Build into your Plan comprehensive and detailed provisions for effective feedback to all participants, both during and after the exercise.
- Be aware that division sponsorship, overspending, and the highly competitive two-battalion "integrated" format all tend to intensify a "showdown," rather than a diagnostic atmosphere.
- Finally, organize your total T&E program so that external evaluations are placed in appropriate perspectives for each unit, so that each unit has a significant opportunity to use the diagnostic data. That means giving the battalion enough time to retrain collectively if the evaluation results so indicate. If the evaluation is the *only* time the battalion as an integral unit gets to the field, it is impossible to prevent a "one-shot, sink or swim" attitude from predominating.

This concludes the discussion of some of the more critical preliminary steps required to get the evaluation process underway. We move on in the next section to step-by-step examination of how to prepare and implement the Evaluation Plan.

PART THREE: PREPARING AND IMPLEMENTING

THE EVALUATION PLAN

3-1. INTRODUCTION

The key to a successful ARTEP is preparing a sound Evaluation Plan. If this is complemented by effective execution, your command will be assured that it will get the diagnostic data it needs. This section describes what you—the sponsoring commander and planners—have to do to produce a good Evaluation Plan, and the basics of how to make it work during and after the field exercise phase. Later sections consider how to fit an effective Evaluator/Controller Group into this scheme, and what to do with the results they pronounce.

a. **Overview of Key Decisions.** There are several types of design choices you must make in formulating and using your Evaluation Plan. They are:

- Selecting a basic exercise format, by:
 - deciding whether to have a two- or one-battalion format.
 - deciding how to apportion evaluation emphasis within the Task Force.
 - deciding when and how to conduct “sub-unit” evaluations.
- Constructing an effective exercise scenario.
- Providing adequate exercise control and tactical simulation procedures.

3-2. SELECTING THE EVALUATION EXERCISE FORMAT

a. **Deciding How Many Units of What Types to Employ in What Roles.**

(1) **Deciding on a Single Battalion or Two Battalion (“Integrated” or “OPFOR” Evaluation Exercise Format.** Proponents of the two-battalion approach argue for its greater economy and realism. At least regarding economy, there is the saving involved in not needing another OPFOR element. However, consistent with FORSCOM guidance, the one-battalion approach is recommended. First, there is little gain in realism involved in fighting another U.S. battalion, and many artificialities. Also, the problems of successfully controlling, evaluating and providing adequate tactical simulations for two large units simultaneously are almost unsolvable within reasonable resource limits. And finally, the planning, coordination and support requirements for the two-battalion approach tend to award the sponsorship function to division by default. This impinges on the advantages of decentralization and diagnosis. Accordingly, the better trade-off appears clearly to be the conventional one-battalion exercise approach.

(2) Composition of the Task Force, supporting elements and OPFOR. The next aspect of this question involves deciding in detail on the composition of the Task Force and its support elements, as well as on the basic nature of the OPFOR you will use.

First, with regard to which mix of maneuver companies to select, you will recall the discussion of the "combined arms" concept in FM 71-2, *The Tank and Mechanized Infantry Battalion Task Force*. This doctrinal discussion stresses that a task force is a flexible formation, whose specific composition is tailored to its mission. In practice, this leads to the cross attachment of one Tank or Mechanized Infantry Company to a battalion of the other type, to yield the most generally appropriate mix. You will be on safe ground by following this normal practice. However, if you decide to use a scenario involving unusual tactical conditions and task force missions, do not hesitate to consider another mix of maneuver companies better suited to these circumstances (as described in FM 71-2).

Turning to the issue of what support elements to give your Task Force, the basic principle to apply is that of giving it a battalion's fair slice of division assets. This means incorporation of the correct-sized elements of indirect fire support, engineers, signal, trains, ordnance, helicopters, tactical air, and so on. The best way to do this, is to incorporate these elements (and their concurrent evaluation) in the Task Force evaluation process. If this is not feasible, be sure that these elements are present on a simulated basis.

Finally, what is the nature of the OPFOR you will want to employ? From the perspective of tactical realism, you would like to put an opposing formation against your Task Force that could effectively mass force ratios of 6:1 or more in the attack, look like the probable adversary, and use the correct doctrine, configuration and weapons systems. From the perspective of cost control (and technical feasibility as well), it is obvious that very basic compromises will have to be made regarding the actual OPFOR you decide to use. The starting point is to suggest that a practical solution can be based on assembling an effective OPFOR composed of a reinforced Tank or Mechanized Infantry Company. This should be well within brigade asset limitations, yet provide adequate adversary capability.

b. **Deciding How to Apportion Evaluation Emphasis Within the Task Force.** Another important question is where you want to focus your evaluation efforts in relation to the various Task Force components involved? We bring this up because there seems to be a tendency to assume that because you are doing a battalion evaluation, you should concentrate evaluation efforts at that echelon. As a result, evaluator/controller groups are often top heavy, with many evaluators busy at the battalion level and very few at subordinate unit levels. The fact is that in terms of sheer data collecting work, the T&E outlines for three maneuver companies add up to a substantially greater total than that of the battalion T&E outline for the same mission. More importantly, a very high proportion of the items in the battalion T&EOs *do not involve direct observations at that echelon, but instead ratings based on observations made at company and lower echelons.*

Think in terms of attaching at least half of your evaluator/controllers to the maneuver companies and their sub-elements. If you employ an E/C Group with a total strength of 25-30 E/Cs, this works out to 4-5 with each company team. This is enough to cover every platoon, and provide a company Senior E/C. Using this basic scheme, your E/C Group will provide ratings you need to get a balanced picture of battalion proficiency problems.

c. **Deciding When and How to Conduct Small Unit Evaluations.** The last formatting problem concerns what to do with the small unit evaluation requirements of the overall evaluation process. These are platoon and other small element requirements treated as integral in ARTEP 71-2, Chapter 8.

Incorporating these into the battalion evaluation scheme can be a problem. If not handled effectively, they can drain away evaluators and Task Force elements in a way that seriously impairs aspects of primary mission evaluation for larger units and overall exercise realism. You can avoid this by separating the list of subunit missions into those that fit comfortably into the larger unit mission framework, and those that don't. For the platoon and squad missions which are identical to company missions, conduct the evaluations within the larger unit evaluation. Schedule the others before the main evaluation field exercise, in order to minimize their disruptive effects.

3-3. SCENARIO CONSTRUCTION

The scenario you put together is the heart of the Evaluation Plan. All of the core ARTEP principles and issues come together in this phase. To be successful, you should first think in terms of three basic but closely related steps, which are:

- Deciding how many primary and supplemental missions to evaluate.
- Deciding which primary and supplemental missions to evaluate.
- Specifying the most workable, realistic and tactically sound sequence of primary and supplemental missions.

a. **Deciding How Many Primary and Supplemental Missions to Evaluate.** The temptation is to try to force too many of both types of missions into your scenario. This leads to a cluttered, overly intricate and procedurally fragile schedule of events. Such time compressions of mission-related behavior are extremely unrealistic, even in terms of the most intensive combat conditions conceivable on the modern battlefield.

Keep the scenario as simple as possible by *sticking close to the minimum number of primary and supplemental missions required for a Level 1 evaluation*. The formal requirements are for six of the nine primary missions, and seven of the eleven supplemental missions. Since you are unlikely to be able to exceed the recommended 3-4 day exercise time interval, you already have

a formidable job trying to achieve adequate coordination, evaluation, control and tactical simulation with the most modest agenda of missions to play. Resist the temptation to try more missions.

b. **Deciding Which Primary and Supplemental Missions to Evaluate.** Once you decide how many missions to incorporate, the next issue is deciding which missions. The battalions' primary missions are:

- Movement to Contact
- Hasty Attack
- Deliberate Attack
- Exploitation
- Night Attack
- Defense
- Delay (High Risk)
- Disengage (Under Pressure)
- Defense of a Built-Up Area

The Defense of a Built-Up Area mission requires special training facilities, or very elaborate simulation efforts. The Deliberate Attack mission requires a substantial block of time, which would make coverage of a total of six primary missions in the 3-4 day exercise difficult to accomplish. You must decide which one of the other missions to discard, if you decide to use the bare minimum of six.

c. **Specifying the Most Workable, Realistic, and Tactically Sound Sequence of Missions.** Once you decide which primary and supplemental missions to use, arrange these in a tactical sequence that makes sense from the perspectives of workability, realism and tactical soundness. ARTEP 71-2 lays out a series of planning steps to follow in doing this, including:

- Develop initial Evaluation Plan sketch (which tentatively locates all missions in a matrix of time phases and Task Force elements involved).
- Conduct reconnaissance (to gain detailed familiarity with the maneuver area and ranges, in order to fit the exercise to the specific terrain).
- Modify the initial sketch plan to make most efficient use of time, terrain and personnel.
- Develop/War Game the Evaluation Plan on a sandtable or chalkboard to refine its workability and its coordinative details.

What ARTEP 71-2 *does not* spell out for you is the basis for deciding what workability, realism and tactical soundness mean in this context. The reason is that no simple mechanical formula can be supplied for an equation with so many variables. Consider the following types of factors, in addition to the obvious ones of terrain, time available and mission mix explicitly cited in ARTEP 71-2:

- Try to select and sequence the T&E missions to reflect the requirements of your unit's contingency or strategic missions.
- Build the tactical simulation techniques and procedures into your administrative and tactical plans.
- Build time for on-line feedback and training activities into the T&E mission sequence. (Below we recommend verbal critiques at all levels after each battalion primary mission.)

3-4. EXERCISE CONTROL AND TACTICAL SIMULATION PROCEDURES

The last major component of the Evaluation Plan is the system or procedures for assuring adequate exercise control and tactical realism.

a. **Evaluation Logic Control Requirements.** Whatever controlling you must do to satisfy the logical requirements for evaluation is likely to undermine the realism of a completely free play field exercise, i.e. the less you steer the action, the more realistic the exercise will be. To avoid overcontrol, keep the basic Evaluation Plan mission requirements as simple as possible. In addition, be sure your evaluator/controllers understand that often controlling detracts from the spontaneity and natural flow of realistic tactical engagement, and are carefully instructed to exercise restraint and to observe unobtrusively.

b. **Tactical Simulation Procedures.** Building tactical realism into your exercise will require good procedures and techniques and a major commitment of resources.

FM 105-5, *Maneuver Control*, is the guide for this area. It lays out a wide range of techniques and options to consider (an updated version is also in the works). In addition, many new technical tools and simulation techniques (e.g., MILES, REALTRAIN) are in the process of being distributed to field units, so your range of choices and procedural guidelines are expanding. A number of practical tips based on the observation of recent ARTEP evaluation exercises can help.

Ten Basic Tips for Exercise Control and Tactical Simulation

- (1) Distinguish clearly between Evaluation and Control functions, both in *detailing the procedures for each function* and in the *primary and secondary assignments* of all E/C Group personnel.
- (2) Keep control requirements to a minimum, with a simple and adequately phased scenario, and by instructing evaluators in "unobtrusive measurement" techniques.

- (3) Simulation control should reflect correct doctrinal and technical principles with respect to force ratios, weapons effects, and authentic OPFOR tactics.
- (4) Declaration of casualties and equipment losses should be based on codified rules expressing actual weapon capabilities, and should be applied uniformly by all appropriate E/C personnel.
- (5) Adequate coordination/communication capabilities must be provided to insure timely and valid ratings on representation of force ratios and declaration of casualties and equipment losses.
- (6) Casualty and equipment losses should be played fully for the duration of each battalion major mission.
- (7) The most extensive possible use should be made of pyrotechnics and similar simulation devices, coordinated by personnel of the Control/Simulation Subgroup.
- (8) OPFOR should be constituted to simulate to the maximum feasible degree appropriate threat force ratios and doctrine (e.g., offensive concentrations of combat power of 6/1 or greater, massive employment of indirect fire support, etc.).
- (9) All vehicles should be marked with distinguishing insignia, and with REALTRAIN type numbers to facilitate controller identification and simulation activities.
- (10) Provision must be made for the Senior E/C, or his Tactical Control/Simulation Deputy, to monitor all important rulings, and to be prepared to resolve serious control dislocations or disputes on a timely and valid basis.

If the above items are reflected in your tactical simulation scheme, you can count on mounting an exercise for your Task Force that gives it a high fidelity combat environment in which to perform.

PART FOUR: ORGANIZING AND USING THE EVALUATOR/CONTROLLER GROUP

4-1. INTRODUCTION

The objectives of conducting a battalion ARTEP exercise are to provide training for the battalion as a whole and to diagnose performance deficiencies in order to shape future training programs to correct these deficiencies. With respect to both of these objectives, no element of the overall evaluation effort is more critical than the Evaluator/Controller Group and the way in which it does its job. Senior commanders and staffs can insure high levels of E/C Group performance through:

- A carefully prepared Evaluation Plan, which lays out what the E/C Group must do with respect to evaluation and control/simulation functions.
- Adoption of an effective organizational scheme for the E/C Group, and provision of adequate personnel and materiel support.
- Close attention to the selection of the Senior Evaluator/Controller and the remaining members of his Group, and provision for conduct of a satisfactory Evaluation School.
- Focus attention on the E/C Group during the evaluation exercise and back up the E/C Group with clarifying instructions or other aid as required.
- Post-exercise concern with critiquing the E/C Group's performance, and revision of future E/C Group planning and execution in light of this experience.

4-2. ORGANIZING AND SUPPORTING THE E/C GROUP

a. **Stressing the Diagnostic Efforts of E/C Group.** Senior commanders should emphasize the diagnostic emphasis of ARTEP to the E/C Group in the Letter of Instruction (LOI), Tasking Letter, Post Circular and other documents. These documents should contain and emphasize the sanction-free, diagnostic nature of the evaluation exercise. Reports and recommendations resulting from the evaluation exercise are exclusively for the purpose of pointing up the training programs that should be followed in order to meet requirements. These points should also be transmitted to the commander and subunit leaders of the battalion to be evaluated. Command emphasis is critical if a serious and realistic assessment of performance deficiencies and training needs is to result from the evaluation exercise.

b. **E/C Group Structure.** Figure C-2 of the Evaluator/Controller Group Module provides a prototype organizational chart for the E/C Group. This organizational scheme has three important features:

- The formalization of E/C subgroups at Company/Team and Battalion/Task Force echelons.
- The creation of a separate Control/Simulation (C/S) specialist position.
- The creation of a Reserve E/C element.

(1) E/Cs should be organized into subgroups based on the particular subunit to which they are assigned. Further, ratings to be made on items described in the Company/Team and Battalion/Task Force T&EOs frequently require the integration of ratings made at lower echelons. Organization of E/Cs into subgroups based on the Company/Team level will facilitate prior planning of observational strategies and cueing requirements. A subgroup is also provided at the Battalion/Task Force level to deal with the staff functions that distinguish the Battalion/Task Force from Company/Teams.

Senior commanders and their staffs should set the stage for the evaluation exercise by making available sufficient personnel to fill this organizational scheme. They should be assigned exclusively to the E/C Group for the duration of the training, execution and evaluation phases.

(2) In order to achieve combat "realism," a substantial amount of an E/C's time must be devoted to the scenario and simulation of the technical aspects of combat, such as weapons effects on personnel and equipment. Frequently, the conflicting demands of these requirements with the requirements of observation and evaluation result in an E/C neglecting one or the other.

The organizational scheme set forth here provides for a separate group of Control/Simulation (C/S) specialists to deal with this problem. This group consists of a Deputy Senior E/C for Control/Simulation and four subordinates: one with each of the three company/teams and one with the OPFOR. This subgroup identifies control and simulation requirements over its own independent communications net and coordinates individual E/Cs in carrying these activities out over the regular E/C net. E/Cs are thus relieved of the burden of C/S functions and can concentrate on observation and evaluation.

(3) The uncertain nature of the tactical environment makes it difficult if not impossible to predict exactly when and where the most intense action will occur. Thus, the tactical situation may develop in such a way as to overload a single E/C even in the performance of his evaluation duties. Consequently, a reserve element of several E/Cs who would be on call to the Task Force Senior E/C has been provided for in the organizational scheme. This reserve element would attend the E/C School and would require its own vehicles and communications capability.

c. **Material Support for the E/C Group.** The effective performance of the E/C Group will depend on its mobility, communications and, in the case of simulation, on the adequate provision of simulation devices. In addition to placing command emphasis on the use of an adequately staffed and organized E/C Group, senior commanders must make provision for adequate numbers of vehicles and communications equipment as well as for sufficient quantities of simulators and pyrotechnics. When the initial cost of moving an entire battalion to the field for an evaluation exercise is considered, the incremental cost of providing evaluation support is relatively small.

4-3. TRAINING THE E/C GROUP

a. **Introduction.** The effective performance of the E/C Group depends on thorough training in the E/C School. Two factors that affect the quality of E/C training can be influenced by the senior commander. The first deals with the selection of the Senior E/C and the qualifications of the other members of the E/C Group. The second has to do with the actual conduct of the E/C School itself.

b. **Selection Criteria for the E/C Group.**

(1) The Senior E/C is the most important component of the evaluation system. In the planning phases, it is the Senior E/C and his deputy who will set the tone of the entire operation. His attitude toward the evaluation exercise will influence whether the E/C Group as a whole makes the exercise a useful diagnostic tool. These two officers should be selected on the basis of an interest in producing valid diagnostic information and for their understanding of the sanction-free character of the evaluation effort. They should be willing to consider innovations in evaluation methods, and to closely supervise the execution of innovations.

(2) While the E/C School curriculum is designed to provide a complete course in evaluation, senior commanders can enhance the quality of the E/C Group by ensuring that individual E/Cs have recent experience in the performing unit roles that they are to evaluate. Branch/MOS compatibility with the units to which they are assigned will facilitate effective performance as an evaluator.

c. **The Evaluator School.**

(1) The evaluation setting involves the placement of two separate organizations on a particular piece of terrain. The battalion being evaluated can be thought of as a performing system whose actions and responsibilities are defined by the task logic of the Training and Evaluation Outlines (T&EOs) and other sources of tactical doctrine. The E/C Group is a separate system which must perform several functions concurrently, all oriented on evaluation. Whereas the task logic is reflected in the T&EO standards, the evaluation logic is not addressed in sufficient detail in ARTEP 71-2. It is clear that significant E/C planning, coordination and resources will be needed if valid observations are to be made in the complex setting of a field evaluation exercise. Senior commanders and staff can influence this factor as well through proper command emphasis.

(2) In view of the complexity of the evaluation task, senior commanders/staff should invest effort in the training and preparation of the E/C Group. The E/C School curriculum described in the Module for Evaluators envisions a 3½ to 4 day training course. This is not lost time. Properly instructed, and by playing their evaluator roles carefully, evaluators learn as much as the units evaluated.

This curriculum consists of two basic types of materials organized into Blocks of Instruction (BOI) that are readily adaptable to use in a classroom setting.

- The first three BOI describe the concepts that underlie the procedures involved in conducting an evaluation exercise.
- The last two BOI address the planning of the evaluation procedures and specific guidance on the T&EO missions to be run, on the specific items in these T&EOs, and the particular terrain involved.

The value of the E/C School is that it gives the entire E/C Group an overview of the evaluation exercise in terms of the developing scenario and the concurrent activities of the Battalion, OPFOR and those of the E/C Group. The School also allows each E/C to develop his own evaluation plan for the unit to which he is assigned. He does so by examining each item and planning how it will be evaluated. Coordinations required with other evaluators are indicated. Evaluator plans are then checked out on a sandtable and in the field.

Clearly, detailed planning of the curriculum requires a significant amount of time and facilities. E/Cs should be relieved of other duties for the duration of the E/C School, as well as the field exercise. Adequate classroom space and training aids must be provided for the E/C School.

(3) During the E/C School, senior commanders should provide direct support for a sanction-free environment and for the development of a well-prepared E/C Group. Opening remarks should emphasize the diagnostic intent of the exercise and that evaluation records will not contribute to the efficiency reports of performing unit leaders.

(4) Senior commanders and staff should also be aware of three general sets of procedural guidelines:

(a) Many of the rating items in the T&EOs require E/Cs to make interpretive judgments. To insure that these interpretations are both accurate and consistent across the E/C group, two steps are recommended to the Senior E/C.

- In each outline, a selection of critical terms/phrases requiring Evaluator Interpretation is underlined. These flag topics to be reviewed in FMs.

- During E/C School, the Senior E/C will instruct all personnel in the correct interpretation of these terms/phrases. Instruction and discussion will focus on applicable doctrinal principles, key references for self-study, and implications of the specific tactical context, terrain, etc., to be played in the exercise scenario.

(b) Many of the ratings will require the E/C Group to integrate the ratings obtained for sub-items into more inclusive ratings. The following types of integration are identified in the guidance for the E/C Group:

- Integration of judgments on individual elements of an Item to rate the unit's proficiency as Satisfactory/Unsatisfactory (S/U) on that Item.
- Integration of ratings for individual Items of a Task to rate the unit's proficiency as S/U on that Task.
- Integration of ratings for individual Tasks to rate the unit's proficiency as S/U on a Mission (in conjunction with other criteria specified on Page 1 of each outline).
- Integration of ratings for individual Missions to rate the subunit's (Company/Platoon) Overall Evaluation Performance as S/U. (OPTIONAL: By Command Directive Only)
- Integration of ratings for individual Missions to rate the Task Force Overall Evaluation Performance as S/U. (OPTIONAL: By Command Directive Only)

Senior commanders and staff may provide guidance to the Senior E/C on the integration of individual mission ratings into subunit and/or Task Force overall ratings.

(c) Senior commanders and staff should also be aware that the following three-step rule for integrating ratings has been recommended to the E/C Group in order to promote validity and uniformity:

- *Weigh all elements of the Item equally.* For example, the Item for rating the Battalion Defense Warning Order (Page 8-6-2) includes evaluation criteria for "sufficient information" by "secure means" to "each company and the HHC."
- *Determine the Item rating by using the most frequent proficiency score (i.e., a majority of S's or U's) among the elements.* In the above case, if two out of three elements are performed satisfactorily, the Item rating is S.

- *In exceptional cases, ignore this tendency if in the Evaluator's judgment the unit's deficiency (or proficiency) on a single element is so extreme that it outweighs the other elements in determining the unit's success on this Item. In the above example, if the Warning Order contains "sufficient information," and is distributed by "secure means" but is not received by several company teams, the evaluator may decide to rate the unit's proficiency as "U" on this item as a whole.*

Senior commanders and staff should emphasize to all E/Cs that the use of this integration rule is not intended to supplant more detailed documenting of the reasons for particular ratings. The E/C Group should be impressed with the need to provide detailed explanations for ratings. This need arises from the fact that simple SAT or UNSAT ratings will not convey the bulk of the information obtained from field observations when they are handed-off to training managers. If field exercises are to be of the most value to training managers, detailed information on the performance deficiencies must be transmitted. Training managers can then better tailor future training programs to unit needs.

4-4. FACILITATING AND MONITORING FIELD PERFORMANCE OF THE E/C GROUP

a. Command Focus During the Evaluation Exercise.

(1) In Field Evaluation Exercises, the E/C Group—not the performing battalion—represents the extension of the chain of command. A single observer can see only a portion of the performance of the entire battalion directly. For this very reason, the senior commander is provided with the 25-man E/C Group which allows him to obtain information on the battalion from 25 different vantage points at once. Command attention on the performance of this group can serve to motivate, and to enhance pride in doing a good job of evaluation. Senior commanders who only observe the leaders/unit being evaluated, in effect, pre-empt the work of evaluators. Worst of all is for senior commanders to interject themselves into the action, making rules that should be made by evaluators, thus bypassing the established chain of command. This inevitably leads to the perception of the exercise as a test, rather than a learning opportunity, and tends to degrade feelings of importance and status that the Evaluator School has attempted to create and encourage.

(2) During the field exercise, senior commanders and staff can promote the efficient operation of the E/C Group through visits to the field that involve spot checks on the various evaluator system functions:

- Brief monitoring of the evaluator nets to assess the anticipation of events for both evaluation and control purposes, and information exchange with the OPFOR, etc.

- Observation of the evaluator situation map to assess the ability of the Control TOC to cue its E/Cs with regard to surprises, changes, etc.
- Observation of whether E/Cs are making permanent records and notes on the T&EOs.
- Observation of post-mission critiques.

While this list is not exhaustive, it points out the lines along which senior commanders and staff can convey their interest in the operation of the E/C Group in the field and, thus, stimulate a high level of E/C Group performance.

b. Post-Exercise Role of Senior Commanders/Staff.

(1) Once the exercise has been concluded, and the E/C Group has completed its assessment of the evaluated unit's performance, a critique of evaluator training, evaluator procedures, and support should be conducted. Clearly, in an operation of this scale, not everything will go as planned. A documentation of the experience gained can help plan future exercises.

The following points should be addressed in the evaluation critique:

- Points deserving greater or lesser emphasis, during evaluator training.
- How well did evaluators, and the evaluator team, accomplish their functions? What further procedures might have been used? How busy were evaluators? Could the number of evaluators be reduced without reducing the calibre of evaluations? Should greater flexibility be allowed in evaluator assignments?
- Adequacy of logistical support for evaluators, and provision of simulation facilities and simulators, by time, place.
- Problems encountered in the use of the evaluation formats. Extent to which inputs from OPFOR were useful to evaluations. Extent to which evaluator comments reflect that evaluators were not rigidly bound to the T&E format. Recommended modifications in description of standards; added standards suggested.

This critique will be conducted as part of the coordination meeting held for the entire E/C Group on the day following the completion of the exercise. This meeting is described in greater detail in Section 5-2,b.

PART FIVE: WHAT TO DO WITH THE RESULTS

5-1. INTRODUCTION

This section describes the ways senior commanders and staff can use the results of ARTEP evaluations to identify unit training strengths and weaknesses. As indicated by the feedback loop models in ARTEP 71-2, the information obtained in the evaluation is used to take a second look at the performing unit's training needs (pp. 4-1 and 4-5). It is also used as input into the decision-making process for the design and conduct of future unit training efforts.

There are two features of closed-loop training programs that determine how effective they will be. These are, first, provision in the Evaluation Plan for feedback procedures, and second, the willingness of commanders to accept and use the feedback. Feedback may take a variety of forms. It may be delivered orally or in writing, either by a person within or outside the unit being trained. It may contain evaluative judgments and/or hard, objective facts.

Whatever the form, the advantages of rapid, on-line feedback are important. The most important advantage is the shortened span of time between performance and feedback. This means that there are fewer intervening activities between performance and feedback that might result in decreased recall of what happened and why. All training and learning experience has shown that short-term feedback is better than feedback that comes long after the event. In fact, the sooner the feedback, the better.

The following guidance involves two functions of feedback that senior commanders and their staff are responsible for planning.

- **Preparing and communicating evaluation results, for both the performing unit and the evaluation system.**
- **Applying evaluation results to the design and conduct of unit remedial training programs and exercises.**

5-2. PREPARING AND COMMUNICATING EVALUATION RESULTS: TAILORING FEEDBACK TO USER NEEDS

As noted above, two separate types of evaluation results are of interest to senior commanders. These are (1) an assessment of the evaluation results of the performing unit, and (2) a critique of the evaluation system and suggested improvements for it. Each type of evaluation result will be discussed separately.

a. **Feedback for the Performing Unit.** When an ARTEP evaluation is sponsored by an external authority—division or brigade—two serious problems are frequently observed that decrease the diagnostic use and learning potential of the evaluation results. These are the time delay between completion of the exercise and feedback, and the adequacy of information received. Typically, it takes two weeks for a summary of the evaluation results to reach the battalion commander.

In order to reduce this time lag and to increase the quality and detail of the feedback reaching the performing units, the following guidance is provided. The sequence begins with oral platoon on-line critiques and progresses to the formal, written reports prepared by the senior evaluator for the performing unit and sponsoring headquarters.

(1) **Platoon and company on-line critiques:** Each evaluator provides an oral critique of the performing platoon or company's strengths and weaknesses to platoon's team leaders immediately after the completion of each mission. It will be important to schedule 20-30 minutes between missions for these critiques in the Evaluation Plan.

(2) **Battalion on-line evaluation:** This is also an oral critique based on preliminary (disaggregated) evaluation results for the battalion commander and/or his staff. The feedback is provided as soon as possible after completion of each mission.

(3) **Battalion informal summary critique:** At the battalion commander's request, the entire evaluation team may be assembled as soon as possible after completion of the field exercise in order to provide an immediate summary critique. This critique is conducted by the Senior Evaluator for any personnel the battalion commander may direct to attend.

(4) **Battalion and company T&E Outlines:** By the end of the day following the field exercise, or as soon as possible afterward, evaluators furnish their completed T&E outlines and supplementary notes to the S-3 of the battalion evaluated.

(5) **Formal Evaluation Reports:** Within two weeks of completion of the field exercise, a formal written report is submitted by the Senior Evaluator to the performing unit. An additional one-page summary of this report is furnished to the sponsoring brigade or division headquarters.

The formal written report should *specify* the most important strengths and weaknesses exhibited by the performing unit which were discussed and agreed upon during the battalion evaluation team formal coordination meeting, which is described below. It should also provide recommendations for future training efforts to correct weaknesses observed.

b. Feedback for the Evaluation System

A second important objective is to improve the quality, efficiency, and usefulness of the evaluation process. In order to accomplish this, the Senior Evaluator meets with the entire evaluation team for a formal coordination meeting. The meeting is conducted the day after

completion of the field exercise and has two purposes. First, the T&E outlines are completed and scored and the supplementary written evaluations are prepared. These are fed back to the performing units. Second, the evaluators discuss the problems they encountered while performing their jobs. Basically, they critique their own efforts and develop ways to improve them.

The Senior Command and Staff need to schedule time in the Evaluation Plan for this coordination meeting. The Senior Evaluator is responsible for organizing and conducting this meeting. It is up to his discretion whether the meeting is conducted in two sessions corresponding to the two purposes of the meeting or in one session serving both purposes. The meeting is attended by the opposing force commander and the control simulation officer, as well as by the remainder of the E/C Group. During the meeting, attention is given to determining which problems were the most serious, what was their source, and why they occurred. Recommendations are then generated for correcting these problems and improving the evaluation and feedback processes. The Evaluation Plan should contain instructions for the E/C Group in documenting problems discussed during the coordination meeting.

At the conclusion of this meeting, the Senior Evaluator reports to, or briefs the commanding officer of the sponsoring brigade or division. He also prepares a report for TRADOC and CATB containing the following:

- an outline of major evaluation weaknesses, and
- recommendations for improving evaluation procedures and the training of evaluators.

This feedback will be used for improving evaluation and ARTEP as a whole.

5-3. USING THE FEEDBACK TO CORRECT PERFORMANCE DEFICIENCIES

Comprehensive, valid ratings from well-conducted field exercises are used to reanalyze and update existing statements of training needs. Analysis of results guides the tailoring of future unit/leader training. These analyses then provide:

- Inputs to division/brigade long-range training plans, and
- Inputs to exercises for corrective training.

Future training may be conducted in the field, by various types of simulations, or in both ways.

a. Inputs into Division/Brigade Long-Range Training Plans

(1) **Division Master Training Schedule.** This should be flexible enough to incorporate the results of ARTEP evaluations in two important ways, as warranted. First, the schedule should include time for battalions to return to the field to correct deficiencies. Second, it should allow

time for alternative types of training activities. If the resources or time are not available for field training, or if the source of deficiencies is attributed to the command group, then the second alternative is preferable. In accordance with standard organizational procedures, the G-3 is responsible for allocating training time for battalions.

Return to the field. Within about a month after the completion of a field exercise, the Division Master Training Schedule may designate a block of time during which the performing unit would return to the field. In this return exercise, the unit would specifically concentrate on improving its performance in those areas in which it was weakest in the original exercise. Follow-up corrective exercises are important in two ways: First, the performing unit is given more time to practice the most difficult tasks. Second, the unit is given an opportunity to understand what was done wrong, and to practice correct performance. Improvements by repetition is in accordance with training management doctrine that encourages units to train specifically to achieve T&E standards.

Schedule Alternative Training. The Division Master Training Schedule also includes blocks of time for alternative types of training procedures to correct weaknesses uncovered in the evaluations. Specifically, this may include an appropriate mix of CPXs, TEWTs, etc., as well as scheduling time for commanders and staff to participate in simulation games such as CATTs and CAMMs at Fort Leavenworth.

(2) **Inputs into Battalion Planning Calendar.** Soon after the battalion commander receives completed T&E outlines and supplementary notes from the Senior Evaluator, he adjusts and prioritizes the training content of his planning calendar. Within one to two weeks, the brigade commander arranges a meeting with the battalion commander to discuss the revised battalion training plan. The scheduling of this meeting and a statement of purpose is included in the LOI. This meeting serves several purposes; however, the main thrust is toward agreement on the content of remedial training. Further, (1) it enhances accountability by allowing the battalion commander to justify his training plan in light of identified deficiencies; (2) it provides the brigade commander an opportunity to communicate any reprioritizing of training missions or activities by division/brigade as a result of the ARTEP evaluations; (3) it enhances coordination of support assets and needs between brigade and battalion.

b. Feedback Considerations in the Preparation and Conduct of an Evaluation Exercise

(1) The second way evaluation results are used is during the preparation phase of future evaluation exercises. Commanders and staff of the sponsoring brigade/division dominate the preparation phase of an external ARTEP and, therefore, are the primary users of the evaluation results from the previous exercise. The battalion commander is called upon during the preparation phase to serve as a consultant to update and supplement the information available in the formal evaluation report from the previous exercise.

(a) By incorporating the results of the previous evaluation exercise into the current one, the Evaluation Plan is customized to the particular training level and needs of the

evaluated unit. To help tailor the evaluation exercise to the needs of the performing unit, the battalion commander provides the following information:

- The missions/tasks his battalion has worked on the most.
- The areas in which the unit is weakest.

(b) The guidance for conduct of corrective training is basically the same as that for conduct of T&E missions. The cycle of training/evaluation/retraining is repeated. On-line critiques are recommended for reasons developed earlier and in the E/C Module.

(2) **Monitoring the Feedback Process.** In addition to planning an evaluation exercise, the sponsoring unit is also responsible for monitoring the conduct of the feedback plan. A representative of the ARTEP committee is given primary responsibility of monitoring adherence to the feedback plan. Among other things, he visits as many performing units as possible, selected at random and at all command levels, at the completion of each mission to personally observe the on-site feedback and dialogue sessions between commanders and evaluators. He ensures that on-line critiques are conducted properly and on schedule, that they are not overly time consuming, and that they are helpful to the unit commander. Where weaknesses in specific evaluator procedures are observed, corrective action can be taken on the spot.

ARTEP 71-2

**Army Training and Evaluation Program
For
Mechanized Infantry/Tank Task Force**

**FIELD GUIDE
FOR EVALUATION PROCEDURES**

**EVALUATOR/CONTROLLER GROUP
MODULE**

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**PART ONE: EVALUATOR/CONTROLLER SELF-STUDY
AND FIELD REFERENCE HANDBOOK**

1-1. INTRODUCTION

a. **Purpose.** This handbook is a self-study and field reference guide for members of the Evaluator/Controller (E/C) Group. It should be reproduced and distributed to all E/Cs well in advance of the E/C School. It explains the functions E/C personnel perform to conduct an ARTEP evaluation of Tank/Mechanized Infantry Battalion/Task Force. It covers topics to be taught at the E/C School. It should be used in classes and as supplementary reading material.

b. **Evaluation Objectives.** The objectives of battalion field evaluations are:

- The detection of performance errors so that they can be corrected.
- "On-line" training/learning *during* the evaluation exercise that improves performance in a direct and immediate way.

c. **T&E Mission Outlines.** The T&E mission outlines (T&EOs) list the major duties to be performed by the elements of the battalion being evaluated. They are the backbone of the overall evaluation effort. How much the evaluated battalion benefits will depend on how well E/Cs know how to use the T&EOs in the field. Evaluators must know their jobs as individuals, and how to do their duties as members of a team. The T&EOs provide several types of guidance for evaluators as follows.

(1) They describe the sequence of activities the members of the evaluated unit should perform. Evaluators make a permanent record of these activities *as they occur*.

(2) T&EOs are to be used for three command levels of the battalion: battalion, companies, and platoons, as well as other battalion elements and attachments. Different evaluators, depending on their assignments, will be using these outlines during a battalion evaluation.

(3) The Conditions listed in each T&EO are problems presented to the battalion and its elements. Specific events such as orders from brigade, and the play of OPFOR will have been developed when the exercise missions were selected, planned, and fitted to the ground. The evaluators are responsible for seeing that these events occur according to the schedule set forth in design of the field exercise.

(4) Attached to T&EOs are suggestions as to the equipment and logistical support required. These are planned for by exercise designers. You will be issued radios, equipment, and instructions for their use, as indicated in the E/C Group Kit and the Evaluation Plan.

d. **Limitations of T&E Outlines.** Ground combat involves a succession of action and counteraction between two sides, in this case, the performing battalion and OPFOR. All of the actions and responses cannot be anticipated in advance. Realistic battalion evaluations must allow for flexibility. Further, the exercise should be planned so that evaluated units must be faced with surprises. Problem planners will deliberately introduce unanticipated events. These can occur as intelligence from brigade and in the play of OPFOR.

Because situations will be introduced which are not anticipated in T&EOs, and because the flow of tactical interactions cannot be foreseen completely, evaluators must use these tools in a flexible way. The sequence of actions by the evaluated unit may not follow the order in the T&EOs. Critical actions may occur which were not anticipated. E/Cs must be able to detect critical events and make valid evaluations when the activities of the battalion and elements depart from those anticipated in T&EOs.

e. **Evaluator Teamwork.** As the lethality and range of modern weapons increase, ground units become more dispersed. Since the members of the battalion are dispersed, members of the evaluator team are also dispersed. This means that no single evaluator can see very much of the battalion action. Evaluators must work together as a well-knit team. Evaluators must know both their own jobs and what to expect of one another. Teamwork among evaluators is brought about by understandings of responsibilities, by communications between E/Cs, and by communications with OPFOR. Guides for teamwork and communications are included in the Evaluator School program of instruction.

f. **Information in the Next Sections.** These topics are covered in the next sections:

- (1) What to look for in the Evaluator School orientation session.
- (2) How evaluators apply the principles of efficient learning.
- (3) Overview of three systems: The Tank/Mechanized Infantry Battalion, the OPFOR, and Evaluator Group.
- (4) Outline of the major types of E/C Group assignments and duties.
- (5) An examination of feedback procedures.

A number of additional topics will be covered at the Evaluator School. These will include:

- Description of evaluator duties, and how they are coordinated.

- An examination of T&EO items; considerations involved in their use; and the need for evaluator teamwork.
- The nature of the exercise scenario and its bearing on E/C Group duties.
- How the terrain impacts E/C group duties, and how these issues will be handled during the terrain reconnaissance session.

1-2. WHAT TO LOOK FOR AT THE EVALUATOR SCHOOL

a. **Purpose.** To tell you what to expect at the Evaluator School.

b. **Evaluator Orientation.** The first session will concentrate on a general review of the Evaluation Plan, and assignment of duties to members of the evaluator team.

Evaluators will typically be selected from different units. They may not have worked together before. During the initial orientation, evaluators will get a general picture of how the exercise is to be conducted, and how they operate as a team. You should obtain the following information in the first session.

- (1) Identity of unit and attachments to be evaluated.
- (2) Identity of the battalion element to which you are assigned and key personnel in that element.
- (3) The names of the other evaluators, and the elements to which they are assigned.
- (4) Note the missions to be played, their order, and the projected schedule of missions. A critique is scheduled after each mission. The tactical circumstances which might cause departure from the schedule should be reviewed. Normally, only the Senior Evaluator will permit departures from the schedule.
- (5) Learn OPFOR composition and names of OPFOR leaders. Record the names of evaluators assigned to OPFOR.
- (6) Learn the communication nets evaluators are to use. Learn call signs, and procedures. Learn call signs of other evaluators.
- (7) Learn the roles of evaluators as assigned by Senior Evaluator.
- (8) After the above items are covered, evaluators will collect around a sandtable that represents a replica of the ground over which the missions are to be run. Symbols, arrows,

etc., will indicate the order in which missions will be run, position of OPFOR, etc. The Senior Evaluator will describe each mission as it is to occur over time, and key events.

More detail on execution of missions and evaluator duties will be provided as individual missions are examined later. Guides will be provided on what communications should take place between members of the evaluator team, and between evaluators with the battalion and those with OPFOR.

1-3. OVERVIEW OF THE EVALUATED BATTALION, E/C GROUP AND OPFOR DURING THE EVALUATION EXERCISE

a. **Introduction.** There are three operating systems in the field: the battalion; the Evaluator/Controller Group; and OPFOR. The purpose of this section is to describe the operations of the three systems. Emphasis is placed on the role of the Evaluator/Controller Group as it relates to those of the battalion being evaluated, and to the OPFOR.

The purpose of the field evaluations is to provide the battalion an opportunity to perform their duties in selected combat missions. In the design of the evaluation, tasks are prepared, terrain is selected, and rules are developed for the OPFOR so that the battalion can be fully evaluated. OPFOR serves as an opponent to force the battalion to perform in a realistic tactical environment. The E/C Group exercises three functions—control, evaluation, and administration.

b. **Battalion and E/C Group Interdependence.** Let's consider the relationships between the goals, objectives, and key tasks of the battalion being evaluated and those of the E/C Group. The goals of the battalion are to accomplish its missions by actions described in appropriate tactical doctrine. In order for the battalion to do this, evaluators must set the stage for the battalion to perform its missions. This is done by giving preplanned orders to the unit, by the control of OPFOR, and by other measures which help to implement the scenario.

Both the battalion and its organic elements use tactical doctrine as reflected in the T&EOs. While the battalion performs its activities without immediate reference to these outlines during the exercise, items or standards are used by evaluators to compare performance observed with these criterion performance standards; i.e., what the battalion *should do* in these circumstances.

c. **Battalion Performance: General Requirements for the Evaluator/Controller Group.** The nature of the battalion and what it does determine in large part what the Evaluator/Controller Group must do to manage field evaluations. Examples will be given below. A few elementary points follow.

(1) The battalion is a complex organization of squads, platoons, companies, all directed by the battalion commander and staff. It is tied together by a command structure, and communications channels. Because the battalion is a large and complex organization, no single evaluator can see very much of what it does. Consequently, evaluators must work together to coordinate observations, and to assemble an accurate picture as the exercise unfolds. One way to do this is to stay ahead of the action by monitoring battalion command and tactical communications nets. This tells you what the battalion will do in advance, which helps to anticipate the activities of the battalion.

(2) The battalion consists of a number of organic and attached elements with specialized functions. These include:

- (a) Commanders and command groups.
- (b) Staff elements.
- (c) Combat and combat service support elements (both organic and attached).
- (d) Tank and Mechanized Infantry company teams as maneuver elements.

From the E/C Group perspective, the key thing is that not only must individual evaluators understand the nature of the particular and specialized duties of the battalion elements they are evaluating, they must also know how these interact with those of other elements and with actions required of the battalion as a whole. In other words, they can't evaluate the sub-units validly without taking into account how their activities are influenced by, and influence, the rest of the battalion.

(3) A third aspect of battalion operations is the differences between the activities and behaviors of low echelon task performers and actions required of high echelon managers.

At the squad and platoon levels, there are primarily hands-on tasks and the immediate supervision of hands-on tasks. Riflemen and weapons crews in contact react basically to their orders and to the sights and sounds of battle. Their information comes from what they see around them. Their tasks include surveillance, handling of equipment, use of weapons, use of cover, concealment, dispersion, etc. They are controlled by their leaders by sight and voice. The functions of support units also tend to be governed by the activities of the unit being supported, and the nature of the hardware they employ.

In evaluating the performance of these types of tasks, the standards are stated in relatively definite terms. For example, the time required to perform a task in which soldiers interact directly with hardware is a good basis for measuring their skill levels. Due to the concreteness of these tasks, only a single evaluator is normally required to observe them. It is neither possible nor necessary to observe every TOW crew to evaluate their general skill levels. Rules for sampling are described later.

At company level, and at higher command/staff levels, the leadership roles are highly dependent on information received. Thus leaders do not see directly most of the activities and events they direct. Instead, their decisions and actions are based on *information about events* reported to them. This information, however:

- Is highly selected.
- Varies in accuracy.
- Always lags the event that produced it.

At the higher organizational levels, leaders are primarily information handlers, decision-makers, and resource allocators. Unlike performance on hardware tasks, their performance is based on their provisions for, and ability to evaluate, information. They must sift through information coming to them, knowing that it may be distorted or late, and make decisions, reports, and orders.

E/Cs assigned to upper-echelon information handlers must recognize that the tactical soundness of the judgments, rather than sheer speed of decision-making, is almost always the most significant criterion of performance quality. This means that the tasks of evaluation are substantially different at higher levels, because of the differences between hands-on tasks and decision-making tasks. The evaluation of data processing tasks requires that the evaluator have access to the information available to the decision-maker. This requires that evaluators track the flow of information and commands in the battalion.

d. **OPFOR and Evaluating Battalion Performance.** The performance of tactical units against an intelligent adversary needs to be recognized also. Among other things, this means that lower-echelon combatants will never have complete information. At the higher levels, leaders and units will continuously seek to update their information so that a steady stream flows down and up the battalion communications network. But no matter how well they do this, some information about the enemy's activities, his intentions, and his reactions to what the friendly force is doing will always be missing.

By its nature, combat is characterized by the uncertainty introduced by the ebb and flow of action and counteraction between two sides. To preserve this critical aspect of actual combat in the ARTEP format, the scenario and the employment of OPFOR will also operate to inject surprises for the performing battalion. As a result, it will not be possible beforehand for E/Cs to know precisely what the battalion and elements will do next. This means that evaluators cannot rely on the T&EOs as canned scripts for actions. You must be ready to make flexible use of the T&EOs for whichever direction the action flows. You can prepare yourself by identifying the likely possibilities before the exercise begins, and by updating these expectations as the exercise progresses.

e. **Summary.** This section has described the way the performing battalion, the E/C Group, and OPFOR operate during the evaluation exercise. This is a starting point for understanding the functions and individual duties of the E/C Group. These are the subject of the remaining sections of this handbook, and will be a major focus of the program of instruction of the Evaluator School.

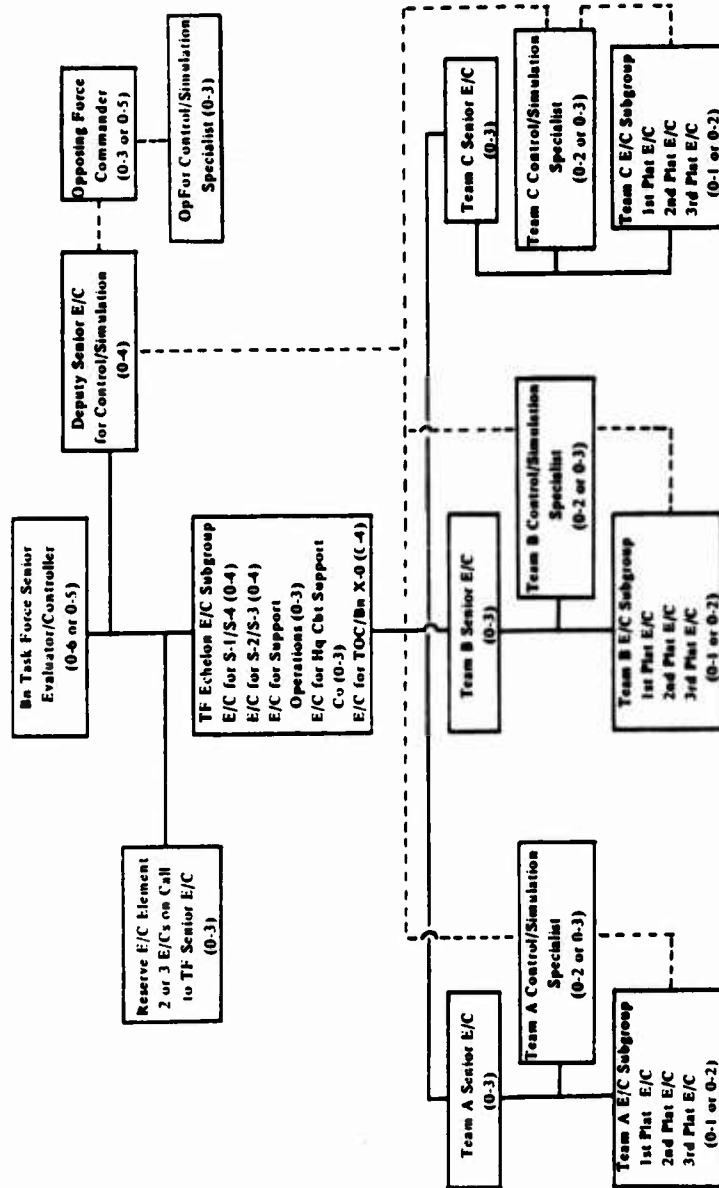
1.4. OUTLINE OF THE E/C GROUP DUTIES

a. **Introduction.** Figure C-1 presents the organization of the E/C Group, involving a classification of assignments to either the evaluated battalion or OPFOR, to different unit levels, and to different duties as evaluators or tactical simulation specialists. The duties corresponding to each of these assignments are outlined below. These will be discussed in detail as a focus of the Evaluator School program of instruction.

b. **Battalion Task Force Senior Evaluator/Controller.** The Task Force Senior E/C is the OIC of the evaluation exercise and the E/C Group. His primary duties include:

- Overall supervision, direction and coordination of E/C Group preparation and performance.
- Evaluation of Task Force Commander performance, and the performance of Task Force as an integral unit.
- Assisted by his Deputy, provides Brigade Command/Staff simulation for the evaluated unit by issuance of orders, intelligence, etc.
- Monitors and resolves exercise control, arbitration and simulation questions impacting the overall evaluation effort.

FIGURE C-1
BATTALION TASK FORCE EVALUATION/CONTROL GROUP:
PROTOTYPE ORGANIZATIONAL FORMAT



Personnel Requirements: (0-6): 0-1 (0-3): 9-13 Total All Grades: 27
 (0-5): 1-2 (0-2): 9-12 (Excluding EM)
 (0-4): 5 (0-1): 0-3

c. **Battalion Task Force Deputy Senior E/C for Control/Simulation.** The Deputy Senior E/C for Control/Simulation is the officer charged with direct responsibility for field control of the exercise and tactical simulation functions under the general supervision of the Senior E/C. His primary duties include:

- Coordination of simulation activities by OPFOR and Company Team Control/Simulation Specialists.
- Maintains current situation/location display for all Task Force and OPFOR elements.
- Directs tactical operations of OPFOR according to scenario schedule of events and Senior E/C guidance.
- Implements simulation activities at Task Force TOC.
- Resolves control and simulation problems at battalion or lower level.

d. **Battalion Task Force E/C Subgroup Personnel.** E/C personnel assigned to Task Force level elements have the following primary duties:

- Conduct of evaluations of performance of Task Force echelon elements as assigned.
- Participation in feedback activities as directed by Senior E/C.
- Assist Deputy Senior E/C in implementation of simulation procedures at Task Force level.

e. **Battalion Task Force E/C Reserve Personnel.** Members of the Task Force E/C Reserve are on call to the Senior E/C for employment either as evaluators or control/simulation specialists, as directed, for commitment at any juncture in the evaluation exercise.

f. **Opposing Force Commander.** The OPFOR Commander's duties include:

- Tactical command of the OPFOR in accordance with the scenario schedule of events, and guidance from Senior E/C and Deputy Senior E/C.
- Responsibility for preparation of OPFOR to conduct operations as defined in the Evaluation Plan, including appropriate Threat doctrine, etc.
- On call assistance to E/C personnel to coordinate or execute observations of evaluated unit from Threat positions.

g. Opposing Force Control/Simulation Specialist. The Control/Simulation Specialist assigned to the OPFOR has the following primary duties:

- Simulating weapons signatures and effects for OPFOR.
- Updates OPFOR operations and positions to assist Deputy Senior E/C in declaration of Task Force casualty and equipment losses.

h. Company Team Senior Evaluator/Controller. The Senior E/C with each Company Team has the following duties:

- Directs and coordinates the E/C element for his Company Team.
- Evaluates the performance of the Company Team Command Group, and performance of the Team as an integral unit.
- Participates in feedback activities as prescribed by the Evaluation Plan and the Task Force Senior Evaluator/Controller.

i. Company Team Control/Simulation Specialist. The Control/Simulation Specialist assigned to each Company Team has duties which include:

- Coordinating, at the Team level, the implementation of control and simulation procedures in accordance with provisions of the Evaluation Plan and guidance from Deputy Senior E/C.
- Monitoring separate control/simulation nets to track performing unit and OPFOR elements and render appropriate declarations of casualty and equipment losses, etc.
- Employing Team E/C personnel to assist in control/simulation functions as required.

j. Company Team E/C Subgroup Personnel. E/C personnel assigned to Company Team elements have the following primary duties:

- Conducting evaluations of Team element as assigned.
- Participates in feedback activities as prescribed by Evaluation Plan and Senior E/C.
- Assisting Team Control/Simulation Specialist in implementation of simulation procedures at the Team level.

1-5. E/C GROUP FEEDBACK TO THE EVALUATED BATTALION AND SENIOR HEAD-QUARTERS.

a. **Introduction.** This section describes how E/C Group members formulate and communicate feedback to performing units during and after ARTEP field exercises. Earlier sections of this guide dealt with the design and conduct of ARTEPs and evaluation procedures. This included describing the ways information is collected and aggregated for assessing unit performance strengths and weaknesses. This section shows how this information is fed back to the performing units in the form of informal constructive critiques and formal post-exercise evaluations.

The overall objective of ARTEP exercises, including the critique/feedback procedure is long-range improvement of unit performance and training management. The on-line and post-exercise critiques of unit strengths and weaknesses are a critical component of this training procedure. Therefore, an important goal for the E/C Group is to increase the willingness of performing unit leaders to receive and use the feedback. Only if the feedback information is perceived as credible and constructive by the performing unit will it have training value.

The credibility of feedback depends on what is said, how it is said, and how unit personnel perceive the evaluator. There are two characteristics of an evaluator which can increase the credibility of feedback: their technical competence and professionalism, and their familiarity with the performing unit. The way in which feedback is delivered also influences how it is received.

Feedback provided by the evaluator, both in informal on-line critiques and formal written post-exercise evaluation reports, should be constructive rather than negative in tone and content. Purely negative feedback will generally not be well received because it tends to serve as a focus for criticism by the receiver. He will spend more effort defending himself against criticism than attempting to correct unit deficiencies. Constructive criticism is positive rather than negative in tone, it includes discussion of unit strengths and achievements as well as weaknesses that need to be corrected. Constructive criticism also suggests ways that errors and omissions can be corrected rather than simply listing areas of unsatisfactory performance.

b. **Types of Feedback and Their Objectives.** Feedback may take a variety of forms. It may be delivered orally or in writing, formally or informally, and it may contain evaluative judgments and/or hard objective facts. There are three types of feedback activities: on-line dialogues between performing unit leaders and evaluators; informal post-exercise verbal critiques; and written formal evaluation reports.

The objectives of *on-line feedback* are:

- (1) To reinforce leaders' awareness of how their leadership behavior influenced unit actions;
- (2) To decrease the amount of time between the training experience and evaluation and discussion of that experience;

- (3) To identify significant strengths and weaknesses in unit performance as a basis for establishing future training priorities; and
- (4) To increase two-way communication between evaluators and unit leaders.

The objectives of *formal, written evaluation reports* are:

- (1) To identify significant strengths and weaknesses in unit performance;
- (2) To link observed deficiencies to recommended directions/objectives for future training efforts; and
- (3) To provide evidence of training achievements and effectiveness to higher command levels.

The requirements for conducting informal critiques and formulating post-exercise evaluations will be discussed under the following headings:

- Preparation and conduct of on-line and post-exercise verbal critiques.
- Preparation of written formal evaluation reports.
- Formal and informal coordination meetings.

c. Preparation and Conduct of On-Line Critiques.

- (1) **Personnel to Attend.** The following personnel will participate in on-line critiques:
 - Platoon on-line critiques are attended by the E/C assigned to that platoon, the platoon leader, his sergeant, the three squad leaders, and any attached section leaders. E/Cs from the TF Subgroup will attend if accompanying the attached sections. If an FO was used during the mission, he should also be present.
 - Company on-line critiques are attended by the Team Senior E/C, the Team Control/Simulation Specialist, the Company Commanding Officer, his executive officer and first sergeant. If FOs were used in playing indirect fire, they should also be present, as should any attached platoon or section leaders.

- **Battalion on-line critiques are attended by the battalion TF Senior E/C, the Deputy Senior E/C for Control/Simulation, the TF E/C Subgroup members, the Battalion Commanding Officer and staff. It is important that staff, not their deputies, be included for coordination purposes. However, the Battalion Commander himself may decide whether staff or additional personnel who figured prominently in the play of the mission are also to attend.**

(2) Frequency of On-Line Critiques. The evaluation plan will allocate 20-30 minutes between primary missions for the conduct of on-line critiques. Approximately 13 critiques will be conducted concurrently after each mission. If the unit completes performance of one mission and proceeds to the next mission without interruption, then the contents of the following critique will cover the performance of both missions and include a critique of how the missions flowed into each other. The amount of time spent on the critique may then be increased. Evaluators have a certain degree of latitude with respect to when they begin and end on-line critiques. For example, platoon and company E/Cs may extend on-line critiques beyond the planned 20-30 minutes while battalion plans for the next mission. Likewise, the Battalion Senior Evaluator may begin on-line critiques prior to the planned 20-30 minute critique period.

(3) Preparation for On-Line Critiques. There are several ways E/Cs prepare for on-line critiques. The E/C who conducts the critique must be thoroughly familiar with the appropriate T&E mission outlines if he is to appear technically competent. The E/C should review any notes taken during the play of the mission and coordinate with the control/simulation specialist or with lower level unit E/C personnel to ensure he has an overall perspective on the actions to be discussed.

Evaluators normally have about two or three hours waiting time before the simulated battle begins. During this time, they and the evaluated unit personnel should:

- (a) Establish a degree of familiarity and respect (technical competence/knowledge).
- (b) Notify unit leaders about the between-mission critiques and what to pay attention to during the missions and critiques.
- (c) Arrange any necessary informal coordination sessions prior to or between mission critiques.
- (d) Set the stage for constructive criticism and learning from mistakes.

- (e) Explain procedures to be followed so unit members are set to learn rather than "fight the problem."
- (f) Decide who will attend critiques.
- (g) Arrange a policy on within-mission critiques as a function of the unit leader's own command and training roles.

(4) **Content of On-Line Critiques.** On-line critiques are dialogues between E/C personnel and unit leaders. There are several advantages associated with conducting critiques as dialogues rather than as formal lectures. First, the information available is based on the personal observations of several people, each representing different perspectives which have not yet been coordinated. Evaluators may not have all the information available and, therefore, should not be fixed in their assessment of unit performance when they begin the critique. Second, a dialogue enhances the credibility of feedback and unit leaders' acceptance of feedback. It provides the evaluator an opportunity to assess the leaders' frames of reference. This is particularly important in case the evaluator and unit leaders disagree in their assessment of unit performance. In order to avoid resistance to criticism, the evaluator encourages unit leaders to verbalize what they think were the major problems.

Evaluators should be equipped with butcher paper and black crayon and acetate overlay (especially useful in case of rain), to be carried in their vehicles. During the critique the E/C records the ideas discussed. These topics focus the group discussion on ways to improve leader and unit performance.

It is important to establish and maintain an informal climate that encourages open examination of problems and group participation in making suggestions for improvement. Encourage leaders to speak up when they have access to additional information or think an observation/interpretation is incorrect. At the end of the critique, the E/C summarizes the discussion, emphasizing his perceptions of training needs as well as examples of outstanding performance.

d. Preparation and Conduct of Post-Exercise Verbal Critiques

(1) **Options.** This type of critique is optional and occurs only once. It is held as soon as possible after completion of the field exercise. The battalion commander may request this critique if there are observations requiring coordination with the OPFOR commander, etc., or he may request it before the exercise begins.

(2) **Personnel to Attend.** The entire E/C Group will attend this critique, in addition to the battalion commander and any other battalion personnel the commander requests. Team Senior E/Cs are responsible for providing information on the coordination of activities. The Deputy Senior E/C for Control/Simulation is responsible for providing information he has coordinated from all sources to help identify performance deficiencies caused by the interplay of two or more battalion elements.

(3) **Purpose and Procedures.** The entire battalion E/C Group meets informally with the battalion commander to coordinate observations and provide a summary critique. This critique is conducted by the Senior E/C at the TOC or in a prearranged area on post. His role is to guide the discussion by relating the perceived problems to the T&EO Standards and by recording the participants' ideas. The E/C opens the critique by asking the controllers to describe the most significant problems they observed during the exercise. The emphasis is on command control and communications coordination between the battalion headquarters and the maneuver elements. Then the Team Senior E/Cs discuss these issues with emphasis on the adequacy of the battalion orders as viewed at company team level. The S-3 E/C will report on coordination and control within the battalion staff, and on the maintenance of records.

The discussion will cover all major problem areas related to the primary functions of a battalion command and staff, as spelled out in the appropriate T&EOs. At the end of the critique, the Senior E/C may summarize the discussion, emphasizing his perceptions of the battalion's training needs as well as examples of outstanding performance. Questions and comments should be encouraged.

c. Preparation of Written Formal Evaluations Reports

(1) **Types of Written Documents.** The E/C Group is responsible for preparing three written documents following an ARTEP evaluation exercise. These are:

- The completed T&E outlines and supplementary notes.
- A written Formal Evaluation Report to the performing unit commander.
- A written Summary Evaluation Report to the sponsoring brigade or division headquarters.

These three documents will be discussed in turn. The E/C Group Coordination Meeting, which provides the basis for each, is discussed separately below.

(a) **T&E Outlines.** Either before or during the formal E/C Group coordination meeting all E/Cs record S/U ratings on battalion, company, and platoon T&EOs as required, and complete their supplementary written notes. At the end of the coordination meeting, the battalion TF Senior E/C and Team Senior E/Cs collect these completed T&EOs and supplementary notes. Each Team Senior E/C then integrates his platoon evaluator's ratings for each mission into company ratings using procedures discussed at the Evaluator School. The Senior E/C prepares the battalion T&EOs for each mission in the same manner. This process results in four completed T&EOs for each mission conducted during the evaluation exercise. By the end of the day, the Senior E/Cs furnish the completed battalion and company T&EOs to their respective commanders. The diagnostic supplementary notes prepared by each subgroup E/C are appended to the completed T&EOs. Integration of ratings across missions for an overall

evaluation of company or battalion performance is optional, and to be done only by direction of the sponsoring brigade or division commander.

The major objectives of written evaluation reports should be kept in mind as E/C personnel prepare the T&E supplementary notes and battalion Summary Report. Because such written evaluation reports lag the events they describe by some days, E/Cs should describe the circumstances in which errors occurred.

(b) **Written Evaluation Reports.** Within two weeks following the evaluation exercise, the battalion Senior E/C prepares two written evaluation reports, one for the battalion commander and another for the sponsoring brigade or division headquarters. The Formal Evaluation Report should specify the most important strengths and weaknesses exhibited by the performing unit, as discussed and agreed upon during the E/C Group formal coordination meeting. It should also provide recommendations for future training efforts to correct any weaknesses observed. Suggested remedial training should be explicitly linked to observed deficiencies. For example, if Senior E/Cs observed deficiencies in command group performance, the report may recommend use of simulation games such as CATTS and CAMMS.

The Summary Evaluation Report, prepared by the battalion Senior E/C for the sponsoring headquarters, serves two objectives. First, it provides input to division/brigade long-range training/planning activities by recommending future directions for training the battalion and its elements. Second, it informs division of the battalion's training status. The format may be a brief summary of the battalion Formal Evaluation Report. A copy of the complete battalion Formal Evaluation Report is submitted at the same time.

f. Formal E/C Group Coordination Meeting

(1) **Personnel to Attend.** The battalion Senior E/C meets with the entire E/C Group on the day after the completion of the field exercise. It is important that the OPFOR commander and his control simulation officer attend as well, in order to provide information on all aspects of the exercise as seen from the perspective of the OPFOR.

(2) **Purpose, Content, and Procedures.** The purpose of this meeting is two-fold. First, this is where problems of combining and interpreting ratings are discussed and resolved among the entire E/C Group. Second, this is an opportunity for E/Cs to discuss problems encountered in performing their jobs and thus to identify ways for refining future evaluation efforts.

The discussion will be structured chronologically on a mission-by-mission basis. During the meeting all E/Cs will be required to integrate their ratings as required by the T&EOs and procedural guidelines. Basically, there are two types of T&E items requiring joint observation and/or integration of ratings. One type requires Senior E/Cs to integrate observations and ratings from lower level echelons into parent unit ratings. The second type of item requiring discussion involves coordinated observations of particular battalion elements from several vantage points and/or by several evaluators.

After completion of the reconstruction and rating process, the E/C Group will direct its attention to the effort to establish the most important strengths and weaknesses exhibited by the performing unit. Discussion and suggestions for remedial training will follow. This discussion should isolate the probable sources of the observed deficiencies, in order to pinpoint appropriate remedial training recommendations.

The second major objective of the coordination meeting is to critique the performance of the E/C Group and the overall evaluation effort. Emphasis will be placed on the following areas:

- General shortcomings of the basic Evaluation Plan.
- Problems encountered in using the T&EOs.
- Adequacy of instructions for observing and recording critical behaviors.
- Adequacy of the planning and coordination procedures.
- Adequacy of on-line logistical support of the E/C Group.
- Adequacy of the number and task assignments of E/Cs in relation to what they had to do in the field.
- Adequacy of the feedback procedures.
- Ways to improve evaluation procedures and the contents of evaluator training.

Shortly after this meeting and submission of the required written reports, the Senior E/C will prepare a short briefing or memorandum for the sponsoring headquarters outlining the major strengths and weaknesses of the overall evaluation process, and recommending appropriate measures for future refinement. In addition, the form provided for written feedback as requested in ARTEP 71-2 will be completed and forwarded to TRADOC and the U.S. Army Training Board. They in turn will use this material in on-going efforts to improve ARTEP evaluations and the full ARTEP system.

Battalion Task Force—Movement to Contact

C-20

Tasks, Conditions	a. Conduct of Movement (Cont'd.)	Evaluator Comments	S	U
8-1-B (Cont'd.) Conduct Move- ment, Engaging OpFor Locations and Probable Locations.	c.			
	1. Determine likelihood of OpFor contact, disposition.		---	---
	d.			
	1. No commo security violations that permit disclosure of:		---	---
	(a) time of movement		---	---
	(b) route selected		---	---
	(c) support fire plans		---	---
	Comments:			
Tasks, Conditions	Standards	Evaluator Comments	S	U
8-1-C TF elements engaged by OpFor MG and ATFire Fire	On receiving fire TF elements:			
	1. Return fire promptly		---	---
	2. Deploy		---	---
	3. Report			
	(a) promptness		---	---
	(b) accuracy of enemy location location		---	---
	4. Initiate suppressive fire		---	---
	Comments:			

Tasks, Conditions	Standards	Evaluator Comments	S	U
8-1-D Submit Report; General commo	Commo maintained with:			
	1. Subordinate units (list)			
	(a)		—	—
	(b)		—	—
	.		—	—
	.		—	—
	.		—	—
	N		—	—
	2. Bde Headquarters		—	—
	3. Reports cover:			
	(a) Friendly location		—	—
	(b) Nature of terrain		—	—
(c) OpFor situation		—	—	
4. Reports submitted via secure means.		—	—	
Comments;				
8-1-E Conduct of Sustaining Operations	Throughout preceding mission:			
	1. Ammo redistributed		—	—
	2. Med. support/evacuation		—	—
	3. Vehicle maintenance.		—	—
	4. Vehicle recovery		—	—
	5. Refueling		—	—
	conducted as needed.			
	Comments:			
Overall Evaluation	Coordination of Activities between Members of Bn Staff	Excellent ____ Good ____ Poor ____		
	Supervision of EM Supporting Bn Staff	Lax, Fairly Provides as Ineffective ____ Effective ____ Needed; ____ Effective		
	Comments:			

PART TWO: EVALUATOR/CONTROLLER SCHOOL:

RECOMMENDED PROGRAM OF INSTRUCTION

2-1. INTRODUCTION

The following materials are drafted in a format which can be converted readily into lesson plans for use in the Evaluator/Controller School. This recommended program of instruction is based on the contents of the sample given in ARTEP 71-2, Chapter 5. However, some changes have been made in the organization of specific topics and the sequence of their presentation. These changes reflect the need for expanded treatment of several key subjects, chiefly the underlying principles of ARTEP evaluation and the logic of their application to sound E/C Group field performance. The total time requirement for conduct of the E/C School using this program of instruction is two days, as recommended in ARTEP 71-2.

The program is divided into five Blocks of Instruction. These are:

- **Block of Instruction No. 1:** Orientation and Overview of E/C Group Mission (2 Hours)

 Session 1 - Overview of Evaluation Plan and Organization. (1 Hour)

 Session 2 - Overview of ARTEP Evaluation Objective. (1 Hour)
- **Block of Instruction No. 2:** Underlying ARTEP Evaluation Principles (1½ Hours)

 Session 1 - Interdependence of Battalion and E/C Group Roles (1 Hour)

 Session 2 - Inside the Performing Battalion: The Evaluator's Perspective (½ Hour)
- **Block of Instruction No. 3:** Specification of E/C Group Duties (2 Hours)

 Session 1 - Exercise Control and Simulation Functions (1 Hour)

 Session 2 - Performance Evaluation Functions (1 Hour)
- **Block of Instruction No. 4:** Understanding the T&EOs as Key Evaluator Tools (4 Hours)

 Session 1 - The Most Elementary Types of T&EO Items: How to Observe and Rate Performance (½ Hour)

Session 2 - More Complex T&EO Components: How to Interpret and Integrate Observations and Ratings (1½ Hours)

Session 3 - Selected Problems and Techniques: Battalion Tactical Nets and Information Processing Performance Evaluation (1 Hour)

- **Block of Instruction No. 5: The Field Exercise Scenario and Terrain: Bearing on E/C Group Missions (7 Hours)**

Session 1 - Detailed Specification and Gaming of the Scenario (2 Hours)

Session 2 - Terrain Reconnaissance (5 Hours)

Each BOI and its component sessions are outlined below.

BLOCK OF INSTRUCTION NO. 1

ORIENTATION AND OVERVIEW OF E/C GROUP MISSION (2 HOURS)

Session 1—Overview of Evaluation Plan and Organization (1 Hour)

Purpose: Orientation of all evaluators.

1. Introduction by Division or Brigade Senior Officer. Following points are to be made:
 - a. Importance of evaluation to unit/Army.
 - b. Lethality of modern battlefield.
 - c. Requirement for realism in collective training.
 - d. Diagnostic rather than test objectives of evaluation.
2. Introduction by Senior Evaluator.
 - a. Re-emphasize key points made by Senior Officer.
 - b. Identify the battalion to be evaluated, and attachments to be played. Provide names of key personnel in evaluated units.
 - c. Describe key features of Evaluation Plan. List missions to be played, and approximate time schedule by mission. Note that critiques will be held after each mission.
 - d. Describe organizational structure of the E/C Group. Designate Evaluator/Controller assignments by duty type.
 - e. OPFOR composition/role.
 - (1) Leaders of OPFOR identified.
 - (2) General role of OPFOR.
 - f. Outline safety and other administrative procedures.

Supporting Displays

1. Central display board showing:
 - a. Major elements of evaluated battalion and key leaders.
 - b. OPFOR and leaders.
 - c. Evaluator assignments.
 - d. Missions and approximate time schedule.
 - e. Area in which evaluation is to be conducted. Control points. Coordination times at control points.

Handout. An evaluator field folder should contain the above information, other relevant extracts from the Evaluation Plan, and the T&E outlines for missions to be played, arranged in proper time order.

Session 2—Overview of ARTEP Evaluation Objective (1 Hour)

Purpose: To stress the diagnostic and learning aspects of ARTEP evaluations, and the role of evaluators in creating a climate for effective performance evaluation and learning.

1. Emphasize sanction-free diagnosis and learning.
2. Key role of feedback in the "training to correct deficiencies" process.
 - a. A simple learning loop; role of trainee and evaluator.
 - Emphasize feedback and practice until a given level of performance is met.
 - Role of performance standards.
 - Examples of incorrect self-learning; roles of evaluators.
3. Learning loops. The learning loops that will be operative in battalion field evaluation. Role of evaluators.
 - a. Self-learning. Personnel being evaluated detect own mistakes. During critiques, evaluators should encourage this type of learning process, by having the evaluated personnel describe what they learned during the mission.

- b. **Learning from peers and leaders.** During the first mission and throughout, evaluators should be especially attentive to the exercise of supervision by unit leaders. Failures to exercise such supervision must be identified in critiques. Proper exercise of supervision is stressed in subsequent missions.
 - c. **Post-mission critiques.** The critique after each mission permits all evaluators to review performance in terms of especially important Standards described in T&E outlines. This requires close observation of mission planning and execution. In addition, the evaluator may see (or record by monitoring of tactical net) critical behaviors which are not covered in T&E outlines. Notes are made on these for discussion during critiques.
 - d. **Written summary of performance.** At the conclusion of the complete evaluation exercise, evaluators will assemble to prepare overall evaluations. Evaluators must keep extensive notes so as to contribute accurate information, and to avoid forgetting.
4. **Review of general principles of learning, and implications for role of evaluators.**
- a. **Feedback must be valid.** This is, your diagnosis of deficiencies must be correct. This requires thoughtful review of T&E outlines and of background materials so that your diagnosis is correct.
 - b. **Feedback must be credible.** E/Cs must be perceived by those they evaluate as being qualified to make valid observations.
 - c. **Feedback should occur soon after the activity.** The sooner the feedback occurs after the activity in question, the more likely trainees are to learn. This is the reason critiques will be held after performance of each mission.
 - d. **Those who are to receive the feedback need to be willing to accept it.** E/Cs should emphasize to members of the evaluated unit the sanction-free nature of the ARTEP evaluation and its training and diagnostic objectives.
5. **Keeping the emphasis on training and diagnosing deficiencies.** Repeat to evaluators who are to pass information on to their counterparts in the evaluated unit that:

- a. The LOI emphasized sanction-free learning; in line with this emphasis, we will provide short summary critiques after each exercise mission.
- b. When you meet your counterpart, you will stress again the learning aspect of the ARTEP evaluation.
- c. Evaluators must know how to evaluate as individual evaluators. They must also know when and how to integrate their observations of activities that require coverage by two or more evaluators.
- d. The way in which post-mission critiques are held is a key determinant of success.

Summary

- 1. The four learning loops. A key function of evaluators is to make all work effectively.
- 2. Learning requires: valid feedback, credible providers of feedback, timely feedback, trainees set to accept feedback.

BLOCK OF INSTRUCTION NO. 2

UNDERLYING ARTEP EVALUATION PRINCIPLES (1½ HOURS)

Session 1—Interdependence of Battalion and E/C Group Roles (1 Hour)

(Systems perspectives as applied to the battalion being evaluated, OPFOR and the E/C Group.)

Purposes:

1. To provide evaluators with essential perspectives on activities of the performing unit, and resulting coordination requirements.
2. To provide evaluators with a better appreciation of the requirements for teamwork in the conduct/coordination of *all* activities of evaluators.
3. To describe the role of OPFOR, and how the E/C Group controls and directs OPFOR in order to:
 - a. give the battalion an opportunity to perform its critical duties, and
 - b. provide evaluators with supplementary information that will help to evaluate performance more thoroughly.

1. Three Systems in the Field

- a. General Introduction.
 - (1) A battalion field exercise brings three groups or systems into continuous contact: the battalion to be evaluated, OPFOR, and the Evaluator/controller Group or team. Evaluators/controllers need to understand their own roles, and the interplay between these and the roles of the Battalion and OPFOR.
 - (2) The purpose of the exercise is to provide the battalion and its organic elements an opportunity to perform its more common and critical combat duties. Terrain is selected, and OPFOR is instructed and directed so that this can occur. Thus, OPFOR acts as a foil, whose actions serve to provide the battalion and

its elements the opportunity to perform its duties. Preplanning, and actions by the E/C Group throughout the exercise, permit performance to be observed, recorded and evaluated.

- (3) General roles of the three actors: the battalion, the OPFOR and the E/C Group. (Illustrate by schematic how evaluator team wraps around battalion and OPFOR.)

b. Two systems and their functions:

- The battalion being evaluated.
- The E/C Group.

The goals, structure, functions and coordination requirements of the battalion being evaluated are compared with those of the E/C Group.

	Bn and Elements	Evaluator/Controller (E/C) Group
Goals, Objectives	Success in accomplishment of missions by actions as described in T/E outlines. The battalion accomplishes these goals by following tactical doctrine and techniques appropriate to the terrain and tactical situation.	Effective exercise control and valid evaluation of field performance. The E/C Group sets the stage so that the battalion can perform its duties, and observes and evaluates that performance.
Structure	Tank/Mechanized Infantry Battalion Task Force composition, with attachments.	A Group consisting of 25-30 evaluator/controllers under the direction of a Senior Evaluator.

**Bn and Elements
(Cont'd.)**

**Evaluator/Controller (E/C) Group
(Cont'd.)**

Key Tasks

The battalion (and subordinate elements) perform tasks described in T&EOs. Tasks of companies and platoons are "nested" in those specified for battalion.

Members of the evaluated battalion are to participate in and learn from critique discussions.

**Control;
Coordination**

Via battalion and company tactical nets.

1. Control of the situation by:
 - implementing scenario plan
 - OpOrds to leaders
 - Control of OPFOR
2. Simulation of two-sided contest by employment of OPFOR and use of tactical simulation procedures and devices.
3. Evaluation of activities of the battalion, organic elements and attachments, according to the T&E Standards. Evaluations are reduced to a permanent record of the actions of the battalion and its elements.
4. Conduct of post-mission critiques, and providing information for post-exercise written evaluation reports.
5. Other duties:
 - Admin. involved in setting up problem, admin. control.
 - Safety, monitoring.

Via E/C Group nets, including the net linking E/C Group with OPFOR (as indicated in E/C Group Organizational Chart).

Comparison of Systems

1. Note that while the same T&E outlines guide both the battalion and E/C Group, the goals, structure and functions are quite different for the two systems.
2. The E/C Group "wraps around" the battalion, providing mission orders, simulation to create a high fidelity tactical environment, and ongoing evaluations and critiques.
3. The battalion responds to orders, taking into account terrain, intelligence given in orders, intelligence picked up during battle, etc. Evaluators observe and compare this response to their concept of correct responses as developed in the evaluator school to point up good performance, errors. These are recorded for use in critique.
4. To perform its several functions, the E/C Group must be able to *anticipate* events; must be able to stay *ahead* of problem. ARTEP evaluation exercises are intended to give the battalion an opportunity to perform; this involves the possibility of both good performance and errors. Consequently, the battalion's precise response cannot be anticipated in advance, and the E/C Group must be able to accommodate unexpected situations.

Session 2—Inside the Performing Battalion: The Evaluator's Perspective (½ Hour)

Purpose: To provide broad guidance for evaluators as to how battalions perform missions and requirements that fall on evaluators individually and as a group.

1. The battalion as a system; characteristics of systems.
 - a. The battalion is a multi-tiered organization coordinated by communications via tactical nets and chain of command. Review major functions by type (optional).
 - b. Battalion functions by level and duties of evaluators.
 - (1) At squad and platoon level, we have "hands-on" tasks and supervision of "hands-on" tasks. Here, front line people react to the sights and sounds of battle. Their information comes from what they see around them. Key tasks include surveillance, equipment handling techniques, use of weapons, use of cover/concealment, control/coordination by observation of other team members, and by voice. Tasks are driven by both equipment and the enemy situation. Often, there is a premium on speed of action.

(2) Attentive evaluators at platoon levels can observe these activities of soldiers as they are performed, and how well crew, squad and platoon leaders supervise activities of their subordinates. Evaluators can also note, for future reference in critiques, immediate terrain features that bear on the actions being observed, and the evaluations of actions.

(3) Battalion commanders and staff and company commanders must acquire information about the battlefield primarily from reports originating at either lower or higher echelons. these reports are:

(a) highly selective and often incomplete.

(b) of varying accuracy.

(c) always lag the events they describe.

Consequently, leaders at these echelons are information processors. Their information is, however, less than complete, and they must make timely decisions in the face of uncertainty. Given this uncertainty, commanders may be frequently tempted to change such decisions. They must be aware, however, that chaos can easily be the result of such changes.

c. Derivative evaluator information/action requirements. To evaluate validly the decisions of individual information processors, and to locate errors as between information processors, evaluators need to be privy to the flow of information via tactical nets. It should be noted that the evaluation of information processing tasks requires a rather different set of tasks of evaluators; among other things, it places heavy stress on evaluator communications/teamwork. These tasks and recommended procedures are developed further in BOI III.

¹Note to Instructors: Citations from actual combat accounts can help give interest to instructions. One good example here would be the orders emanating from General Hooker in the Battle of Chancellorsville. For one good reference, see Shelby Foote, *The Civil War*, Volume II.

BLOCK OF INSTRUCTION NO. 3

SPECIFICATION OF E/C GROUP DUTIES (1½ HOUR)

Session 1—Exercise Control and Simulation Functions (1 Hour)

Purpose: To provide more detailed information as to E/C Group duties regarding exercise control and tactical simulation.

References: An outline description of duties of all E/C Group personnel should be incorporated in the Evaluation Plan and excerpted for distribution as part of the E/C Group personnel basic kit. In addition, the procedural Annex for Tactical Simulation functions should be reproduced and distributed as another item in the same initial hand-out kit.

Duties of E/C Group Personnel with Control and Tactical Simulation Responsibilities:

1. **Control.** Throughout the several missions selected, a key role of evaluator personnel is to implement the scenario plan. This involves effective control measures, which are exercised in several ways.
 - a. By orders given by Senior Evaluator to the battalion commander at appropriate times.
 - b. By simulating brigade commander and staff throughout the mission. Brigade will give further orders during the missions, pass on intelligence, and request and receive reports.
 - c. By feeding intelligence to lower echelon units (to influence action directly, and to determine whether information is properly screened, passed up the chain of command and acted on).
 - d. By control of OPFOR. OPFOR commander and E/C Group personnel are briefed on their roles in evaluator school. Positions and activities of OPFOR for each mission are designated.

OPFOR leader and E/C personnel note positions in terrain reconnaissance preparatory to conduct of the problem. During the exercise, orders go from the Senior Evaluator to OPFOR to implement *timing* of contacts, and to assure that OPFOR plays its role properly.

- e. By deciding when to suspend tactical play for administrative purposes or to conduct intra-exercise critiques.
- 2. **Simulation.** The purpose of simulation is to create a realistic combat environment.
 - a. Key tasks are:
 - (1) Monitoring exposure of battalion elements to direct and indirect fire.
 - (2) Use of pyrotechnics to represent weapons effects.
 - (3) Declaration of casualties to personnel and equipment.
 - (4) Monitoring tactical nets.
 - b. These tasks are directed by simulation specialists assigned to battalion staff, OPFOR and companies. See page Section 1-4, page C-9.

Specialists will determine numbers and types of casualties; they will normally call on E/Cs to declare casualties. Specific procedures are described in a Tactical Simulation Annex to the Evaluation Plan.

Tactical simulation specialists assigned to companies are directly responsible for monitoring OPORDs by radio transmitted to and from companies. Samplings of transmissions are to be recorded.

Tactical simulation specialists on friendly side and OPFOR exchange information to coordinate weapon effects simulation with the firing of indirect fire weapons.
 - c. Tasks are described and specific tasks assigned based on the information above.

Session 2—Evaluation Functions (1 Hour)

Purpose: To provide evaluator members of E/C Group with adequate and comprehensive understanding of the scope of their duties.

References: Copies of T&EOs for correct missions and unit levels as provided in E/C Group Kit handout.

1. Evaluation Duties:

- a. The purpose of the exercise is diagnostic evaluation. Primary role of evaluators is to make valid evaluations and provide effective feedback.

b. During conduct of missions, the primary duty of most E/C personnel centers on observation and evaluation of specific elements of the battalion task force to which they are assigned. The means of observing/monitoring and what evaluators must do to rate will vary with the individual items in the appropriate T&EO. (See BOI 4.)

(1) Some standards/items will ordinarily be evaluated by only one evaluator. Example: "Use of hull defilade by APC." Such items are identified in advance. Not all items can be evaluated at all times. Performance on these standards may be sampled according to plan.

(2) Some T&E items, especially those that call for coordination between physically separate units, require exchange of information among evaluators. Example: coordination between moving unit and overwatch.

Needs for exchange of information must be *anticipated* by evaluators, using evaluator net to (a) request information, and (b) inform other evaluators as to what to expect.

(3) Some unit behavior is continuous; some occurs only once. Examples:

Continuous: Use of available cover/concealment. Maintenance of alertness.

One-Time: The mission warning order.

Continuous behavior is sampled at time intervals. Evaluators must be especially alert to evaluate one-time behavior.

(4) Monitoring of communications is especially critical.

(a) Communications may be evaluated independently for clarity, sufficiency, communication security, etc.

(b) E/Cs may evaluate as well whether the actions that communications call for are taken as ordered, in a timely manner, and consistent with mission intent.

(c) Communications are evaluated both by selectively monitoring face-to-face meetings, and unit tactical nets. When an order comes down, or a critical piece of intelligence (inputted in some cases by evaluators) is reported upward, evaluators should attempt to follow progression of messages.

- (d) Evaluators note action implications of important communications, and subsequent delays in giving orders, implementation of actions, etc. If intelligence, evaluators again monitor screening, whether actions are taken in response to intelligence, delays in relay, and so on.
- (e) Preplanning is required by evaluators to permit efficient monitoring of tactical nets. This involves cueing or forewarning other evaluators to expect certain communications, or activities by the unit evaluated and/or OPFOR. Preplanning requirements are taken up on a mission-by-mission basis.

(5) Evaluation of critical behaviors not identified in T&E outlines.

As stated in BOI 2, some critical behaviors will occur which are not and cannot be completely anticipated or identified in mission T&EOs. Evaluators must be alert to identify these and make notes. Examples from actual experience:

- A battalion located its field maintenance facilities within 25 yards of a crossroads. The crossroads was the most logical registration point for enemy artillery in a 5-mile radius.
- A platoon set up Claymores, and put out an OP. Due to lack of coordination, as OP personnel pulled back, they tripped the Claymores.
- Two armored platoons got intermingled for 45 minutes. Neither platoon leader nor the company team commander attempted to sort them out.
- Battalion plans, orders, papers were left behind when battalion CP pulled back, and picked up by OPFOR.

Skilled evaluators are alert to detect such incidents and to record them for discussion in critiques.

- c. Systematic recording of observations during conduct of a mission is a critical requirement. To do this, each evaluator should have the appropriate T&EOs with him at all times. His immediate job is to make and preserve a permanent record of significant observations, keyed to items in the T&EOs, as the exercise unfolds. At the same time, he may choose to make tentative S/U ratings for review when the full E/C Group meets after the exercise. The main points to remember are:

- (1) Behavior is tentatively evaluated, and notations are made in a form which will serve as memory aids for critique, and the post-exercise E/C Group meeting.
 - (2) Critical behaviors or deficiencies *not* anticipated in T&E outlines should be recorded.
 - (3) The events that occur, or that do not occur, or that are not observed, determine how T&E items are marked.
 - (a) If an action is observed, it is evaluated and a SAT or UNSAT is recorded. If UNSAT, reasons must be supplied. If especially effectively done, note that as well.
 - (b) If the event anticipated in T&EO *does not occur*, evaluators mark NEX—i.e., not executed. An example would occur for evaluators with the rear company of a battalion during a movement to contact mission. This company may not be in contact with the enemy, hence many T&E items cannot be evaluated.
 - (c) If the evaluator does not see a specific action, he checks with other evaluators. If no evaluator saw the action listed in the T&E outlines, it is marked N-OB, i.e., not observed.
 - (4) But never trust memory to keep all happenings in mind. Evaluators make preliminary evaluations and adequate notes throughout.
2. **Providing On-Line Feedback.** Normally, the action will be halted administratively at the end of each mission to allow evaluators to critique their counterparts. The objective is to organize missions and critiques as successive learning experiences. Thus, unit performance should continue to improve throughout the exercise. Procedures are described below.

The Senior Evaluator, on completion of each mission, declares the situation non-tactical. Evaluators assemble with their counterparts, and selected subordinates of counterparts for the post-mission critique.

Fifteen minutes is allowed for evaluators at each level to hastily pull together notes for this critique. Meanwhile, key leaders of the evaluated unit should be reviewing conduct of mission with their subordinates.

Senior E/C indicates amount of time available for critique. Normally about 30 minutes.

The critique may be conducted in several formats depending on how events developed. As general guides:

- a. Evaluator stresses the learning purposes of exercise; he is careful not to be caustic/demeaning in comments.
- b. Evaluator asks his counterpart in evaluated unit to describe conduct of mission as he planned it, and attempted to execute it.
- c. Evaluator gives overview of mission as visualized according to Evaluation Plan and scenario. Mentions important considerations.
- d. Evaluator points out, and encourages discussion of what he saw to be deficiencies.

Note: It is more important in discussions to develop the situational and other considerations that were relevant to an action, and how these considerations came into play, than to try to arrive at some rigid "school solution."

- e. Either during the critique or afterward in private discussion, the evaluator reviews supervision performance with his counterpart.
- f. To conclude meeting, evaluator asks counterpart to summarize key lessons to be learned. Evaluator informs Senior Evaluator when critique has been completed.
- g. At conclusion of critiques, Senior Evaluator calls situation tactical and gives orders for next mission.

3. Evaluator/Controller Duties; Summary. The evaluator controller team must work closely together to perform all the duties. Effective teamwork requires:

- a. That evaluators/controllers "be on top of" what units are planning to do next and fully utilize simulation specialists.
- b. That E/Cs know the roles and responsibilities of other E/C Group members, and their location and activities during the exercise.
- c. That E/Cs on friendly side and those with OPFOR communicate, and anticipate events.
- d. That when two or more E/C duties need to be performed at the same time, E/Cs respond with teamwork to accommodate both.
- e. That E/Cs be alert to the need to exchange information to make evaluations more valid, and credible to the unit being evaluated.

BLOCK OF INSTRUCTION NO. 4

UNDERSTANDING THE T&EOs AS KEY EVALUATOR TOOLS (4 HOURS)

Session 1—Elementary Types of T&EO Items: How to Observe and Rate Unit Performance (½ Hour)

Purpose:

- Instruction and examples of the identification of T&EO items requiring determination by single evaluators.
- Identification of such items in the missions to be evaluated.

Participants:

All E/Cs.

References/Training

Aids/Handouts:

Appropriate T&EOs, sandtables, map sections, and overlays.

1. **Prerequisites.** Once all members of the E/C Group have been acquainted with the main features of the scenario and with the roles of other E/Cs, specific planning of observation, recording and rating strategies can proceed.
2. **Observations/Evaluations by a Single E/C.** Plans for evaluating actions of counterparts and/or their units depends on the behavior described by the standard, and on what information evaluators need access to in order to evaluate it. Some actions can be evaluated by a single E/C; some require E/C teamwork. Some actions can normally be evaluated by a single E/C. Four types of such behaviors occur frequently in T&EOs.
 - a. **"Hands-On" Tasks.** These involve essentially interactions between men and equipment. Positioning of vehicles and operations of crew-served weapons provide examples.
 - b. Orders given within the unit; line-of-sight communication control; maintenance of formations by line-of-sight guiding on other vehicles. (If the *validity* of the information acted on in giving orders is in question, see instructions for Session 2).
 - c. Use of terrain by small units or vehicles to better observe, and/or bring fire to bear on enemy.
 - d. Use of terrain by small units for cover/concealment, and/or unobserved movement.

The above are actions by a unit commander, or actions internal to a unit or element which evaluators can see/hear well enough to make valid evaluations. For item d. above, it may be desirable to make checks with evaluators with OPFOR.

Thus, items such as the following (taken from Tasks 8-23-C/D of the Platoon Defense T&EO) exemplify standards normally rated by a single evaluator.

- (1) "Platoon establishes OPs on terrain that overlooks opposing force avenues of approach."
- (2) "Hull down positions are prepared. . ."
- (3) "Movement is limited into and around positions."

3. T&EO Examples

- a. **Mission/Echelon:** Defense/Platoon
Task 8-23-A: Move to Position

- (1) **Standards Item:** Platoon leader gives platoon order and performs other troop leading procedure.

Due to the relatively small size of the platoon and the fact that only the platoon leader is involved in producing the order, the E/C assigned to the platoon can observe the platoon leader's performance on this item individually. Dissemination of the order does not involve communication with widely separated units and an external view of the platoon as a whole is not required.

- b. **Mission/Echelon:** Defense/Platoon
Task 8-23-D: Prepare Fighting Positions

- (1) **Standards Item:** HAWs are positioned to provide long-range fires on dangerous armor avenues of approach.

This task can be observed by a single evaluator. The E/C needs only to observe the proficiency with which the crews locate themselves to have long-range fields of fire. E/Cs should also be prepared to observe the supervision provided by unit leaders in identifying avenues of approach and/or relocating weapons that fail to take up good positions.

Session 2—More Complex T&EO Components: How to Interpret and Integrate Observations and Ratings (1½ Hour)

Purpose: Instruction and examples of T&EO items requiring coordinated observation and integration of ratings. E/Cs will then plan these for their assigned missions and units.

Participants: All E/Cs.

References/Training

Aids/Handouts: Appropriate T&EOs and excerpted Annotation Annex of rating procedural guidelines, sandtables, map sections, and overlays.

1. **Unit Actions Requiring Coordinated Observations/Ratings.** A number of tasks cannot be adequately evaluated by one evaluator alone. These tasks are of several types. Below are examples:
 - a. Tasks involving closely timed coordination of activities between elements that are sufficiently far apart that line-of-sight observations by a single evaluator are not adequate. Here, the timing and coordination of the activities of units is essential to mission success.
 - b. Transmission of orders/information/intelligence from an originator to a destination through the battalion net or elements of it. This involves screening and filtering of information. Distortions may occur during transmission. Emphasis is on transmission of information between stations of an information flow network.
 - c. Information processing/decision-making by leaders/staffs. Here the objective is to assimilate information to produce an interpretation, possibly followed by an action program. The interpretation/action program is predicated on interdependencies among items and their relative importance.

The above are types of activities that require communication/coordination between two or more evaluators.

In the context of the scenario, each E/C should identify those E/Cs he will need to communicate with on each T&EO item requiring coordination. The E/C assignment board should be used for this purpose. Contact should be made with each coordinating E/C. Depending on the standard, coordination may require exchange of information on positions of units that must coordinate actions. It may require monitoring of tactical nets. It may require requesting information on communications via tactical nets from simulation specialists. An attempt should be made to determine times at which these coordinations should occur. In some cases, it may be that such times and locations cannot be foreseen with adequate precision. In such cases, communications should be planned in order that the assisting E/C can be cued as to appropriate times and locations to make observations. In either case, E/Cs must plan the times at which observations will be communicated. Normally, the requesting E/C will record and integrate these observations into his own observations and then perform the rating.

Many of the standards items in the T&EOs for higher echelons describe "hands-on" tasks that actually occur at the squad and platoon levels. Since these behaviors will be observable only at these lower levels, E/Cs with battalion staff will plan to gather and integrate the lower level observations into an overall rating. Rules for combining ratings across echelons are provided in Part Three, "Annotation Annex" to this module, and should be discussed and illustrated with several examples.

Here again E/Cs need to plan which subordinate units are to be sampled for each aggregate item and how and when these subunit ratings will be collected. These plans must then be disseminated to the subordinate E/Cs involved and recorded for use in the field.

2. **Guidance on Identifying Items.** Examples which recur frequently in the T&EOs are the use of cover and concealment, various kinds of coordination, proper use of overwatch, and delivery of suppressive fires. Clearly, these tasks involve the overall external appearance of the performing unit's operation as an integrated whole: excellent use of cover and concealment by one squad or vehicle can be completely nullified by poor performance on this item by another squad or vehicle. Additionally, an evaluator riding with a bounding element will be unable to evaluate the readiness of overwatch elements to provide suppressive fires. Thus, items requiring coordinated observation are characterized by their association with the overall external appearance and operation of a unit as a whole and its coordination with adjacent units and higher echelons. Observation of this teamwork and external appearance is difficult because an individual E/C cannot take up a vantage point that will allow him to see his unit as a whole.

Certain problems of observation can be alleviated by taking advantage of the positioning of E/Cs assigned to the OPFOR and adjacent units who can provide added perspectives on actions by component elements of larger units.

Coordinated observation of interactions between echelons is a special class of items that also require integration of observations into parent unit ratings.

3. T&EO Examples. The following are examples of the types of T&EO items discussed above.

- a. Mission/Echelon:** Movement to Contact/Co. Team
Task 8-10-B: Conduct the Movement

- (1) Standards Items: Maximum use is made of covered and concealed routes.

This item clearly requires team observation. An E/C with the performing unit will not be able to observe the use of cover and concealment as well as an observer with the OPFOR side. By contrast, the OPFOR E/C can determine not only whether cover and concealment are used, but also whether it was adequate to actually prevent the OPFOR from detecting the friendly unit.

- b. Mission/Echelon:** Movement to Contact/Battalion TF
Task 8-1-B: Conduct the Movement

- (1) Standards Item a.1.2: Start the movement on time and in the configuration specified by the TF Commander.

The S-2/S-3 E/C will need to arrange with the Co. Team E/Cs for them to report to him when the maneuver companies move out of their AAs and cross their LDs. He can then record these times on his map overlay. At the same time, the Co. E/Cs should report the configuration in which elements are crossing the LD. However, the overall battalion formation may not be apparent to any individual E/C within it. Therefore, the S-2/S-3 E/C will need to arrange with the E/C stationed with the OPFOR or the OPFOR commander to ensure that he is in a position to observe the battalion's overall configuration. The OPFOR observer should record this requirement and report his observations to the S-2/S-3 E/C, who will then record the observation on his own map overlay.

- (2) Standards Item a.3.4: Movement technique will be appropriate to terrain and expected degree of opposing contact.

The determinants of tactically appropriate movement techniques (terrain and OPFOR positioning) are represented on the sandtable

and map overlays and the battalion TF echelon E/C can determine, from these aids, what observations/communications are apt to be required. He will not be able to personally observe execution by the maneuver companies. This item will, therefore, require the TF echelon E/C to obtain and integrate into the battalion rating the observations of E/Cs assigned to the maneuver companies. As this item deals with the use of overwatch by the battalion as a whole, the E/C with the OPFOR should also be tasked to observe the movement of the advancing and overwatching elements. Company level E/Cs should note the positions their units actually use for overwatch; the OPFOR E/C should note the quality of the overwatch position in relation to the movement of the advancing elements. This procedure would be carried out for each bound. The TF echelon E/C should then designate a time at which all subordinate E/Cs should communicate their observations to him for integration into his battalion rating. As a backup arrangement (a) E/Cs may exchange information between missions to make ratings, or (b) the post-exercise E/C Group coordinating meeting can permit evaluators to make those integrations that did not occur during the exercise.

- c. **Mission/Echelon:** Movement to Contact/Battalion, Company, Platoon
Task: React to Contact

The standards for this task provide that elements will "return fire, deploy, report and develop the situation" in the T&EOs for all three echelons. Clearly, the battalion rating on this item must be based on whether or not its subordinate elements that are in contact are performing these tasks. Battalion echelon evaluators must, therefore, arrange for lower level E/Cs to provide this information to them.

4. **Subjective/Professional Judgment Items and Items Requiring "Situation-Specific" Interpretation by E/Cs.** As presently written, the T&EOs rely very heavily on Standards items (both Primary Standards and task-specific Standards) which involve exercise of evaluator judgment in fitting items to the specific exercise situation. Each E/C must know what the most important of these are, and what considerations and criteria should be brought to bear in making evaluations.

To enhance the uniformity and validity of these judgments, the Senior Evaluator or his designee should cite the most important items by specific reference to the T&EO (as color coded for the movement to contact mission in the attached Annex.) He should instruct the entire E/C Group in their use, drawing on his professional experience and knowledge of the relevant doctrinal sources. In addition, he should assign self-instructional study of the T&EOs and "How to Fight Manuals" (e.g. FM 71-2, FM 71-3) to E/C Group personnel as indicated.

BLOCK OF INSTRUCTION NO. 5

FIELD EXERCISE SCENARIO AND TERRAIN: BEARING ON E/C GROUP MISSIONS (7 HOURS)

Session 1A—Detailed Specification of Field Exercise Scenario (1 Hour)

Purpose: To familiarize the E/C Group with the detailed sequence of events in the exercise scenario.

Participants: All E/Cs.

References/Training

Aids/Handouts: Basic E/C kit.

1. **Introduction.** The complexities of evaluating a battalion in a field exercise require that the E/C group stay ahead of events. Therefore, E/Cs will need to have a substantial foreknowledge of the sequence and timing of the events, how these are keyed to the T&EOs, and how these bear on the unit to which they are assigned. Such understanding is essential for preparing their individual evaluation strategy.
2. **Locating E/Cs' Assigned Units in the Scenario.**
 - a. Since the evaluation exercise is based on the scenario developed by the ARTEP (Planning) Committee, the first step in working out individual evaluation schemes is to locate each E/C's assigned unit in terms of the flow of tactical events built into this scenario.
 - b. Specific E/C assignments to specific units and to evaluator or control/simulation specialist duties are reviewed. These should be reviewed by reference to the E/C Group Structure and Assignments Board first used in BOI 1. The schedule of missions envisioned by the scenario, both for the Task Force as a whole, and for any pre-designated supplementary or sub-unit missions is again reviewed.
 - c. Once the overall scenario plan showing the missions to be run and individual assignments have been reviewed, each E/C should develop or be provided with an operational sequence diagram (OSD) for each mission his unit is to perform. These OSDs are based on the Training and Evaluation outlines (T&EOs) and depict schematically both the general flow of events and *possible branches in these flows*.

The OSD should be developed to reflect those specific possible branchings which have been selected and built into the conditions that are to be played in the general scenario for this exercise. In a battalion-sized exercise, the OSDs for nested subunits should reflect the roles that the scenario envisions for them (although many behaviors for battalion and subunits cannot be foreseen before the tactical situation develops). Sample OSDs for the defense mission for the battalion/company/platoon echelons are presented in Figure C-2.

- d. In addition to developing the sequence of events, E/Cs will need to relate these events to the terrain over which the exercise will take place and to the time schedule on which the the scenario will unfold. The next session outlines recommended procedures for this instructional phase. A sandtable or terrain model should be used to lay out the mission(s) in such a way as to give E/Cs an overview of how the terrain will affect the evaluated unit and units adjacent to it. The sandtable representation should include the positioning of the OPFOR as well as friendly elements. Results of the sandtable analysis should be transferred to map overlays to be taken to the field during the next phase, the terrain reconnaissance.

3. Tactical Alternatives.

- a. E/Cs will note from the OSDs that the T&EOs contain numerous points in both the Conditions and Standards that present alternative choices or forks in the flow of events. The scenario will usually define the alternative to be followed in the Conditions. It will be up to the E/C Group, however, to identify the tactical alternatives that will be available to the performing unit on the basis of the T&EO conditions and the terrain. Each E/C subgroup, using the sandtable or terrain model, should identify these alternatives for each unit being evaluated by that subgroup. Individual E/Cs should transfer these alternatives to map overlays to be used in the field.
- b. Depending on the terrain and mission, some tactical alternatives will be better than others. However, E/Cs should not designate one alternative as the only correct solution; several may be acceptable. E/Cs should identify the pro's and con's (trade-offs) associated with each alternative during E/C School. Then, during post-mission critiques, E/Cs stimulate discussion to determine whether/how leaders of units took account of these factors in making decisions.

4. **S-1, S-4, Spt., TOC Play.** Task Force Echelon E/Cs assigned to the Battalion S-1/S-4, Support Operations, Combat Support Company, and the battalion TOC need to plan the evaluation and play of these functions in terms of the scenario and ground. E/Cs should locate those times and places at which these functions will be the most critical tasks on the OSDs and sandtable. These should be transferred to map overlays for use in the field.

5. **Tracking and Cueing of E/Cs.** In battalion-sized exercises, a Control TOC will be necessary in order to keep track of E/Cs and to inform them of action taken by higher echelons in the performing unit. A separate situation map should be maintained at the Control TOC showing the position of all E/Cs and OPFOR elements.

Since platoons and companies must comply with the orders given by higher echelons, it is possible that subordinate units may be forced to adopt tactics that are not optimal for mission accomplishment. In order to avoid misrating units in this type of nested situation, it will be necessary for the Control TOC to communicate with lower echelon E/Cs and keep them informed of orders/information to come down from higher echelons. E/Cs will also need to know changes in the positioning of OPFOR elements, of any departures of their actions from the pre-planned scenario, and of any surprise events that may be inserted into the scenario. The Control TOC assisted by simulation/control specialists is responsible for cueing E/Cs so they can anticipate future events.

Session 1B—Sandtable Gaming of Field Exercise Scenario (1 Hour)

Purpose: Sandtable exercise of evaluation planning for each mission.

Participants: All E/Cs broken down into subgroups.

References/Training

Aids/Handouts: Sandtable representation of terrain showing initial positions of performing units, OPFOR and E/C Group with color coded symbols.

This session gives each E/C an opportunity to test his evaluation plan and correct any obvious deficiencies before going into the field. The sandtable should represent the entire terrain to be covered by the particular mission being played and the initial position of all participants. Phase lines should be drawn in that correspond to the T&EO tasks identified in the OSDs.

During the previous several sessions, each E/C will have identified those items in the T&EOs for which he is responsible, including items which call for communications and shared responsibilities between evaluators. During this exercise, the unit symbols should be moved through the problem along increments defined by phase lines and/or estimated time intervals. At each phase line, requirements for coordinated observation and communication for that phase should be reviewed and reconfirmed as workable in the context of the overall disposition and location of the rest of the E/C Group, the OPFOR, and the performing unit. At the same time, the Senior Evaluator may choose to comment on any special aspects or problems of using the T&EOs and of maintaining control at each such juncture.

Session2—Terrain Reconnaissance (5 Hours)

Purpose: To identify and explain E/C considerations for the terrain reconnaissance, and to conduct terrain reconnaissance.

Participants: All E/Cs and OPFOR leaders.

1. **Terrain Reconnaissance Objective.** A terrain reconnaissance is made to familiarize all members of the E/C Group and the leaders of OPFOR with the terrain to be used for the exercise. This reconnaissance should include a detailed run through of previous classroom planning for at least one mission and a terrain ride through the remainder of the exercise area. The Senior Evaluator and his designees will supervise, and participate in the "walk and talk through" for evaluators and leaders of OPFOR.
2. **Procedures.**
 - a. E/Cs and OPFOR leaders should split up into subgroups and occupy the starting positions envisioned by the scenario for their assigned units. E/Cs will identify initial positions of evaluated battalion and OPFOR. They will identify likely routes and note the positioning of the OPFOR. Senior Controller talks E/Cs through the initial mission by phase lines. Dry run communications contacts between E/Cs should be made at the points previously planned for coordinated observations. E/Cs should note points on the ground at which observation of single E/C items can best be made. T&EO items that do not appear to be applicable due to the terrain should be noted. Terrain characteristics that stand to greatly influence mission plans and actions, and hence evaluations of plans and actions should be identified and discussed.
 - b. Control/Simulation personnel should pay special attention to identifying terrain features that can be used as control points and relating these to the control measures recorded on their maps. This must be done in close collaboration with OPFOR leaders in order to reduce the likelihood of the performing units becoming entangled with the OPFOR.

BLOCK OF INSTRUCTION NO. 6

SAFETY/ADMINISTRATIVE INSTRUCTIONS

Safety Instructions will be provided evaluators either on conclusion of the terrain reconnaissance, or early on the day the exercise is to begin. Evaluators are to be reminded to brief units on safety instructions.

Administrative instructions for activities required of evaluators in implementing the exercise, monitoring logistical support needs, etc., are provided.

PART THREE: T&EO MISSIONS ANNOTATION ANNEX

3-1. PROCEDURAL GUIDELINES FOR USING THE T&EO'S

a. **Introduction.** The following annotations refer specifically to Training and Evaluation Outlines for the Battalion Task Force, Company Team, and Tank/Mechanized Infantry Platoon in the Defense mission, appearing as Appendix 6 to Chapter 8, ARTEP 71-2. This section also discusses rules for integrating scores on T&EO items.

Annotations are classified into two types. These are:

- (1) Guidelines to assist the Senior Evaluator/Controller in the instruction and coordination of Evaluator's interpretations of key terms and phrases employed in the T&E Outlines.
- (2) Recommended guidelines for assisting evaluators in integrating T&E Standards components to arrive at S/U ratings for more inclusive Standards components. These guidelines apply to the determination of S/U ratings for T&E item, task, mission and overall proficiency rating components.

b. **Guidelines for Interpretation of Key Terms/Phrases in T&E Outlines.** Each specific T&E Outline uses key terms and phrases in the Training/Evaluation Standard sections whose meaning requires evaluator judgments. Such interpretations involve applying *appropriate doctrinal principles to the specific conditions in which the unit performance occurs*. Validity and uniformity by the E/C Group in making these interpretations are critical to success of the overall evaluation effort. Two steps are recommended to the Senior E/C to promote this objective.

- Section 3-2 reproduces the T&E Outlines for Battalion/Company/Platoon echelons in the Defense mission. Critical terms/phrases requiring evaluator interpretation are underlined. Copies of the T&E Outline distributed to evaluators will be marked in the same way.
- During E/C School, the Senior E/C will instruct all personnel in the correct interpretation of these critical terms/phrases (or key examples, as time permits). Instruction and discussion will focus on applicable doctrinal principles, key references for self-study, and implications of the specific tactical context, terrain, etc., to be played in the exercise scenario.

c. **Guidelines for Integration of T&E Standards Ratings.** In using the T&E Standards, the award of S/U ratings frequently requires the integration of several judgments about sub-components into more inclusive Standards entries. Evaluators will integrate S/U ratings by mission as follows:

- Integration of judgments on individual elements of an item to rate the unit's proficiency as S/U on that item. For example, Task Force Units *detect* and *identify* approaching opposing force (Task 8-6-E).
- Integration of ratings for individual items of a task to rate the unit's proficiency as S/U on that task.
- Integration of ratings for individual tasks to rate the unit's proficiency as S/U on a Mission (in conjunction with other criteria specified on page I of each outline).

A three-step rule is recommended in combining ratings for standard or items that contain two or more elements.

- *Weigh all elements of the item equally.* For example, the item for rating the Battalion Defense Warning Order (page 8-6-2) includes evaluation criteria for "sufficient information" by "secure means" to "each company and the HHC." (Three elements)
- *Determine the item rating by using the majority of SATs or UNSATs among the elements.* In the above case, if two or all three elements are performed satisfactorily, the item rating is "S," and so on. (This procedure may be used, or more stringent standards may be set.)
- *In exceptional cases, ignore the preponderant tendency if in the evaluator's judgment the unit's deficiency (or proficiency) on a single element is so extreme that it outweighs decisively the other elements in determining the unit's success on this item.* In the above example, if the Warning Order contains "sufficient information," and is distributed by "secure means" but *is not received by several company teams*, the evaluator may decide to rate the unit's proficiency as "U" on this item as a whole.

Subitems for all other standards are combined in the same way. For example, in ratings the unit's proficiency for a complete Task, weigh each Item equally, and then determine S/U for the Standard or Task, based on the preponderance of Item ratings. Alternatively, ignore the preponderant tendency if the degree of deficiency or proficiency on one or more Items decisively outweighs the others in determining the unit's success on the Task as a whole.

3-2. T&EOs FOR BN, CO AND PLT: DEFENSE MISSION
(Reproduced from ARTEP 71-2)

APPENDIX 6 TO CHAPTER 8

TRAINING AND EVALUATION OUTLINE

UNIT: BATTALION TASK FORCE

MISSION: DEFENSE

1. GENERAL CONDITIONS

The brigade has been given the mission to defend in sector in the MBA. The task force has been assigned the mission to defend within the sector. Opposing forces in the sector are expected to consist of at least one motorized rifle regiment supported by artillery and air defense unit. The opposing force has T62 tanks, BMP personnel carriers, BRDM scout vehicles and Sagger missile carriers, suitcase Sappers, and RPG7's. Air parity exists; the opposing force can gain local air superiority for limited periods. This mission may be conducted during day or night.

2. PRIMARY TRAINING/EVALUATION STANDARDS

To receive a satisfactory rating, the task force must, within the time specified in the OPORD, select, organize, prepare, and occupy positions within the sector which optimize the capabilities of friendly weapons systems and minimize exposure to opposing force fire. From these positions, the task force must be able to detect and identify approaching units, deliver suppressive and destructive fires, and maximize available cover. Avoid front slope positions in favor of terrain-masked ones.

- NOTE:
1. See appendix 15, this chapter, for the training/evaluation standards for each company team.
 2. See appendix 20, this chapter, for the training/evaluation standards for the combat support and combat service support elements.

3. TRAINING/EVALUATION RESULTS

Check SAT or UNSAT on the following pages of this T&EO to indicate the unit's proficiency on each task for this mission. Trainers/evaluators will record, on an attached sheet of paper, or in the space provided, detailed observations of training deficiencies which need training emphasis. This T&EO and attached sheets should be provided to the unit as a basis for future training. The overall proficiency rating for this mission is determined from the performance of the unit on each task, the primary training and evaluation standards, and the evaluator/trainer's subjective judgment as to whether the unit would have been successful on the modern battlefield had it performed as it did in this exercise. Circle one of the following to indicate the overall combat proficiency of the unit on this mission:

Overall Proficiency: SAT UNSAT

TRAINING AND EVALUATION OUTLINE

UNIT: BATTALION TASK FORCE

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-6-A Prepare plan	Given brigade warning and operation orders, which include: (1) Friendly and opposing force situations. (2) Task force mission to defend in sector, to defend in sector to retain specified terrain, or defend from a battle area. (3) Concept of operation. (4) Specific time to occupy battle positions. ③ (5) Operation overlay. (6) Fire support annex with air defense appendix. (7) Engineer annex. (8) Combat service support annex.	a. A warning order which contains sufficient information for preparation by subordinate units is issued by secure means to each company and the HHC after receipt of the brigade warning order. b. Necessary orders/instructions are issued to each company team, separate element of the combat support company, the HHC, and staff throughout troop-leading procedure to insure preparation for the conduct of the mission. <u>The task force order will be clear and complete and will be disseminated by secure means in time for execution by all task force elements.</u>		
8-6-B Organize ground.	Task force mission is to defend in sector. ④ OR Task force mission is to defend from a battle area. ⑤	<u>Task force plan designates company team battle positions along avenues of approach. Each company team is assigned the specific mission to be performed at these battle positions.</u> Successive and supplemental battle positions are designated in sector to permit the task force to defend in depth. Initial battle positions are established far forward in the MBA (along FEBA if situation permits). All battle positions are sited to take advantage of natural terrain obstacles. <u>Task force plan designates company team battle positions within the task force battle area and designates supplemental battle positions. All battle positions are located to take advantage of natural terrain obstacles.</u>		

TRAINING AND EVALUATION OUTLINE

 UNIT: BATTALION TASK FORCE

 MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-6-C Occupy battle positions.	OR Task force mission to defend in sector to retrain specified terrain.	~~Task force plan designates battle positions (size determined by situation) that control the specified terrain. Supplemental battle positions are designated. All battle positions are sited to take advantage of natural obstacles.~~		
	General and preceding conditions apply.	Battle positions are prepared, OPs are manned, and radio listening silence is maintained. Battle positions have good observation, fields of fire, cover, and concealment. Battle positions are established at location designated in task force plan; they are connected by covered routes, dispersed, and mutually supporting. Company team commanders report occupation of battle positions to task force HQ. Final protective fires are planned and fired in if situation permits. Unit plans for illumination. Target reference points (TRP) and checkpoints are designated to enhance control of direct fires and movement control, respectively. Subsequent battle positions are planned, reconnoitered, and prepared, as time permits. Routes between the positions are reconnoitered and marked. Unit uses the same criteria to select subsequent positions as for selection of primary positions. Unit improves vehicle positions and other improvements are made as time allows.		

TRAINING AND EVALUATION OUTLINE

UNIT: BATTALION TASK FORCE

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-6-D Construct and improve obstacles.	General and preceeding conditions apply.	Task force emplaces obstacles, including hasty protective minefields, to improve or extend natural obstacles. Emplaced obstacles support the tactical plan, enhance weapon effectiveness, and are tied in with fires. If minefields are not disturbed and the tactical situation permits, mines are disarmed and recovered.		
8-6-E Defend.	Opposing force approaches area of concentration. ⑨ ⑩ ⑪ When defense is conducted at night.	Elements detect and identify opposing force. <u>Elements call for indirect fire on opposing forces that are beyond direct fire range.</u> <u>Elements engage opposing force when they come within effective range of direct fire weapons and deliver suppressive fires to isolate the opposing force and to suppress its overwatch elements.</u> <u>Opposing force is engaged simultaneously from as many battle positions as possible with direct fire.</u> Units are repositioned as necessary. Elements use night vision sights, flares, searchlights, and/or indirect fire illumination to acquire and engage targets.		
8-6-F Concentrate combat power.	Task force is in the area of concentration. ⑫	<u>Company teams are moved to new battle positions as necessary to bring fires on the opposing force.</u> AND/OR Company team or platoons on a given battle position are directed to engage the opposing force in an alternate sector of fire.		

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TRAINING AND EVALUATION OUTLINE

UNIT: BATTALION TASK FORCE

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-6-G Displace to subsequent positions. on.	The attack causes task force to displace in sector to subsequent battle positions. Task force may be given the additional mission to retain specified terrain while defending in sector or defending from a battle area. Opposing force continues to attack into the MBA.	AND/OR Additional tank or mechanized infantry platoons are attached to company teams in combat to be integrated into currently occupied positions, or to occupy nearby positions. AND/OR Additional HAW sections are attached to company teams or the AT platoon is directed to concentrate on a given area to thicken AT fires. AND/OR Platoons are employed directly under task force control to occupy positions from which to engage the opposing force (in cases where the additional platoon should not be attached to one of the teams), to provide overwatch for movement of company teams in contact to new positions, or to counterattack. <u>Units displace to subsequent positions over previously reconnoitered routes before effective direct fires are delivered against them. Contact with opposing force is maintained during movement.</u> Task force uses indirect and direct fires to suppress and/or destroy the opposing force while its units reposition. Movement is rapid and not observed by the opposing force. Task force elements occupy subsequent battle positions maintaining control of indirect fires throughout operation. Specified terrain is held until time specified by commander or until higher headquarters gives permission to move. Friendly forces engage the opposing force. (Process outlined above is repeated as necessary.)		

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TRAINING AND EVALUATION OUTLINE

UNIT: BATTALION TASK FORCE

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-6-4 Conduct counter-attack.	Opposing force is in the open and unprepared to defend. ⁽¹⁴⁾ The task force is ordered to mount a counterattack to gain the initiative.	<u>Task force conducts a counter-attack by concentrating combat power to overwhelm and destroy the opposing force. Area is sealed off with fires.</u> Counterattacking force maneuvers to place effective fire on the opposing force. Fire support assets are used to stop attack and destroy opposing forces in the penetrated area.		
	OR The task force is ordered to mount a hasty attack to regain terrain critical to the defensive system. ⁽¹⁵⁾	<u>Task force conducts a hasty counter-attack by concentrating combat power to overwhelm and destroy the opposing force.</u> Counterattacking force maneuvers to place effective fire on the opposing force and to regain terrain critical to the defensive system. Fire support assets are used to stop attack, destroy opposing forces in the penetrated area, and to restore the defensive position.		
8-6-1 Consolidate.	Counterattack gains the initiative. OR Terrain critical to defensive system has been regained.	Counterattacking force prepares for an opposing force counterattack by positioning forces in new battle positions, establishing security elements, and physically improving battle positions.		

TRAINING AND EVALUATION OUTLINE

UNIT: BATTALION TASK FORCE

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-6-J Conduct sustain- ing operations.	General and pre- ceding conditions apply.	Throughout execution of mission, ammo redistribution, medical support and evacuation, maintenance and vehicle recovery, and refueling operations are accomplished. (See appendix 20 for combat support and combat service support evaluation.)		
			NOTE:	TAB A, next page, contains suggested support requirements.

TAB A TO APPENDIX 6 TO CHAPTER 8

SUGGESTED SUPPORT REQUIREMENTS

BATTALION TASK FORCE: DEFENSE

1. Administration:
 - a. The task force commander will be given warning and operations orders by the chief evaluator acting as the brigade commander.
 - b. Operation of a higher headquarters staff with normal combat support and combat service support elements enhances realism and provides immediate points of contact for the task force.
 - c. Modify requirements to fit local evaluation conditions.
2. Minimum Evaluators: 1 COL/LTC senior evaluator; 1 LTC/MAJ deputy senior evaluator; 1 CPT (artillery) fire support coordination evaluator; 1 MAJ opposing force controller. For company team, see appendix 15, this chapter.
3. Opposing Force: 1 motorized rifle regiment.
4. Support Troops: 1 operations NCO; 4 drivers; 1 clerk typist. For company team, see appendix 15, this chapter.
5. Vehicles/Communications: 4 vehicles with radios; 1 helicopter. For company team, see appendix 15, this chapter.
6. Maneuver Area: 8 to 12 kilometers deep by 5 to 8 kilometers wide. A total area for the mission that includes the friendly maneuver, CP and trains, and the opposing force maneuver and egress areas may require 10 kilometers wide by 26 kilometers deep.
7. Firing Area: None.
8. Training Aids, Devices, and Special Equipment: Tank main gun fire simulators; tactical wire; demolitions; and mines.
9. Ammunition: See chapter 12.
10. Key References: FM 71-1, FM 71-2.
11. Tips for Evaluators/Trainers:
 - a. Monitoring the task force radio nets provides much information related to the unit's combat proficiency (e.g., command and control communication security, timeliness of orders). If recording equipment is available, the battalion radio traffic should be recorded for later evaluation and critique.
 - b. Communication with the opposing force is essential.
 - c. Evaluation of combat support and combat service support will be conducted concurrently with the task force evaluation.
 - d. Defensive positions can best be evaluated from likely opposing force covered and concealed positions along avenues of approach into the defense sector. No more than 25% of the positions should be detected.
 - e. Staff evaluation can be made by:
 - (1) Examining orders, staff journals, reports, etc.
 - (2) Observing instructions, compliance with SOPs, validity of recommendations, etc.

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- (3) Noting reaction of each staff member to specific tactical information injected from the scenario by evaluator personnel and to information generated by the unit during exercise play.
- (4) See chapter 10.

APPENDIX 15 TO CHAPTER 8
TRAINING AND EVALUATION OUTLINE

UNIT: COMPANY TEAM

MISSION: DEFENSE

1. GENERAL CONDITIONS

The task force has been ordered to defend. The company team has been assigned a battle position to occupy or specific terrain to be retained, a list of subsequent battle positions, and their priority for preparation. The company team commander has issued his order. The company team moves to the battle area or defensive sector and prepares to occupy the battle position. This mission may be conducted during day or night.

2. PRIMARY TRAINING/EVALUATION STANDARDS

① To receive a satisfactory rating, the company team must occupy positions within the time specified by the task force commander, prepare and continuously improve positions, plan and coordinate fire support, and defend from battle positions to wear down the attacker by continually fighting throughout the MFA.

3. TRAINING/EVALUATION RESULTS

② Check SAT or UNSAT on the following pages of this T&EO to indicate the unit's proficiency on each task for this mission. Trainers/evaluators will record, on an attached sheet of paper, or in space provided, detailed observations of training deficiencies which need training emphasis. This T&EO and attached sheets should be provided to the unit as a basis for future training. The overall proficiency rating for this mission is determined from the performance of the unit on each task, the primary training and evaluation standards, and the evaluator/trainer's subjective judgment as to whether the unit would have been successful on the modern battlefield had it performed as it did in this exercise. Circle one of the following to indicate the overall combat proficiency of the unit on this mission:

Overall Proficiency: SAT UNSAT

TRAINING AND EVALUATION OUTLINE

UNIT: COMPANY TEAM

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-15-A Prepare plan, and organize ground.	Company team commander has received task force order which assigned a company team battle positions and/or specific terrain to be retained. ③	Company team commander issues warning order, stating the mission and critical times as a minimum, and performs other troop-leading procedures. <u>Tentative plan is based on orders from task force order and a map reconnaissance.</u> A ground reconnaissance is conducted to insure assigned battle position is suitable. If unsuitable, a new battle position is selected and is coordinated with the task force commander.		
8-15-B Occupy fighting positions or platoon battle positions.	Fighting positions or platoon battle positions have been designated as a result of the ground reconnaissance. ④ ⑤	<u>Tanks and ATGMs are employed in depth in a system of mutually supporting positions that provide long-range antitank fires and mid-range crossing and flanking fire by ATGM and tanks.</u> <u>Positions take advantage of natural obstacles and manmade improvements; are covered and concealed, and have covered connecting routes and terrain-masked counterattack routes; provide little or no cover and concealment for the attacking force; are reinforced with mines and obstacles; provide for the integration of fires; and provide good observation and fields of fire.</u>		
8-15-C Establish security.	Company team battle position is occupied.	Unit immediately establishes OPs on terrain that overlooks avenues of approach and likely engagement areas, and plans and conducts patrols. Unit posts dismounted sentries throughout the battle position to warn of opposing force ground or air activity. Unit maintains and/or lifts radio listening silence according to unit SOP. Radio transmissions are limited.		

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TRAINING AND EVALUATION OUTLINE

UNIT: COMPANY TEAM

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-15-D Prepare fighting positions.	Sectors of fire have been designated within the battle positions.	Unit uses trip flares, remote sensors, and ground surveillance radar on likely avenues of approach. Unit selects primary, hide, and alternate fighting positions. HAWs are positioned to provide long-range fires on dangerous armor avenues of approach. Tanks cover the most dangerous armor approaches with long- and mid-range fires. Infantry provides local security for HAWs and tanks when required and block dismounted approaches or hold key positions. HAWs are employed from or near APCs and are positioned to gain flanking, terrain-masked fires on the opposing force. Vehicles are camouflaged, covered, and concealed. <u>Unit plans and integrates direct and indirect fires to cover opposing force avenues of approach into the battle position, obstacles, and likely engagement areas; to force opposing force armor to button up; to deny the opposing force covered and concealed approaches into the battle position; and to suppress or obscure opposing force overwatch positions.</u> Unit plans indirect fires in front of, on, and behind the battle position. Unit selects company target reference points (TRPs), checks TRPs assigned by battalion, and makes changes if necessary. Final protective fires are planned and fired in if the situation permits. Unit plans indirect fires to cover movement to subsequent battle positions.		

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TRAINING AND EVALUATION OUTLINE

UNIT: COMPANY TEAM

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-15-E Construct and improve obstacles.	Company team is in the battle position.	Unit plans for illumination. Range cards are prepared for each position. Company team prepares a fire plan that covers the area of responsibility. Movement is limited into and around positions. Subsequent positions are planned, reconnoitered, and prepared, as time permits. Routes between the positions are reconnoitered and marked. Unit uses the same criteria to select subsequent positions as for selection of primary positions. Unit improves vehicle positions and other improvements are made as time allows. Company team emplaces obstacles, including heavy protective minefields, to improve or extend natural obstacles. Emplaced obstacles support the tactical plan and enhance friendly weapons effectiveness. If minefields are not disturbed and the tactical situation permits, mines are disarmed and recovered.		
8-15-F Defend.	Opposing force approaches company team battle position. When defense is conducted at night.	Indirect fire is called on opposing forces that are beyond direct fire range. Elements engage opposing force at effective range or direct fire weapons. Suppressive fires isolate the opposing force and suppress its overwatch elements. Opposing force is engaged with direct fire simultaneously from as many fighting positions as possible. Units reposition as necessary. Elements use night vision sight, flares, searchlights, and/or indirect fire illumination to acquire and engage targets.		

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TRAINING AND EVALUATION OUTLINE

UNIT: COMPANY TEAM

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-15-G Displace to subsequent positions.	Task force commander orders company team to move to a subsequent battle position. (10) Company team may be given the additional mission to retain specified terrain while defending in sector or defending from a battle area. Opposing force attacks the new company team battle	Company team displace to subsequent positions over previously reconnoitered routes before effective opposing force direct fires are delivered against them. Elements displace in sequence and contact with opposing force is maintained during movement. Company team calls for indirect fires to suppress opposing force while friendly elements reposition. Elements use direct fire to destroy opposing forces. Where possible, movement is lateral or forward rather than rearward. Movement is rapid and not observed by the opposing force. Company team elements occupy subsequent battle positions with no confusion or hesitation while maintaining light and noise discipline. Specified terrain is held until time specified by task force commander or until higher headquarters gives permission to move. Company team engages the opposing force again. (Process outline above is repeated as necessary.)		
8-15-H Conduct counter-attack.	Opposing force is in the open and unprepared to defend (11) The task force commander orders the company team to mount a counter-attack to gain the initiative.	Company team conducts a counter-attack by concentrating combat power to overwhelm and destroy opposing force. Counterattacking force maneuvers to place effective fire on the opposing force. Fire support assets are used to stop opposing force attack and destroy his forces in the penetrated area.		

TRAINING AND EVALUATION OUTLINE

UNIT: COMPANY TEAM

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-15-I Consoli- date.	AND/OR The task force commander orders the company team to mount a hasty attack to regain terrain critical to the defensive system.	⑬ Company team conducts a hasty counter- ~~attack by concentrating combat power to~~ overwhelm and destroy the opposing force. Counterattacking force maneuvers to place effective fire on the opposing force and to regain terrain critical to the defensive system. Fire support assets are used to stop opposing force attack, destroy his forces in the penetrated area, and restore the defensive position.		
	Counter- attack gains the initiative. AND/OR Terrain critical to defensive system has been regained.	Counterattacking force prepares for another opposing force attack by positioning forces in the new battle position, establishing security elements, and physically improving the battle position. Company team reports according to SOP to include losses, ammunition expenditures, fuel status, and condition of vehicles. NOTE: TAB A, next page, contains suggested requirements.		

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TAB A TO APPENDIX 15 TO CHAPTER 8

SUGGESTED SUPPORT REQUIREMENTS

COMPANY TEAM: DEFENSE

1. Administration:
 - a. Task force orders must be prepared in advance by the evaluators for issue to the company team commander when the company team is evaluated without the task force.
 - b. The Redeye team, radar team, and FO party join the company team before the evaluation starts.
 - c. The AVLB and combat engineer squads are available to support on request.
 - d. Unattended ground sensors are available for issue on request.
2. Minimum Evaluators: 1 MAJ/CPT; 1 LT/NCO.
3. Opposing Force: 1 motorized rifle battalion.
4. Support Troops: 1 driver.
5. Vehicles/Communications: 1 vehicle with radios.
6. Maneuver Area: A defense sector 3 to 5 kilometers wide and 1 to 5 kilometers deep, with visual observation 500-1,000m to the front.
7. Firing Area: None.
8. Training Aids, Devices and Special Equipment: Tank main gun fire simulators; tactical wire; demolitions; mines.
9. Ammunition: See chapter 12.
10. Key References: FM 71-1, FM 71-2.
11. Tips for Evaluators/Trainers:
 - a. Defensive positions can best be evaluated from likely covered and concealed positions along avenues of approach into the defensive sector. Not more than 25% of the positions should be detected.
 - b. Communication should be maintained with the evaluator located with the opposing force to exchange information relative to camouflage and security of evaluated unit and to control the problem play.
 - c. Monitoring of the company team radio nets provides information related to the unit's combat proficiency (e.g., command and control, communication security, timeliness of orders). If recording equipment is available, the company radio traffic should be recorded for later evaluation and critique.

APPENDIX 23 TO CHAPTER 8

TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON

MISSION: DEFENSE

1. GENERAL CONDITIONS

The task force has been ordered to defend. The company team has been assigned a battle position to occupy. Task force and company team orders have been issued. The platoon has been assigned its primary and subsequent positions. The platoon moves to the defensive sector and prepares to occupy the battle position. This mission may be conducted during day or night.

2. PRIMARY TRAINING/EVALUATION STANDARDS

To receive a satisfactory rating, the platoon must occupy the battle position within the time specified by the company team commander, prepare and continually improve positions, plan and coordinate fire support, and defend from battle positions to wear down the attacker by continually fighting throughout the MBA.

3. TRAINING/EVALUATION RESULTS

Check SAT or UNSAT on the following pages of this T&EO to indicate the unit's proficiency on each task for this mission. Trainers/evaluators will record on an attached sheet of paper, or in the space provided, detailed observations of training deficiencies which need training emphasis. This T&EO and attached sheets should be provided to the unit as a basis for future training. The overall proficiency rating for this mission is determined from the performance of the unit on each task, the primary training and evaluation standards, and the evaluator/trainer's subjective judgment as to whether the unit would have been successful on the modern battlefield had it performed as it did in this exercise. Circle one of the following to indicate the overall combat proficiency of the unit on this mission:

Overall Proficiency: SAT UNSAT

TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-23-A Move to position.	Platoon has received order from company team commander. ③	Platoon leader gives platoon order and performs other troop-leading procedures. <u>Platoon uses proper movement techniques, and available cover and concealment.</u> Platoon observes assigned sectors for ground and air security. Platoon uses visual signals for control.		
8-23-B Occupy fighting positions or platoon battle position.	Platoon arrives at position assigned by company team commander. ④	<u>Platoon selects specific positions based on evaluation of cover, concealment, observation, and fields of fire.</u> Platoon coordinates selection of specific positions with unit commander.		
8-23-C Establish security.	General and preceding conditions apply.	Platoon establishes OPs on terrain that overlooks opposing force avenues of approach. Platoon posts observers to warn of opposing force ground or air activity. Mounted observers monitor radios. Elements enforce noise and light discipline. Elements minimize movement in and around positions. Elements maintain and lift listening silence according to unit SOP. Platoon emplaces trip flares to warn of infiltrators.		
8-23-D Prepare fighting positions.	General and preceding conditions apply.	Platoon leader assigns primary fighting positions and overlapping sectors of fire to each tank/APC crew.		

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TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
		Tank commanders/squad leaders select hide and alternate fighting positions. HAWS are positioned to provide long-range fires on dangerous armor avenues of approach. Tanks cover the most dangerous armor approaches with long- and mid-range fires. Infantry provide local security for HAWs and tanks when required and block dismounted approaches or hold key positions. MAWs are employed from or near APCs and are positioned to gain flanking, terrain-masked fires on the opposing force. Hull down positions are prepared and vehicles are camouflaged, covered, and concealed. <u>Unit plans and integrates direct and indirect fires to cover opposing force avenues of approach into the position, obstacles, and key movement areas, to force opposing force armor to button up, to deny the opposing force covered and concealed approaches into the position; and to suppress or obscure opposing force overwatch positions.</u> Platoon plans indirect fires in front of, on, and behind the position. Platoon selects target reference points (TRPs), checks TRPs assigned by company, and makes changes if necessary. Final protective fires are planned and fired in if the situation permits. Platoon plans indirect fires to cover movement to subsequent battle positions. Unit plans for illumination. Range cards are prepared for each position. Platoon prepares a fire plan that covers the area of platoon responsibility. Movement is limited into and around positions.		

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TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-23-E Construct and improve obstacles.	Platoon is in position. (1)	Subsequent positions are planned and reconnoitered and are prepared, as time permits. Routes between the positions are reconnoitered and clearly marked. Unit uses the same criteria to select subsequent positions as for selection of primary positions. Unit improves vehicle positions and other improvements are made as time allows. <u>Platoon emplaces obstacles, including hasty protective minefields, to improve or extend natural obstacles. Emplaced obstacles support the tactical plan and enhance friendly weapons effectiveness. If minefields are not disturbed and the tactical situation permits, mines are disarmed and recovered.</u>		
8-23-F Defend.	Opposing force approaches platoon position. (2) (3) (4) (5) When Defense is conducted at night.	<u>Indirect fire is called on opposing forces that are beyond direct fire range.</u> <u>Elements engage opposing force at effective range of direct fire weapons. Suppressive fires isolate the opposing force and suppress its overwatch elements.</u> <u>Elements engage opposing force with direct fire simultaneously from as many fighting positions as possible.</u> <u>Platoon leader controls distribution of fires.</u> Platoon leader sends spot reports of activity to company team commander. Elements reposition as necessary and use night vision sights, flares, searchlights, and/or indirect fire illumination to acquire and engage targets.		

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TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON

MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-23-G Displace to subsequent positions.	Company team commander orders platoon to move to subsequent positions. (11) Platoon may be given the additional mission to retain specified terrain. Opposing force attacks the new platoon position.	<u>Platoon displaces to subsequent positions over previously reconnoitered routes before effective opposing force direct fires are delivered against it. Contact with opposing force is maintained during movement.</u> Platoon calls for indirect fires to suppress opposing force while friendly elements reposition. Elements use direct fire to destroy opposing forces. Where possible, movement is lateral or forward rather than rearward. Movement is rapid and not observed by the opposing force. Platoon occupies subsequent battle positions with no confusion or hesitation while maintaining light and noise discipline. Specified terrain is held until time specified by commander or until permission is given to move. Platoon engages the opposing force again. (Process outlined above is repeated as necessary.)		
8-23-H Conduct counter-attack.	Opposing force is in the open and unprepared to defend. The platoon is ordered to mount a counterattack as a part of the company team or alone under company team control, to gain the initiative. (12) AND/OR The platoon is ordered to mount a hasty attack as a part of the company team or alone under company team control, to regain critical terrain. (13)	<u>Platoon rapidly conducts a counter-attack by concentrating combat power to overwhelm and destroy the opposing force.</u> Platoon maneuvers only to place effective fire on the opposing force. Fire support assets are used to stop attack and destroy opposing forces in the penetrated area. <u>Platoon conducts a hasty counter-attack by concentrating combat power to overwhelm and destroy the opposing force.</u> Platoon maneuvers to place effective fire on the opposing force and to the opposing force and to regain terrain critical to the defensive system.		

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TRAINING AND EVALUATION OUTLINE

UNIT: TANK/MECHANIZED INFANTRY PLATOON MISSION: DEFENSE

ID#/TASK	CONDITIONS	TRAINING/EVALUATION STANDARDS	S	U
8-23-I Consolidate.	Counterattack gains the initiative. AND/OR Terrain critical to the defensive system has been regained.	Fire support assets are used to stop opposing force attack, destroy his forces in the penetrated area, and restore the defensive position. Counterattacking force prepares for another opposing force attack by positioning forces in the next positions establishing security elements and physically improving the position. Platoon reports situation according to SOP to include losses, ammunition expenditures, fuel status, and condition of vehicles. NOTE: TAB A, next page, contains suggested support requirements.		

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TAB A TO APPENDIX 23 TO CHAPTER 8

SUGGESTED SUPPORT REQUIREMENTS

TANK/MECHANIZED INFANTRY PLATOON: DEFENSE

1. Administration:
 - a. Company team orders should be prepared in advance by the evaluators for issue to the platoon leader when the platoon is evaluated without the company team.
 - b. FO parties should be attached to the platoon prior to the exercise.
2. Minimum Evaluators: 1 CPT, 1 LT/NCO. When REALTRAIN equipment is used, the requirement will increase.
3. Opposing Force: 1 motorized rifle company reinforced with tanks.
4. Support Troops: None.
5. Vehicles/Communications: 1 vehicle with radios.
6. Maneuver Area: A sector 1.5 to 3 kilometers wide, 1 to 5 kilometers deep, with 1 to 1.5 kilometer observation to front, and suitable primary and subsequent battle positions.
7. Firing Area: None.
8. Training Aids, Devices, and Special Equipment: Tank main gun fire simulators; REALTRAIN equipment; tactical wire; demolition; and mines.
9. Ammunition: See chapter 12.
10. Key References: TC 17-12-1, TC 17-12-3, FM 7-7, TC 7-3, TC 7-3-1, FM 71-1 and TC 71-5.
11. Tips for Evaluators/Trainers:
 - a. Observe and evaluate platoon movement techniques and cover and concealment in the battle position from opposing force positions.
 - b. Monitor platoon radio and wire nets to evaluate adequacy of OPSEC, orders, reports, and requests.

FIGURE C-2

