

**ARNG-SLC - Administer Recruit Sustainment Program (RSP) Activities
805B-PCB9T007 / Version 2.2
Effective Date Not Assigned**

SECTION I. ADMINISTRATIVE DATA

**All Course
Masters/POIs
Including This
Lesson**

Courses					
<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>	
805B-79T4 (SLC)	2.2	ARNG Recruiting and Retention SLC (Draft)	N/A	Analysis	

POIs					
<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>	
None					

**Task(s)
Taught(*) or
Supported**

<u>Task Number</u>	<u>Task Title</u>
None	

**Reinforced
Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
None			

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
None			

**Administrative/
Academic
Hours**

The administrative/academic hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	4 hrs	0 mins	Facilitator
<hr/>			
Total Hours:	4 hrs	0 mins	

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Prerequisite
Lesson(s)**

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Training
Material
Classification**

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Foreign
Disclosure
Restrictions**

None

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
ADP 7-0	Training Units and Developing Leaders	23 Aug 2012
AR 600-9	The Army Body Composition Program	28 Jun 2013
AR 630-10	ABSENCE WITHOUT LEAVE, DESERTION, AND ADMINISTRATION OF PERSONNEL	13 Jan 2006
ATTP 5-0.1 (Superseded by FM 6-0, 5 MAY 2014)	Superseded by FM 6-0, 5 MAY 2014	14 Sep 2011
FM 3-21.5	(Superseded by TC 3-21.5) DRILL AND CEREMONIES	07 Jul 2003
FM 6-22	SUPERSEDED BY ADRP 6-22, 1 AUGUST 2012 (ALL EXCEPT APPENDIX B) AND SUPERSEDED BY ATP 6-22.1, 1 JULY 2014 (APPENDIX B, EXCEPT PARAGRAPH B-2)	12 Oct 2006
FM 7-1	Battle Focused Training	15 Sep 2003
FM 7-22	Army Physical Readiness Training (Change 001 05/03/2013 8 Pages)	26 Oct 2012
SMTC18	State Specific Strength Maintenance SOP	

Student Study Assignment

See course syllabus

Instructor Requirements

SMTC Qualified Instructor(s)

Support Personnel Requirements

None

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC	1:5	1:1	No	0	No
6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson	0:0	1:1	No	0	No
6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet	0:0	1:1	No	0	No
702101C056576 - COMPUTER, PERSONAL WORKSTATION	0:0	1:1	No	0	No
7025-01-559-1352 - Display Unit: Smartboard White 64	0:0	1:1	No	0	No
7520-00-138-7981 - Marker Assortment, Tube Type	1:1	5:1	No	0	No
7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet	1:5	1:1	No	0	No
7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba	0:0	2:1	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

FM 6-22 appendix B, NGR 601-1, FM 6-0, ADP 7-0, ADRP 7-0, AR 630-10, FM 7-22, FM 7-22.7, AR 600-9, Soldier Training Readiness Modules (STRM), TC 3-21.5, RSP Leader Guide Version 3, TRADOC 350-1 and NG PAM 601-2, Leader's Guide to Company Training Meetings, Leader's Guide to the After Action Review, and AR 600-8-19.

Student Materials:

FM 6-22 appendix B, NGR 601-1, FM 6-0, ADP 7-0, ADRP 7-0, AR 630-10, FM 7-22, FM 7-22.7, AR 600-9, Soldier Training Readiness Modules (STRM), TC 3-21.5, RSP Leader Guide Version 3, TRADOC 350-1 and NG PAM 601-2, Leader's Guide to Company Training Meetings, Leader's Guide to the After Action Review, and AR 600-8-19.

Classroom, Training Area, and Range Requirements

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:16	10	10

Ammunition Requirements

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.
None

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

SECTION II. INTRODUCTION

Method of Instruction: Facilitator
Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)
Time of Instruction: 5 mins
Instructional Strategy: Small Group Instruction

Motivator

Have you ever been part of a training event or operation that failed from the beginning? Did you ever experience a lack of resources during your training event or did training occur on days the rest of the military was off? It may, in most cases, have been due to a lack of planning and execution on the part of the leadership. It is important that we as senior leaders ensure that proper planning and execution are done in order to conduct quality training.

Show VU:1 Admininister Recruit Sustainment Program (RSP) Activities

Show VU: 2 TLO

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Administer Recruit Sustainment Program Activities
Conditions:	In a classroom environment with access to FM 6-22 appendix B, NGR 601-1, ADP 7-0, ADRP 7-0, AR 630-10, FM 7-22, FM 7-22.7, AR 600-9, Soldier Training Readiness Modules(STRM), TC 3-21.5, RSP Leader Guide Version 3, TRADOC 350-1 and NG PAM 601-2, Leader's Guide to Company Training Meetings, Leader's Guide to the After Action Review, FM 6-0, and AR 600-8-19.
Standards:	Student must receive 80% or higher on a written examination.

Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil consideration, (METT-TC).

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

**Instructional
Lead-in**

The Recruit Sustainment Program (RSP) is the Department of Defense's premier Pre-IET immersion training. The RSP will lay a foundation of institutional training that will prepare men and women for the rigors of military life. RSP training should foster an environment that will make Soldiers want to refer their friends and family members to become members of the ARNG team. In order to accomplish this, leaders need to ensure that planning, preparation, execution, and reviewing lessons learned are done.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Complete RSP Yearly Training Calendar

Method of Instruction: Facilitator

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)

Time of Instruction: 40 mins

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

NOTE: Students were required to watch the Army Training Network (ATN) video, "How to Plan and Conduct a Unit Training Event." They should have also reviewed the applicable regulations in the syllabus prior to this lesson

SAY: In order for RSP drill to be successful, we need to ensure that proper planning and preparation is completed not only weeks or a month before, but we should plan our training for the entire fiscal year. Before we get started on this lesson, I want you to break up into your groups and answer the following questions:

Show VU: 3 Buzz Session

NOTE: Have the students break out into 2-4 groups. Have them discuss the questions and publish their results in the end. Allow the students 10 minutes to discuss and 5 minutes to brief back using a student discussion leader. When the groups brief the results, allow the groups to only provide a few answers for each question. At the end, if any group has more answers that were not published during the brief back, allow those groups to provide the additional feedback

Question 1. When developing a unit or RSP yearly training calendar (YTC), besides drill dates, what are some things you need to consider?

Possible answers from the group: guidance from higher command, conflicts such as federal holidays, units conducting home station unit training assemblies (UTA) on the same dates, availability and authorization to use the training site, and building renovations or constructions.

NOTE: If the students do not cover these answers, use questioning techniques to force them to answer. For example, to draw an answer that considers other unit training assemblies ask them this question, “Will the readiness center or armory be available for RSP drill ANY weekend of the month?”

Question 2. Should resources be considered when developing the YTC? If so, what resources would you need and what dictates the need for them?

Possible Answers: Yes. The type and length of training will dictate the need for resources.

Question 3. For a typical RSP drill, what major resources should you consider?

Possible answers: lodging, food, training aids, equipment, transportation, outside resources /agencies, training location, personnel, time, etc.

Question 4. The Mission Essential Task List (METL) is used to train the most important tasks that will ensure the success of the mission and give the unit the flexibility to adapt to new mission. What is the mission of the RSP?

Answer: The RSP mission is to reduce the overall training pipeline losses (TPL) by creating a strong foundation of training and by developing the Soldier's Warrior Ethos that will set the standard for all Soldier at Initial Active Duty Training (IADT). (RSP :Leader's Guide, para. 1-1 RSP Mission.)

NOTE: The students do not need to answer this word for word as long as they provide an answer that addresses reduction in TPLs and supports success through IADT.

Question 5. What tasks, based off the mission of the RSP, would you train throughout the year, and why would you train those tasks?

Answer: Soldier Training Readiness Modules (STRM) IAW the phases for each Soldier. Mission Essential Task List (METL) should drive the training schedule and STRM was designed with that in mind for the RSP. **STRM will better prepare our RSP Soldiers for the successful completion of IET and will aid in their success outside of the training. This will reduce the training pipeline losses for reasons that STRM addresses. (RSP Leader's Guide para 3-4)**

NOTE: Tell the students that STRM replaced SEAR that is described in NGR 601-1 para. 6-22b (2). Ensure that the students make a note to not reference the NGR 601-1 for STRM, however use the RSP Leader's Guide paragraph 3-2.

Question 6. Should you consider a physical readiness training program (PRT) for the RSP? If so, why?

Possible Answers: PRT will help prepare Soldiers mentally and physically before they attend BCT. It is a critical task for RSP Soldiers that will aid in the success of completing IADT and reduce pipeline losses. For green phase Soldiers, they need to maintain their physical readiness before they attend Phase II of their Split Option Program (AIT).

Question 7. We can use VULCAN to help us develop a plan for PRT that will identify the effectiveness of the last training year's PRT program. From there, we can determine if it was effective. We also need to ensure that RSP cadre members are proficient with PRT and know how to implement it. They are primarily responsible for establishing and maintaining Soldier physical readiness. **(RSP Leader's Guide 2-11c)** At a minimum, what should your Red Phase and Blue Phase Soldier do as part of the physical readiness program in the RSP? Explain the importance of this for each phase.

Answer: Red and Blue Phase Soldiers should be given the 1-1-1 Physical Fitness Assessment (PFA). **Red phase should conduct the PFA because we need to assess their fitness abilities in order to prepare and develop them before Initial Entry Training (IET). The Blue Phase should be administered this PFA in order to determine if the RSP Soldier is ready to ship to IET within 30 days.**

NOTE: Ensure the students are familiar with the YTC example in the RSP Leader's Guide found after paragraph 3-4, Example of Yearly Training Calendar and Training

Schedule.

NOTE: At this time conduct a check on learning using the following questions.

Check on Learning:

1. Which phase in STRM emphasizes basic Army knowledge and physical fitness?

ANSWER: White phase

REF: RSP Leaders Guide 3-2c.

2. What should drive the planning and development of the Yearly Training Calendar (YTC) for the RSP?

ANSWER: The METL (STRM)

REF: RSP Leader's Guide, para 3-4

Review Summary:

Review and summarize the learning activity.

SAY: Now that we have determined what we will train throughout the year, we can plan and prepare for training. When we return from break, we will discuss the company training meeting.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Conduct Training Meeting

Method of Instruction: Facilitator

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)*

Time of Instruction: 1 hr

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

1. How important is it to conduct a training meeting and why is it important? Please elaborate on your answers.

Possible Answers: Training meetings are the single most important meetings for managing training in companies. The meeting focuses on the specifics of assessing previous training events, training preparation, pre-execution checks, and execution

(ADRP 7-0, para. 3-68)

2. How often should the meeting be conducted?

Possible Answer: Training meetings should be conducted as frequently as required and anytime before the training mission to ensure it is executed with success. It will ensure enough time is given to prepare for drill (ADRP 7-0, 3-68).

3. The Company Training Meeting should happen after the Battalion Training Meeting because it provides a degree of battle rhythm and predictability (Leader's Guide to Company Training Meeting, page 6)

4. As an NCOIC or 1SG, where would you conduct the training meeting? Who attends the meeting? How long does it last?

Possible Answers: Recruiting Storefront Office, Armory/Readiness Center, restaurant, etc. The company leadership (CO/1SG), team chiefs (NCOICs), RSP full-time cadre, RRNCOs, Company Administrative NCO, and RSP Cadre. It usually lasts one to one and half hours.

Regulatory Answer: The time and place will depend on several factors. The main considerations include enabling leaders to attend, minimizing mission disruptions, allowing subordinate leaders time to prepare and local policy. The meeting should last about an hour, but no more than 1.5 hours. (Leaders Guide to Company Training Meetings, page 4-7)

NOTE: Facilitate a discussion to uncover Standard Operating Procedures for R&R First Sergeants and R&R NCOICs in relation to conducting training meetings. Ask them who is responsible for conducting the meeting, and what are the responsibilities for them in planning and preparing for the training meeting. Are the officers involved in RSP Unit training meetings or are the Senior NCOs primarily responsible? (Limit the discussion to under five minutes)

5. What do you think is the most important discussion of the meeting? Think for moment of who you will need, what you will need for training, and where the training will be conducted.

Answer: The discussion of pre-execution checks. (Leader's Guide to Company Training Meetings, page 9)

6. What is the purpose of the pre-execution checks?

Answers: Accept a variety of answers that align with the pre-execution checklist on page of the Leader's Guide to Company Training Meetings

NOTE: Ensure the students mention resources for training such as training aids and training equipment, risk assessments, supplies such as Class I, trainers or instructors available certified to teach STRM or other Army Tasks. If they do not provide input with these topics, facilitate a discussion using targeting questioning technique. For example, ask the students what they will need to ensure they have for every RSP drill. Also, make sure they properly identify support personnel such as medical or administrative personnel.

7. Once the OPORD or YTC is reviewed, the unit develops the training schedules (REF: ADRP 7-0, para. 3-65). Who develops the training schedule, and how is it developed for RSP drill? Who provides input and what information is provided to design the training?

Possible Answers: The RSP Readiness NCO develops the training schedule for the commander to sign. It is developed using the YTC and input from the leader that will conduct the training (Leader's Guide to Company Training Meetings, page 12)

8. What information is normally included in training schedules?

Answer: Training audience, time, place, individual responsible for the training, the uniform, and the equipment. (ADRP 7-0, para. 3-65)

NOTE: Show slide of RSP Training Schedule

NOTE: Refer the students to the example training schedule in the RSP Leader's Guide, para. 3-4, training schedule example link.

9. In Army units at the battalion level, Commanders use the Military Decision Making Process (MDMP) to plan unit training. What do we, at the company level, use to plan unit training?

Answer: Troop Leading Procedure (ADRP 7-0, para 3-9)

10. **ASK:** What are troop leading procedures.

Answer: Troop Leading Procedures (TLP) provide small-unit leaders a framework for planning and preparing for operations. It extends the MDMP to samll unit level, company and below for units that do not have coordinating staff. Coordinating staff consist of sections such as the S3 Operations or S4 Supply and Logistics. (FM 6-0, 10-1)

11. The TLPs are supported by composite risk management. (REF: FM 6-0, chapter 10, para 10-11) If the risk is too great to conduct the mission, what happens?

12. What do you think is the most important discussion during the training meeting?

Answer: The discussion of pre-execution checks. (Leader's Guide to Company Training Meetings, page 9 and 10)

NOTE: At this time conduct a check on learning

Check on Learning:

1. What is the single most important event for managing training in a company?

ANSWER: Training Meeting

REF: ADRP 7-0 para 3-68.

2 What is the most important part of the training meeting?

ANSWER: The dicussion of pre-execution checks

REF: Leader's Guide to Company Training Meetings, Page 9

Review Summary:

Review and Summarize the learning activity

REF: Leader's Guide to Company Training Meetings page 9

SAY: Now that we have discussed planning and preparing for the RSP drill, when we come back from break we will discuss supervising the RSP drill weekend.

Method of Instruction: Facilitator
Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)
Time of Instruction: 1 hr
Instructional Strategy: Small Group Instruction
Media Type: Practical Exercise
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

1. The RSP Leader Guide does not specifically outline a Recruiting and Retention NCOIC or 1SG's role in the RSP, but does have information in the NGR 601-2 portion of the job aid. The information is limited and vague. However, what role does the NCOIC or Company 1SG have in the RSP? What do you do in your states?

Show VU:4

Leaderless Discussion (Concrete Experience)

NOTE: At this time, break the class into 2-4 groups and allow them to brainstorm NCOIC and first sergeant duties dealing with the following:

NOTE: Show Slide for Leaderless Discussion : (SGL will break the groups evenly as possible. Do not have more than 6 students per group)

Start and Close of Business (*TC 3-21.5 Chapters 7 and 8, Platoon and Company Drill*)

Safety (*FM 5-19 Chapter 2 and Chapter 6, paragraphs 6-2 and 6-3[11]*)

Training Schedule (*FM 7-22.7, paragraph 4-19*)

AWOL Recovery (*RSP Leader Guide paragraph 3-1*), (*AR 630-10*)

Counseling (*FM 6-22 Appendix B and RSP Leader Guide, paragraph 5-4*)

Administrative Actions

Ship Brief

Pay Issues (*RSP Leader Guide, paragraph 5-7*)

Promotion Ceremonies (*AR 600-8-19, paragraph 7-13*)

LODs (*RSP Leader Guide, paragraph 5-10*)

Non-Shippers (*NGR 601-2, paragraph 5-14*)

Vulcan Data

Ship Packets (RSP Leader Guide paragraph 5-4, NGR 601-2 Chapter 7)

a. Managing PRT (*FM 7-22 Chapters 4 & 5 and AR 600-9*) (*NGR 601-2, paragraphs 5-25 and 5-26*)

b. Treatment of RSP Soldiers (*TRADOC Reg 350-6, paragraph 2-4 through 2-6, 2-7 Table 2-2*)

c. Battle Hand-Off (*RSP Leader Guide, paragraph 3-2g*)

** Use the references in italics to prepare for this discussion. Use targeted questioning if content in these references is not discussed during facilitated discussion. DO NOT GIVE THE STUDENTS THE REFERENCES. The references are listed in the syllabus.*

NOTE: Allow the students **25 minutes to conduct the leaderless discussion** within their groups.

Experiential Learning Concept:

Use this questioning process to reveal the results and to allow the students to learn and apply new information. **(25 Minutes to conduct)**

NOTE: SGL needs to ensure that there is maximum participation within the class. Each student should be given an opportunity to participate.

Publish:

What happened?

Who was surprised by your groups results?

What did you come up with? (DO NOT ALLOW THEM TO ANALYZE YET.)

Process:

How did you come up with the results within your discussion?

What were some of the reasons you listed those responsibilities for the NCOIC and 1SG?

New Information: The NCOIC or 1SG should be performing the following and this is why. This information will vary from group to group and class to class.

Generalize New Information:

Do any of the responsibilities look like those a First Sergeant or Master Sergeant would perform in other units?

How do these duties and responsibilities compare to the other experiences of a First Sergeant or Master Sergeant in an Infantry Company or Forward Support Company?

Applying:

How will you supervise your RSP drill activities?

Is there anything you would focus on more than another thing?

Is there something that you would do, knowing what you know now, that was not mentioned during this discussion?

NOTE: Clarify any questions at this point and transition into the next learning step.

NOTE: Summarize the activity. Review the key points of discussion dealing with supervising RSP activities. (This summary will differ with each class.)

SAY: Now that we have discussed what an NCOIC or First Sergeant should do to supervise RSP Drill activities, let's take a look at the after action review. Please take a ten minute break.

Check on Learning: No check on learning needed.

Review Summary: Review and Summarize the learning activity

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Conduct AAR for drill weekend with

warriors and RSP Cadre

Method of Instruction: Facilitator

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)*

Time of Instruction: 1 hr

Instructional Strategy: Small Group Instruction

Media Type: Interactive Multimedia Instruction (IMI) / Practical Exercise

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

NOTE: Show the Army Training Network (ATN) video, “How to Conduct an AAR.” (13:08). Tell the students to look for the types of AARs, the steps for conducting an AAR, and the four parts of the AAR.

Show VU:5 Episodes 1 Video

1. What is an AAR? How many types of AARs are there and what are they?

Answer: An AAR is a guided analysis of an organization’s performance conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. There are two types of AARs: formal and informal.

REF: Leader’s Guide to After Action Reviews (AAR) page 3 and 4

2. Which AAR is used at the company level and below, and why is it effective to use it at the lower levels?

Answer: The informal AAR is used at the company level and below.

Possible answers for why: The informal AAR requires fewer training aids, gives immediate feedback to Soldiers, leaders, and the units training; is held at the training site; and conducted as the training progresses if needed.

REF: Leaders Guide to After Action Review pages 4 and 5.

3. What are the four steps to an AAR?

Answer: Planning, Preparing, Conducting, and Follow-Up

REF: Leader’s Guide to After Action Reviews, page 8

4. What goes on during the planning step?

Answer: Leaders will plan the time, location, and personnel that will attend the AAR.

They identify who will conduct the AAR and what training aids are required.

NOTE: The students should state that multiple AARs can be conducted; one after each phase or planned stopping point of the training event. They should also discuss that the commander's intent and the training related to the intent is the focus of the AAR.

REF: Leader's Guide to After Action Reviews, pages 8-10.

(25:00)

5. When preparing for the AAR, leaders should review the Monthly Training Calendar or tasks and training outlines the unit must perform. They must be reviewed to focus on the critical events that align with the commander's intent.

REF: Leader's Guide to After Action Reviews, page 11

6. Leaders are responsible for conducting the AAR and may participate in the training and can take notes as an observer. Leaders who participate may find it difficult to observe and take notes; however, with maximum involvement of all participants in the AAR, it can mitigate the challenge and provide a clear understanding of the event.

REF: Leaders Guide to After Action Reviews, page 14-16

7. How is the agenda or organization of the AAR developed?

Answer: The leader will gather all information from the observers, organize the information in chronological sequence, and select and sequence the key events according to the relevance of the commander's intent.

REF: Leader's Guide to After Action Reviews, page 15

8. When Conducting the AAR, the agenda is set by considering the commander's intent of the operation or "what was supposed to happen." Before you start an AAR, there are rules you need to consider. What are they?

Answers: Rules for the AAR which include mandatory participation by everyone, it's not a critique, and it's not a grading procedure.

REF: Leader's Guide to After Action Review, page 14.

NOTE: Accept other rules besides those above from the students. Have them explain their answers.

9 We determine if the commander's intent was met by summarizing the events or discussing "What Happened," using open-ended questions that do not put the participants on the defensive.

SAY: For example, it is better to ask: "SGT Johnson, what happened when your weapon malfunctioned?" By saying, "SGT Johnson, why didn't you perform S.P.O.R.T.S .when your weapon failed to fire?" puts the participant on the defensive.

REF Leader's Guide to After Action Reviews, page 15-16

(35:00)

10. Why should a leader attempt to get as many views or perspectives as possible when discussing "what happened?"

Possible Answers: It helps establish a common understanding and instill operational adaptability. It will provide leaders the understanding of the complexity of an event in order for them to identify problems quickly.

REF: Leader's Guide to After Action Reviews, page 15

11. After we determined "what happened," what do we do next?

Answer: We determine what went well to sustain and what we need to improve to make the training or operation better the next time.

REF: Leaders Guide to After Action Reviews, page 16

12. What is the last step of the AAR and what is discussed during this step?

Possible Answer: The last step of the AAR is the follow-up. During the follow-up, use the feedback to improve proficiency, to identify areas that need retraining, and to revise or update the SOP.

(40:00)

SAY: At this time, we will conduct a check on learning. I am going to play a video of a drill sergeant conducting an AAR. I want you to look for what the drill sergeant did well and what he did not do well. Also, look for common mistakes that you have seen in other AARs.

Show VU:6 Episodes 2 Video

NOTE: Conduct a check on learning at this time and transition into the lesson summary.

Check on Learning:

1. Show the video of DS Price conducting an AAR with trainees. **Pause the video at 4:15** to answer the three questions at the end of episode1.

SAY: in the next episode, one of DS Price's peers sits down with him as he is reviewing his performance on video. Look for any misconceptions DS Price has with AARS.

2. Restart the video and **pause it at 9:25** to answer the

three questions for the second segment. Once the questions have been answered, close the video window out and conclude the lesson.

Review Summary:

During this lesson, we discussed the planning and preparation for Administering RSP Activities. We discussed the importance of the YTC and what METL tasks are trained at the RSP. We then went into a discussion about the company training meeting and what should be discussed in preparation for the training event. Afterwards, you were given an opportunity to discuss what the NCOIC or First Sergeant should supervise during the RSP Drill Weekend. Lastly, we discussed the After Action Review in depth and learned how important it is to incorporate that in our training. Does anyone have any questions at this time before we conclude this lesson?

Show VU: 7 TLO

SECTION IV. SUMMARY

Method of Instruction:	Facilitator
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:16/0)
Time of Instruction:	5 mins
Instructional Strategy:	Small Group Instruction

Check on Learning

None

Review/ Summary

Summarize the learning activity.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

Refer student to the Individual Student Assessment Plan (ISAP).

**Feedback
Requirements**

Answer students' questions and provide remedial training as needed.

Appendix A - Viewgraph Masters

**ARNG-SLC - Administer Recruit Sustainment Program (RSP) Activities
805B-PCB9T007 / Version 2.2**

Sequence	Media Name	Media Type
None		

Appendix B - Test(s) and Test Solution(s)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PCB9T007 Version 2.2

Appendix D - Student Handouts

**ARNG-SLC - Administer Recruit Sustainment Program (RSP) Activities
805B-PCB9T007 / Version 2.2**

Sequence	Media Name	Media Type
0	Power Points	PPT
0	Power Points	PPT

Appendix E - TRAINER'S LESSON OUTLINE

ARNG-SLC - Administer Recruit Sustainment Program (RSP) Activities

805B-PCB9T007 / Version 2.2

DRAFT

1. The importance of this lesson: (Why)

Administer Recruit Sustainment Program Activities

2. What we want our Soldiers to Achieve: (Outcomes/Standard)

Student must receive 80% or higher on a written examination.

3. Tasks to be taught

Task Number

Task Title

Task Type

None

Additional Non-Standard Tasks

None

4. References:

<u>Reference Number</u>	<u>Reference Title</u>	<u>Date</u>
ADP 7-0	Training Units and Developing Leaders	23 Aug 2012
AR 600-9	The Army Body Composition Program	28 Jun 2013
AR 630-10	ABSENCE WITHOUT LEAVE, DESERTION, AND ADMINISTRATION OF PERSONNEL	13 Jan 2006
ATTP 5-0.1 (Superseded by FM 6-0, 5 MAY 2014)	Superseded by FM 6-0, 5 MAY 2014	14 Sep 2011
FM 3-21.5	(Superseded by TC 3-21.5) DRILL AND CEREMONIES	07 Jul 2003
FM 6-22	SUPERSEDED BY ADRP 6-22, 1 AUGUST 2012 (ALL EXCEPT APPENDIX B) AND SUPERSEDED BY ATP 6-22.1, 1 JULY 2014 (APPENDIX B, EXCEPT PARAGRAPH B-2)	12 Oct 2006
FM 7-1	Battle Focused Training	15 Sep 2003
FM 7-22	Army Physical Readiness Training (Change 001 05/03/2013 8 Pages)	26 Oct 2012
SMTC18	State Specific Strength Maintenance SOP	

Additional Non-Standard References

None

5. Resources

TIME: Time of Instruction: 4 hrs 0 mins

LAND: Classroom, Training Area, and Range Requirements

<u>Id</u>	<u>Name</u>
17120-M-1600-40	Classroom, Multipurpose, 1600 Square Feet, 40 Students

AMMO: Ammunition Requirements

<u>DODIC</u>	<u>Name</u>
None	

MISC: Materiel Items and TADSS Requirements

<u>Id</u>	<u>Name</u>
6130-01-C12-1514	Power Supply Assembly, TYX: Battery Back Up UPS APC
6730-01-C07-0756	Projector, LCD/DLP: ELP7200 Epson
6730-01-C13-1784	Screen Projection, Rear/Fixed or PT: 980S Quartet
702101C056576	COMPUTER, PERSONAL WORKSTATION
7025-01-559-1352	Display Unit: Smartboard White 64
7520-00-138-7981	Marker Assortment, Tube Type
7520-01-C12-6434	Easel, portable with/without Access TY SZ AA: QRT500TE Quartet
7730-01-C09-7569	Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba

(Note: Asterisk before ID indicates a TADSS.)

Additional Non-Standard Resources

None

6. A possible technique to achieve the outcome:

None

7. Conduct AAR with Soldier and Cadre.

None

NOTE: Before presenting this lesson, Instructors must be thoroughly prepared by studying the appropriate lesson plan and identified reference material.