

GUIDE TO ACTION LEARNING PROCESS (ALP) IN THE SAF



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INTRODUCTION TO THE ACTION LEARNING PROCESS (ALP)



“ The only sustainable competitive advantage is an organisation’s ability to learn faster than the competition.”

Peter Senge

Strategist of the Century
(*Journal of Business Strategy*)
and best-selling author of
The Fifth Discipline



INTRODUCTION TO THE ACTION LEARNING PROCESS

The operating environment today is a complex and dynamic one that encompasses the challenges of war, terrorism, peacekeeping and even humanitarian crises. Such **dynamic and challenging environments** in which our soldiers operate in today **will require more adaptive thinking and decision-making skills** to be developed at the lower echelons of command. There are no clear or defined answers. Every situation that arises can bring about the unexpected. How then do we get that crucial advantage over those who would go up against us? The winners on the battlefield are not those with more numbers or sophistication. They are the ones **who can learn faster and better than their opponents**. Therefore, leaders, and especially Commanders, need to continuously learn from their own experiences and assimilate lessons learnt from other leaders' experiences to increase their own and their soldiers' survivability under such operating environments.

The central idea behind the Action Learning Process (ALP) is that **leaders must lead learning in their teams**, in order to create the necessary knowledge for themselves, their teams, their units and the SAF as an organisation. This knowledge can be for their development, doctrine, or simply, to reduce the potential for mistakes to occur. **ALP, as one of the SAF Leadership Development (LD) processes**, therefore contributes to the SAF's demand for quality leadership at all levels, and ensures that learning in units is systematically designed and executed.

ALP will improve the rate of learning to nurture leader development, leading to enhanced individual and team performance while strengthening engagement and commitment of all activity participants. At the organisational level, ALP can help build a repository of lessons learnt and leadership stories on the SAF Core Values for the SAF to synchronise and facilitate learning within and across the three Services systematically.

THE ACTION LEARNING PROCESS (ALP)

ACTION LEARNING PROCESS (ALP)									1 PROCESS
BEFORE ACTIVITY REVIEW (BAR)			DURING ACTIVITY REVIEW (DAR)				POST ACTIVITY REVIEW (PAR)		3 STAGES
REFLECTION & JOURNALING									5 PRACTICES
COACHING									
FACILITATION									
STORYTELLING									
TEAM BUILDING & TEAM LEARNING									
DESIGN TEMPLATE	TETRA MODEL	SNAPSHOT	ORR	2-5-1	STOP	3-2-1	ORR	3-2-1	7 TOOLS
COLLECTION - AGGREGATION - TRANSFER									LESSONS CAPTURED
1. Moving Forward by Looking Back			3. Multi-Level Learning			5. Capitalise on Memory and Recency Effect			PRINCIPLES
2. Begin with an End in Mind			4. Resource and Support Learning						

A photograph of soldiers in camouflage uniforms and helmets, viewed from behind. They are standing in a grassy field. In the background, a military helicopter is visible, slightly out of focus. The text "WHAT IS ALP?" is overlaid in the center of the image.

WHAT IS ALP?

“ The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler
American Futurist



WHAT IS ALP?

The ALP provides SAF Leaders and Commanders with **a systematic approach** and **common terminology** for optimal learning at individual, team and organisational levels in the SAF. For individuals and teams, this learning occurs in the domains of **operational military knowledge and leadership behavioural skills, while emphasising the SAF Core Values** demonstrated in the leader's actions. For the organisation, ALP can support efforts to consolidate and transfer lessons learnt and leadership stories on the SAF Core Values from the activity.

ALP is an LD process, to enable leaders to lead and accelerate learning in their teams. ALP provides the underlying structure to empower leaders at all levels to lead learning for themselves, within their teams, and in their units. At its core, ALP is one process based on three stages, involving five LD Practices, and supplemented by seven tools, **commonly known as the 1-3-5-7.**

The **three distinct stages** (Before Activity Review – **BAR**; During Activity Review – **DAR**; and Post Activity Review – **PAR**) enable learning before, during and post of an activity for three key stakeholders (Activity Planner, Activity Commander and Activity Leader) and the activity participants. Through the **five Leadership Development (LD) practices** of Reflection & Journaling, Coaching, Facilitation, Storytelling and Team Building & Team Learning (TBTL), activity participants will come up with constructive ways to improve their performance in the activity. The **seven tools** of Design Template; Snapshot; TETRA Model; Observations, Reflections and Recommendations (ORRs); 2-5-1 Storytelling; STOP Storytelling; and 3-2-1 Summarisation can then be used to facilitate how such learning points are brought across.

The After Action Review (AAR) is a commonly used reference which points to the actual conduct of a discussion within a team as they review their past actions. The **AAR is therefore embedded** within the overall concept and design of ALP and is **used extensively during the DAR** stage (see page 19).

ALP PRINCIPLES

Through the entire process, the five principles of ALP have to be kept in mind. Moving Forward by Looking Back, calls on you to reflect on past lessons for new ideas for the next activity. Begin with an End in Mind demands that you let the objectives drive the outcomes of the activity. Emphasise Multi-Level Learning ensures that learning occurs at all levels in the activity. Resourcing and Supporting Learning dedicates a focus and attention on the process to enable learning to occur throughout the activity. Finally, Capitalise on Memory and Recency Effect ensures we review the actions as soon as possible so as not to lose potential lessons learnt.

1. Moving Forward by Looking Back

- New solutions/ideas for the next activity are conceptualised based on the reflection of past experiences.
- The Activity Planner should review lessons learnt from past experiences and knowledge repositories before a unit designs a new activity.
- This reduces the risk of repeating mistakes and enables the Activity Planner to design learning and performance outcomes that will move Commanders and the team to a higher standard of operational readiness.
- The participating team and Commander need to reflect on their previous activities' lessons learnt, in order to effectively determine the goals to be set for the next activity.

2. Begin with an End in Mind

- This is achieved through setting clear performance objectives providing focus for activity review and validation.
- It is critical to include leadership objectives namely, leadership behaviours, values and decision-making – which are easily overshadowed by tactical and technical objectives as part of the learning focus.
- Activity design provides the parameter for participants to realise the scope of objectives.
- At the end of the activity, the Activity Planner and Activity Participants must validate the outcomes of the activity against what it was intended and designed for.

3. Emphasise Multi-Level Learning

- Learning from a training activity occurs at three levels: individual, team and organisational.
- At the individual level, self-reflection and coaching are keys to individual learning. Activity participants reflect on their own decisions, actions and behaviours during their sharing at team-level AARs and learn about their own professional competencies and leadership behaviours from one-to-one coaching conducted by their superiors.
- At the team level, facilitation is key to enable team learning. Activity participants learn from team-level facilitated discussion that focuses on professional, leadership, values and decision-making aspects of the activity.
- At the organisational level, knowledge management is key. The Activity Planner documents and manages the knowledge to facilitate dissemination of lessons learnt within the unit, formation and Service.

4. Resourcing and Supporting Learning

- The conduct of ALP requires adequate resource to support the identified activity and learning objectives in order to be successful. It requires time, people, structures and aids.
- The Activity Commander must resource for sufficient time to enable reflective dialogues. Learning happens both from the actions and the reflection dimensions. The Activity Commander must identify the appropriate people to attend ALP.
- The Activity Planner (e.g. Operations/Training Officer), where possible, should appoint observers to assist Activity Leaders to capture “learning moments” during the activity. The Activity Planner should optimise the use of structures (e.g. simulation) and aids (e.g. audio and video recordings) to establish “ground truth” of what happened during the activity.

5. Capitalise on Memory and Recency Effect

- The timeliness of the conduct of ALP affects the accuracy and amount of information that activity participants can remember about an event.
- Generally, our memory fades over time. Therefore, PAR should be conducted immediately or as soon as possible after the completion of the activity.
- If the duration of the activity is long, participants should conduct AARs in the DAR stage of ALP because learning in “chunks” is more manageable.

ALP PRINCIPLES

Moving Forward by Looking Back

- New solutions/ideas for the next activity are conceptualised based on the reflection of past experiences.
- Reflect on previous activities lessons learnt in order to effectively determine the goals to be set for the next activity.

Begin with an End in Mind

- Clear performance objectives provide focus for activity review and validation.
- Especially critical to include leadership objectives namely, leadership behaviours, values and decision-making.

Emphasise Multi-Level Learning

- Learn from team-level facilitated discussion that focuses on professional, leadership, values and decision-making aspects of the activity.

Resourcing and Supporting Learning

- Resource for sufficient time to enable reflective dialogues.
- Appoint observers to assist in capturing "learning moments".
- Optimise the use of structures and aids (e.g. audio and video recordings) to establish "ground truth" of what happened.

Capitalise on Memory and Recency Effect

- As our memory fades over time, therefore, PAR should be conducted immediately.
- AARs should be conducted in the DAR stage of ALP because learning in "chunks" is more manageable.

ACTIVITY COMMANDER, ACTIVITY PLANNER AND ACTIVITY LEADER'S ROLES AND RESPONSIBILITIES



“Team Learning is vital because teams, not individuals, are the fundamental learning unit in modern organisations. This is where the rubber meets the road: unless teams can learn, the organisation cannot learn. When teams are truly learning, not only are they producing extraordinary results, but the individual members are growing more rapidly than they could have otherwise.”

Peter Senge

Strategist of the Century (*Journal of Business Strategy*)
and best-selling author of *The Fifth Discipline*



ACTIVITY COMMANDER, ACTIVITY PLANNER AND ACTIVITY LEADER'S ROLES AND RESPONSIBILITIES

Activity Commander is responsible for:

- The planning and conduct of the activity (i.e. Exercise Commander).
- Functioning as the facilitator for the Unit-level BAR, DAR, PAR (e.g. Bn-level).

Activity Planner is responsible for:

- Overall planning of the activity.
- Identification of critical events.
- Scheduling of BAR, DAR and PAR.
- Consolidating lessons learnt from the activity at PAR stage.

Activity Leader is responsible for:

- He is the subordinate leader involved directly in the planning, execution and conduct of the activity.
- Functions as the facilitator for the lower echelon AAR (e.g. Coy-level).

ACTIVITY COMMANDER

The **Activity Commander** is the commander who is responsible for the execution and conduct of the operation or training activity. He is responsible for the following:

- Determine current unit status
- Derive proficiency gaps based on current unit status
- Publish formal guidance to the Activity Planner and subordinate commanders that specifies learning outcomes based on proficiency gaps
- Ensure activity learning outcomes are consistent with HHQ intent, guidance and specified and implied learning outcomes
- Ensure the Training Management Plan adequately addresses learning outcomes
- Be proficient in ALP practices and lead ALP
- Coach subordinate leaders



ACTIVITY PLANNER

The **Activity Planner** is responsible for the planning and preparation of activities. The Activity Planner is the overall designer of the activity, structuring in advance the experience of the participants based on the activity objectives. He is responsible for the following:

Determine specific and implied learning outcomes derived from HHQ Intent, Formal Lesson Plans, Evaluation Check-lists, Training Mission Plan, etc.

Incorporate learning outcomes derived from subordinate commanders' objectives

Incorporate learning outcomes derived from Individual Development Action Plans (IDAP)

Develop training based on learning outcomes by employing the process described in the SAF Training Development System

Allocate adequate time for BAR, DAR, PAR, self-reflection, coaching

Allocate adequate time for retraining between training events to address proficiency gaps identified in the BAR, DAR, PAR

Be proficient on ALP practices

Provide training on ALP practices for observers and participants

Develop, publish and distribute a written Training Management Plan (TMP) (or equivalent document) that governs all aspects of a given activity and provides necessary resources for learning

Conduct knowledge management procedures in all stages of ALP to capture, record, and archive learning for dissemination.



ACTIVITY LEADER

The **Activity Leader** is the subordinate leader involved directly with the execution of the operation or training activity. He is responsible for the following:

Provide input to Activity Commander to determine current unit status

Provide team objectives and learning outcomes to the Activity Planner

Execute training to standard in accordance with the TMP

Ensure proficiency of individual and collective tasks that support the activity

Capture data and observations for KM purposes.

Facilitate the AAR at the end of each training event

Retrain as necessary between training events to address individual and team proficiency gaps identified in the AAR

Be proficient in ALP practices

Ensure subordinates are proficient in ALP practices

Coach subordinate leaders and execute IDP



A soldier in a camouflage helmet and gear is aiming a rifle in a dense forest. The soldier is in the foreground, and another soldier is visible in the background. The scene is set in a lush, green environment with many ferns and other plants.

THE 3 STAGES: BAR-DAR-PAR

“Prepare for the unknown by studying how others in the past have coped with the unforeseeable and unpredictable.”

General George S. Patton
United States Army

THE 3 STAGES: BAR-DAR-PAR

There are three distinct stages to enable learning before, during and post of an activity for the three key stakeholders (Activity Commander, Activity Planner and Activity Leader).

Before Activity Review (BAR)

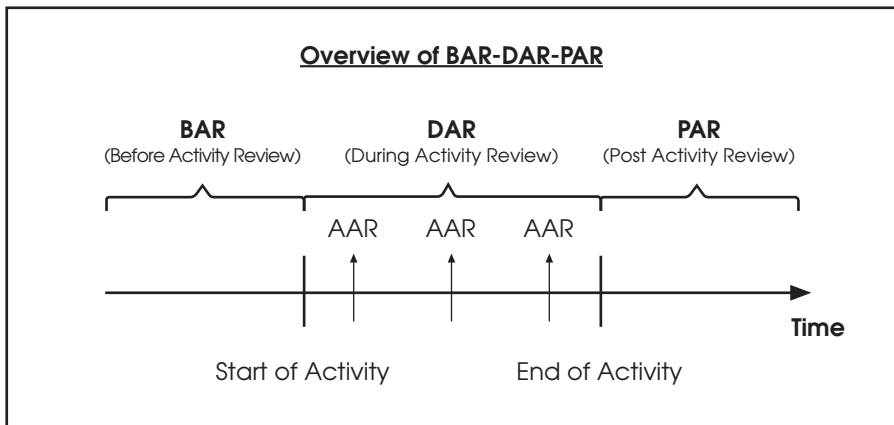
The first stage of ALP takes place before an activity. Before the start of the activity, both the Activity Planner and Activity Participants (especially the Activity Commander, Activity Leader and AAR Leaders) will **review past lessons learnt** through the relevant repositories or their own unit Knowledge Management System to avoid similar mistakes and to reinforce positive lessons learnt. At this stage, the **activity objectives will be determined**. This will allow the unit to review its performance based on the objectives set. Both the Activity Planner and Activity Participants will also highlight potential lessons learnt that are transferable at the organisational level. Importantly, time and resources to support ALP for the activity will be committed by the Activity Commander and Activity Planner.

During Activity Review (DAR)

The second stage of ALP takes place during an activity. It may consist of **several Formal/Informal AARs** that are conducted after the identified critical events in the activity. Informal AARs are quick ad-hoc sessions to highlight any learning points from recently concluded actions, while Formal AARs are those that have been designated from the start of the conduct, with time specifically set aside for them. **Opportunities for learning exist throughout the course of the activity**. Formal AARs are scheduled time-outs within the overall activity timetable for the specific purpose of reviewing actions; while informal AARs are those ad-hoc sharings on lessons learnt after particular actions. Activity Participants must be alert to identify these learning opportunities, learn from them and apply the positive lessons learnt to the next event or activity. The process of self-reflection and team sharing through AAR facilitation allows the Activity Commander and Activity Leader to better understand the reason behind the **difference in the intended and actual outcome** and how to overcome it so as to **enhance subsequent performance**. Coaching after the team sharing also allows deeper reflection on the Activity Commander's leadership behaviours, values and decision-making.

Post Activity Review (PAR)

The last stage of ALP takes place after the completion of the whole activity. The Activity Planner facilitates a review of the activity objectives with the activity participants and **consolidates the lessons learnt from the earlier two stages** (BAR and DAR). This should especially be so for lessons learnt **relating to the SAF Core Values**. The knowledge gained is then consolidated and translated to heuristics¹ for future reference within the Unit/Formation/Service. These lessons learnt will be reflected upon during future similar activities in the BAR stage by the Activity Commander, Activity Planner and Activity Leader. The end of an activity symbolises the start of a new learning experience. From the consolidation of lessons learnt, the Activity Commander may need to redesign training to address some of the objectives that are not met during the execution. Supplementary or additional training may be conducted to level up the unit's operational readiness and bridge any performance gap.



¹ Through the consolidation of learning at the PAR stage, the Activity Planner will determine the lessons learnt which could be transferred beyond the activity participants. The consolidated lessons learnt are translated into reusable forms, known as heuristics, and transferred across the organisation. Examples of heuristics include SOPs, doctrines, leadership stories and case studies.

BAR: A 3-STEP METHOD

In the BAR stage, there is a 3-Step Method for the Activity Commander, Activity Planner and Activity Leader.

Reflect on Past Lessons Learnt. The BAR stage connects the **Activity Planner**, **Activity Commander** and **Activity Leader** with the past lessons learnt captured by previous leaders in the Post Activity Review (PAR), so that all the stakeholders will have the opportunity to:

- Learn vicariously through the experience of those who have gone through activities of similar nature.
- Allow SAF leaders to establish a certain baseline before taking part in similar training activities, so that they do not start cold and repeat the same mistakes.
- Shorten the learning curve of the leaders, which helps to alleviate the challenge of a compressed training tempo.



Reflection of past lessons learnt can happen either formally (e.g. post activity reports); or informally (dialogues with the past predecessors). For a richer learning experience, it is recommended that:

- The **Activity Planner**, **Activity Commander** and **Activity Leader** actively engage their predecessors to accelerate learning through personal sharing of operational lessons learnt and leadership stories related to the SAF Core Values.
- **Activity Planner** can communicate the objectives for the current activity to the **Activity Commander** and **Activity Leaders**. This will also result in greater clarity and refinement in the way past lessons learnt are codified and made accessible. These enhancements will result in the KM structures being relevant and responsive to leaders reaching back to learn. This eventually will build trust in the value of lessons learnt repositories.

Step 1: Reflection on Lessons Learnt		
Activity Planner	Activity Commander	Activity Leader
<ol style="list-style-type: none"> 1. What are the lessons learnt that I can draw from the past activities that are relevant to the current activity? 2. What is the previous Activity Planner's story? 3. How can I incorporate the lessons learnt from the previous activity to the current activity? 4. How do I overcome the challenges to learning experienced in the past activities? 5. What is my team's current reality in terms of the planning and preparation for the current activity? 6. What might be some areas my team needs to pay attention to in terms of the activity design? 	<ol style="list-style-type: none"> 1. What are the lessons learnt that I can draw from past activities that are relevant to the current activity? 2. What is the previous Activity Commander's story? 3. How do I assimilate the positive lessons learnt in the current Activity? 4. How do I use the past lessons learnt to educate my subordinates so that they will not repeat those mistakes? 5. How do I overcome the challenges to learning experienced in past activities? 6. What is my team's current reality in terms of performance in the current activity? 7. What might be some training needs at the individual and team levels? 	<ol style="list-style-type: none"> 1. What are the lessons learnt that I can draw from past activities that are relevant to the current activity? 2. What is the previous Activity Leader's story? 3. How do I assimilate the positive lessons learnt in the current Activity? 4. How do I use the past lessons learnt to educate my subordinates so that they will not repeat those mistakes? 5. What is my team's current reality in terms of performance in the current activity? 6. What might be some training needs at the individual and team levels?

Determine Activity Objectives. As the first stage of ALP, BAR is a critical stage for all stakeholders to establish the focus and attention for the activity. The key to successful learning lies in the deliberate effort to pre-identify issues concerning Operational Military Knowledge (OMK) and Leadership behaviours prior to the start of the activity, and establishing the activity objectives and team objectives. **These objectives must be well communicated to all the activity participants.** There are usually a few critical events within the entire activity. When the participants are clear of which critical activity objectives are to be focused on during the events in the activity, feedback and observations can be given for specific leader development issues.



An **activity objective** states as clearly as possible what the Activity Participants are expected to do and achieve at the end of each event in the DAR stage; including the operating conditions and the standards that are set to establish their level of competence.

- The activity objectives are set at team level (i.e. the unit).
- Well-written activity objectives can be used as a means to validate and evaluate the team and individual performance.
- Clear activity objectives need to be supported by resources to capture, record (both visual and audio) and documented for discussion and reflection after the execution of the event. These lessons learnt, if appropriate and relevant to a wider audience, may then be consolidated for the organisation to learn.
- The **Activity Commander** then needs to communicate the activity objective to all the activity participants. With an end in mind, the Activity Participants will have the focus during the execution of the activity.

Step 2: Determine Activity Objectives

Activity Planner	Activity Commander	Activity Leader
<ol style="list-style-type: none"> 1. What are the Superior HQ's activity objectives? 2. What are the desired team goals for the unit? 3. How are the team goals aligned to the activity objectives? 4. Which activity objectives maybe related to learning at the organisational level (SOPs/Doctrines)? 	<ol style="list-style-type: none"> 1. What are the Superior HQ's activity objectives? 2. What are the desired team goals for the unit? 3. How are the team goals aligned to the activity objectives? 4. How do I communicate the team's goal to the unit? 5. What are my IDAP Goals for this activity from the coaching conversation with my superior? 6. How do I achieve my IDAP goals for the activity? 7. What are my Activity Leader's IDAP goals for this activity from the coaching conversation? 8. How do I support my Activity Leader's IDAP goals for this activity? 	<ol style="list-style-type: none"> 1. What are the team's goals set for this activity? 2. How do I communicate the team's goal to my team? 3. What are my IDAP goals for this activity from the coaching conversation with my superior? 4. How do I achieve my IDAP goals for this activity? 5. What are my subordinate leader's IDAP goals for this activity from the coaching conversation? 6. How do I support my subordinate leader's IDAP goals for this activity?

Planning and Preparation. The activity objectives set provide the blueprint for all Activity Participants to review their performance during and after the activity. Meticulous planning and preparation is required from the **Activity Planner, Activity Commander** and **Activity Leaders** to provide resources and support in service of learning and leader development. Without adequate planning and preparation, the quality of learning and leader development will be impeded.

“Every minute you spend in planning saves 10 minutes in execution; this gives you a 1000% Return on Energy!”

Brian Tracy
motivational speaker and
author of over 70 books

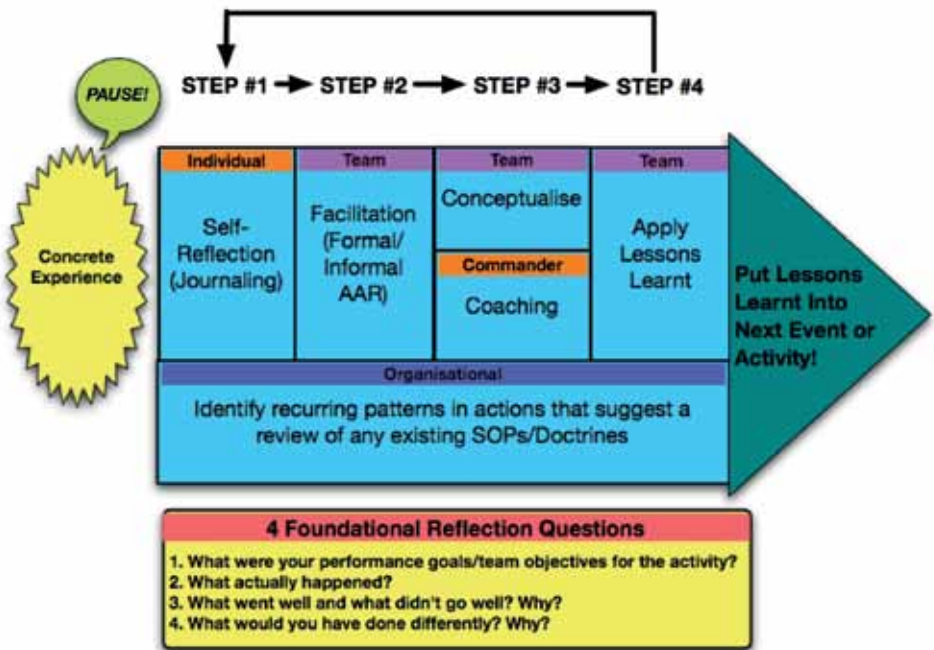


The **Activity Planner**, who has an overview of the activity objectives of the activity, needs to deliberately structure the experience of the activity to provide learning and leader development opportunities for the Activity Participants. In addition, the **Activity Planner** will need to determine what appropriate training preparations are necessary for the Activity Participants at individual and team levels (technical training or developmental courses), and also schedule time for Formal/Informal AARs for the identified critical events within the activity time frame. The **Activity Planner's** chronological order of the critical events in the activity for the Formal/Informal AARs can be modified along the way during the activity.

Step 3: Planning & Preparation		
Activity Planner	Activity Commander	Activity Leader
<ol style="list-style-type: none"> 1. What is the flow of events from start to the end of the activity? 2. Where are the identified critical events of learning opportunities within the activity? 3. How are the AARs (Formal/Informal) scheduled within the activity time frame? 4. What are the resources (Time/Staff Aids/Venue) assigned to the AARs? 5. Who are the participants attending the AAR (Formal/Informal)? 6. What are the training preparations for the Activity Participants at individual and team levels, if necessary? 7. How do I brief the Activity Participants on ALP? 	<ol style="list-style-type: none"> 1. What is the flow of events from start to the end of the activity? 2. Where are the identified critical events of learning opportunities within the activity? 3. How are the AARs (Formal/Informal) scheduled within the activity time frame? 4. What are the proposed key issues to focus on at each AAR (Formal/ Informal)? 5. What are the resources (Time/Staff Aids/Venue) assigned to the AARs (Formal/Informal)? 6. Who do I assign as the AAR Leaders, out of my team of Activity Leaders? 7. How should I deploy Observers? 	<ol style="list-style-type: none"> 1. What is the flow of events from start to the end of the activity? 2. Where are the identified critical events of learning opportunities within the activity? 3. How are the AARs (Formal/Informal) scheduled within the activity time frame? 4. What are the proposed key issues to focus on at each AAR (Formal/ Informal)? 5. What are the resources (Time/Staff Aids/Venue) assigned to the AARs (Formal/Informal)?

DAR: A 4-STEP METHOD

At the DAR stage, Activity Participants will carry out their actions and reflect on the effects of the actions they have performed. During this time, the **Activity Commander** or **Activity Leader** may be too focused on the many actions taken and the overall activity, that they do not take the time to reflect critically on their thinking, actions and emotions that are associated with their actions. **Time must be structured into the activity** for self and team reflections to take place so that the optimal learning can occur for the **Activity Leader** in both domains of leadership behaviours: **SAF Core Values and Operational Military Knowledge (OMK)**. Through the process of self-reflection and team sharing through AAR facilitation, the team will conceptualise and apply the lessons learnt in the next event or activity. In the DAR stage, **learning can happen as a result of ongoing self-reflections, or as a result of the team reflection** during Formal/Informal AARs.



PAR: CONSOLIDATING MULTI-LEVEL LEARNING

In the third stage of ALP, the Post Activity Review, the theme is on “Consolidating Learning”, where lessons learnt at the Individual, Team and Organisational levels, especially in the realms of performance, knowledge and SAF Core Values, are synthesised and transferred. These lessons learnt will be reflected upon during future similar activities in the BAR stage by the Activity Commander, Activity Planner and Activity Leader.

PAR focuses on the consolidation of the multi-level learning reflected by the Activity Commander, Activity Planner, Activity Leader at both individual and team levels. Following which, these consolidated lessons learnt will be translated into reusable forms, known as heuristics, and transferred across the organisation. Examples of heuristics include SOPs, doctrines, leadership stories and case studies.

1. At the Individual level – is there a performance or knowledge gap?

- a. In terms of vocational skills?
- b. In terms of knowledge required?
- c. In terms of leadership competencies?
- d. In terms of SAF Core Values?

If there is an individual performance or knowledge gap, can the gap be addressed as part of an objective in the next (or a future) exercise/activity?

2. At the Team level – is there a performance or knowledge gap?

- a. In terms of vocational skills?
- b. In terms of knowledge required?
- c. In terms of leadership competencies?
- d. In terms of SAF Core Values?

If there is a team/syndicate performance or knowledge gap, can the gap be addressed as part of an objective in the next (or a future) exercise/activity?

3. At the Organisational level – what did we just learn?

- a. In terms of how to change or improve the activity/exercise?
- b. In terms of vocational skills?
- c. In terms of knowledge required?
- d. In terms of leadership competencies?
- e. In terms of SAF Core Values?



Lessons Captured

It is important to grow a culture in the organisation for capturing lessons, as knowledge residing within the individual will not benefit the unit or organisation. It is fundamentally important for knowledge to be shared. When knowledge is created and shared, it is important for it to be accessible to people to assimilate it to make decisions, solve problems and perform tasks across the units and organisations.

The SAF concept of capturing lessons learnt is the use of the AAR that is embedded in ALP. With the principles of ALP, the leaders are responsible for leading learning. The **Activity Commander, Activity Planner** and **Activity Leaders** are assigned the responsibility to conduct and summarise the AARs to separate the wheat from the chaff, create the report, and then ensure that the lessons learnt are captured and disseminated.

During the PAR the **Activity Planner** will formerly consolidate information from the entire unit and determine the final disposition of lessons learnt as part of the unit's organic knowledge management procedures.

Learning from a training activity occurs at three levels: Individual, Team and Organisation. At the organisational level, knowledge management is key. The **Activity Planner** documents and manages knowledge in order to disseminate lessons learnt and forwards recommendations for operational SOPs or doctrine refinements to the appropriate HHQ.

The **Activity Planner** has to formally capture and consolidate information to process and transfer to the unit **for application in the next activity**, or to the larger organisation for application in the future. Ultimately, individuals and teams must apply these lessons learnt in practice if the unit is to realise the full potential of this systematic knowledge transfer. However, these recommendations benefit the larger organisation only if they become accessible at the SAF level for future use. **The PAR is the primary input source for the BAR of the next activity.** The cyclical aspect of ALP promotes continuity between activities and is a practical example of the principle "Moving Forward by Looking Back".

The following is a suggested format for the record of PAR.

PAR report (Compiled and written by the Activity Planner)

1. **Title:** Name of the activity/exercise/training
2. **Commanders:** List of Activity Leaders, Rank & Name, Unit
3. **Introduction:** Background and purpose of the activity/exercise/training
4. **Objectives:** HHQ Intent/Unit/Sub-unit/Team objectives
5. **Goals:** Translated from objectives (reference SMART goals)
6. **Key Lessons Learnt:** Recorded chronologically with the Observation, Reflection, Recommendation (ORR) format.

(O): Record key observations that were summarised (reference the 3-2-1 tool) from the Activity Leaders/Observers of the respective sub-units/teams in chronological order. The key observations include what went well and also what did not go so well. These records should be factual not perceived.

(R): Record what was identified as the reasons why it happened based on the Activity Leaders/Observers reflections.

(R): Record the recommendations made during the PAR based on the observations and reflections made i.e. what can be done better or improved in the next activity/exercise/training. It is important to provide the context and express it as clear, measurable and unambiguous advice to people who might benefit from it.

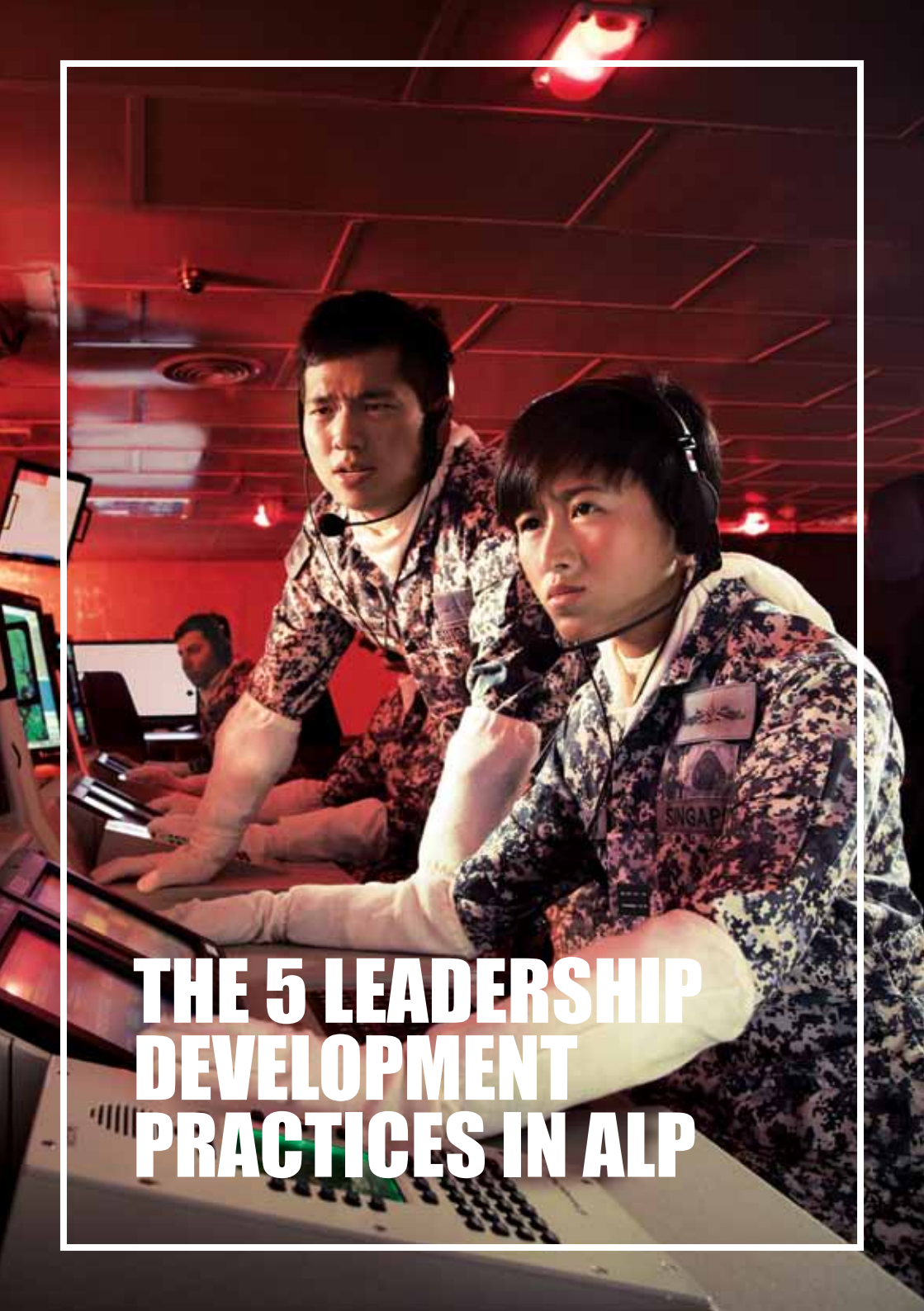
- a. Phase 1
 - i. Xxxxxxx
 - ii. Xxxxxxx

- b. Phase 2
 - i. Xxxxxxx
 - ii. Xxxxxxx

- c. Phase 3
 - i. Xxxxxxx
 - ii. Xxxxxxx

7. **Summary:** Summarisation of the ORR and deduction on what were the lessons learnt during the activity/exercise/training based on the objectives set by the HHQ. Highlight the key areas of focus the unit/sub-unit/team needs to emphasise in any future related activity/exercise/training.

Recorded by (Scribe, Rank & Name, Unit)
Vetted by (Activity Planner, Rank & Name, Unit)
Cleared by (Activity Commander, Rank & Name, Unit)



**THE 5 LEADERSHIP
DEVELOPMENT
PRACTICES IN ALP**

LD practices are the actual application of LD based on theory or best practices (ALP in this case), which when habituated, enable leaders to become more skillful and competent in leadership. The LD practices of Reflection & Journaling, Coaching, Facilitation, Storytelling, and Team-Building & Team Learning are seen as the drivers in enabling leaders to practise and habituate ALP in the organisation.

REFLECTION & JOURNALING

This occurs throughout the ALP. In the initial BAR when the various stakeholders reflect on past lessons learnt, in the DAR as all stakeholders including the Activity Participants seek to identify learning points from their experiences during the activity, and in the PAR where learning is consolidated and captured as part of knowledge management efforts.

Reflection is the process of thinking over an issue or an experience. While it sounds easy and mundane, the process of reflection entails considerable drive, skills and organisation. To reflect is to engage in an internal dialogue with oneself. This internal dialogue must focus on aspects of critical thinking, such as challenging assumptions and employing alternative perspectives to the current situation at hand.



General Guidelines to Reflection

Step 1 – Decide on the intended outcome/purpose

When conducting reflection activities, regardless of individual or group reflections, commanders need to have at least one clear goal in mind. Commanders then design questions, approaches, resources and so on to achieve the established purpose.

Step 2 – Develop meaningful open-ended questions

To come up with meaningful questions, commanders need to tailor each question to the intended activity and the desired outcome. Remember to modify routine questions and tailor standard queries to fit specific real-life cases.

Step 3 – Critical Moments Reflection

With a clear goal and a list of questions, commanders can then approach the reflection exercise. Guidelines to Critical Moments Reflection:

a. Naming Critical Moments

- i. Ask individuals to jot down their most significant moments in the activity/experience. Individuals list and briefly describe their critical moments (Note: Critical moments are very specific)

b. Examining Contrast (optional)

- i. Similar critical moments are grouped into sets
- ii. Each set is narrated from different perspectives

c. Selecting Moments for Further Analysis

- i. Narrow down to a subset of critical moments
- ii. Moments are chosen to produce the learning most relevant and important to the group involved

d. Analysis of Selected Moments

- i. Recount the same moment from various perspectives
- ii. Discuss the meaning of the moment, its effects, what caused it, the deeper issues involved etc.
- iii. Goal: Understand why certain moments are perceived as significant

e. Summarise

- i. Sum up the issues, questions, challenges and conclusions that surfaced during the discussion

Characteristics of Critical Moments Reflection

(1) Bottom-up approach, (2) Normally done in group reflection, (3) Individual exercise is possible by writing down their critical experiences and analysis in a journal, (4) Carried out at key junctures of an activity, (5) Focus on issues, challenges and questions raised by a particular critical moment.

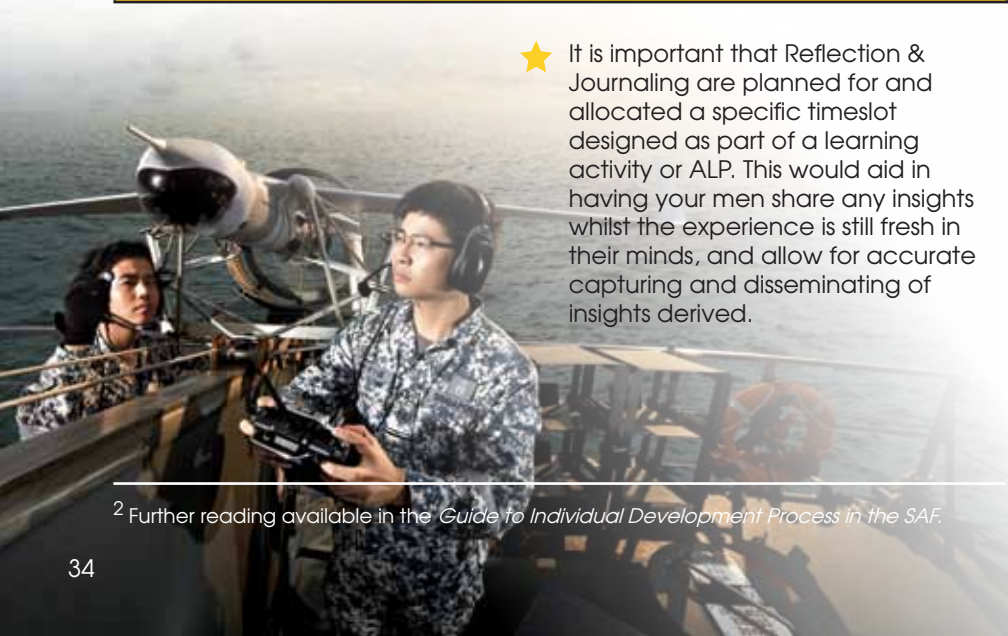
Journaling involves noting down one’s thoughts and feelings about our own experiences, usually in a diary in a mode of reflection. This then facilitates good knowledge management to ensure lessons learnt are captured and not lost.

What do I write in a journal?

Here are some questions to optimise the use of journaling.

What did you do, see, hear, feel and think during the exercise? What were your most vivid first impressions when you first arrived at your new unit?
So what did you learn/understand from the exercise? What questions do you have at the end of the exercise? What did you like/dislike about your instructor/peers/activity/unit?
Now what will you do with the learning/experience/information? How will you do the activity differently next time? What do you want to explore further?
Commanders need to focus on the following areas: <ol style="list-style-type: none">1. Role model the journaling habit and make the recordings available through active sharing.2. Make sense for yourself the linkages of journaling to building IDAP² goals.3. Explore new ways of Journaling, i.e. mind maps etc.4. Structure time and support with tools to enhance and enable effective journaling to occur.

★ It is important that Reflection & Journaling are planned for and allocated a specific timeslot designed as part of a learning activity or ALP. This would aid in having your men share any insights whilst the experience is still fresh in their minds, and allow for accurate capturing and disseminating of insights derived.



² Further reading available in the *Guide to Individual Development Process in the SAF.*

COACHING³

Coaching is practised throughout ALP, such as during the BAR stage by the Activity Commander in order to set the right goals and objectives; during the DAR stage as leaders seek to keep the activity participants on track towards the objectives; and during the PAR stage as improvements are made for future activities. Coaching focuses on the development of subordinate leaders and soldiers, and is a responsibility carried out by the chain of command to:

- Improve the performance (skills) and learning.
- Build the commitment of their subordinates.
- Help them to learn from their experiences which can then be translated into effective new actions for their present and future roles.

The purpose of coaching in the SAF is to build organisational capability for effective learning at the individual and organisational levels. Coaching is a key enabler that facilitates acceleration of learning. Coaching is also about developing our people for current and future performances.

The model for engaging in a specific coaching conversation is called the '**GROW**' (Goal, Reality, Options, What's next?). The GROW model helps to clarify objectives and thinking, identify options, reduce challenges to doable tasks, and thus increases one's belief, accountability and motivation in achieving a specific goal. At the start of the coaching conversations, it is vital to build a **rapport** with the coachee. It is a pre-requisite for the desired outcome of the session to be clear to both the coachee and coach for the time to be spent together.

For effective coaching:

Listen to Understand	<ul style="list-style-type: none">• Focus completely on what the coachee is saying or not saying• Actively clarify, paraphrase and raise observations
Ask Non-directive Questions	<ul style="list-style-type: none">• Ask questions at the right time to encourage the coachee to speak up and clarify his thinking
Interpersonal Skills	<ul style="list-style-type: none">• Build trust and rapport, to allow open sharing, exploration of goals, challenges, possible options and feedback
Interpretation of Feedback Instruments	<ul style="list-style-type: none">• This skill is only required for SAF Executive Coaches and is hence not applicable in ALP.

³ Further reading available in the *Guide to Coaching & Facilitation in the SAF*.

The GROW model:

- Provides a guide for conversation so that both you and the coachee can progressively arrive at an actionable conclusion.
- In using the GROW for coaching conversations, you need to support an open learning climate to facilitate the coachee to surface the issues and underlying assumptions for greater clarity of thinking.
- Through coaching, daily concrete experiences are translated into new knowledge and learning becomes effective.
- Coaching facilitates subordinates' self-discovery and unlocks their capabilities for accelerated learning. A coaching culture sensitises SAF leaders to reflect and act in more purposeful and proactive ways to develop subordinates.



FACILITATION⁴

This is defined as the practice to **create effective team conversations** by systematically harnessing diverse perspectives of the team, through a myriad of skills, tools and methodologies, to converge for the outcomes of learning, positive experience and collective action for mission success. In ALP, this occurs during the BAR as the Activity Leader facilitates the goal setting of the team; in the DAR during the various Formal/Informal AARs; and during the PAR where insights are synthesised for future activities.

In the SAF, **Commanders** will be expected to play the role of a Facilitative Leader. They will have to ensure that the process of the facilitated session is thought through and carried out, as well as contributing their content knowledge at the appropriate times. Facilitation is a part of ALP for the purposes of team learning and team performance.

Context:	Skills:	Outcomes:
<ul style="list-style-type: none"> To bring about learning and performance in the units As a learning methodology As an effective way to conduct meetings 	<ul style="list-style-type: none"> Listening Inquiry Advocacy Summarisation Synthesis Recording 	<ul style="list-style-type: none"> Learning in teams Leaders are effective in decision-making as they are informed Increase in commitment and engagement to the mission plan High performance teams

Principles in Facilitation

It is important to set clear objectives for the facilitated session, including time allocation and roles/responsibilities of the individuals in the team. Some of the considerations are:

1. Be explicit with your role in the conversation (e.g. Decision-maker, facilitator).
2. Set clear objectives for the conversation.
3. Focus on gathering diverse perspectives before converging on a conclusion or decision.
4. Ensure that the key points of the conversation are summarised clearly.

Commanders need to focus on the following:

- Facilitation enhances the quality of relationships and collective thinking within a team, so that the team owns its actions and decisions.
- Adherence to a set of agreed group guidelines and use of the Check-In will enhance the conversation for effective interactions and quality actions.
- While the Commander provides the relevant guidance to lead the team to learn and perform for mission success, he should harness the diverse perspectives before giving guidance and making decisions so that he speaks from an informed position.

⁴ Further reading available in the *Guide to Coaching & Facilitation in the SAF*.

STORYTELLING⁵

Storytelling and stories are a powerful Communicating to Influence tool for the Commander. While stories can be sought from previous appointment holders during the BAR stage, they are mainly used during the DAR and PAR stage to bring across lessons learnt in an engaging and persuasive manner. Stories are considered accounts or recitals of an event or series of events that have taken place in reality. Stories can communicate values, ideas, modes of thinking, frames of reference, and be used as guides for actions. In general, good stories convey a message, spread quickly and significantly influence listeners. The power and value of stories and storytelling go well beyond a normal conversation or lecture. Stories can have a powerful and emotional effect on listeners that may reach deep down into the listener's beliefs.

As leaders in the SAF, it is important to know how to create and tailor a story to make it as effective and interesting as possible. Carefully selected stories are relevant and meaningful, and can become a significant and powerful tool for leaders at all levels of the SAF.

These three areas of interest in storytelling and the use of stories, i.e. in core values, as part of ALP and ultimately as a springboard for the future, will inevitably underpin SAF's knowledge management efforts as leaders at all levels narrate their past and present experiences, and their future vision and strategy.

Commanders need to focus on the following areas:

- Build your library of stories and messages around Values, Leadership and Operational issues, and have them recorded so that they can be made explicit.
- Share your stories as a way of engaging and fuelling beliefs and actions while role modelling the impact and value of stories.
- Make time and space for stories to be formulated, shared, refined, stored and distributed.



⁵ See page 55-57 for 2-5-1 and STOP storytelling frameworks

TEAM BUILDING AND TEAM LEARNING (TBTL⁶)

TBTL is a Leadership Development (LD) practice that enables the leader to foster **the conditions necessary for groups to become effective teams**. In ALP, being able to learn as a team is fundamental to its success, and a strong, effective team is one that will learn well.

Team building typically involves the team members coming to an agreement to work together towards shared outcomes. They usually examine how they currently work together, explore their strengths and weaknesses, agree on their ideal or preferred way of collaborating, and establish action plans for implementing more effective ways of working together.

Team learning is the conceptualisation and alignment of insights to become shared knowledge so as to develop the team's capacities for desired outcomes. It is the process of learning how to learn together. It draws out the intelligence and ability greater than the sum of individual talents in the team, and is an enabler for team effectiveness. Central to team learning is the use of reflection and inquiry skills and the practice of dialogue.

It is important to keep the following principles in mind when undertaking TBTL:

Principle 1: Team Leader Drives the TBTL Practice

Principle 2: Team Members to have Ownership

Principle 3: Focus on the Outcomes of TBTL

Principle 4: Leverage the Team's Diversity in Personality, Behaviours and Experiences



⁶ Further reading available in the *Guide to Team Building and Team Learning in the SAF*.

“We now accept the fact that learning is a lifelong process of keeping abreast of change, and the most pressing task is to teach people how to learn”

Peter Drucker

seven-time McKinsey Award winner (*Harvard Business Review*)
and best-selling author of *The Practice of Management*



TUCKMAN'S STAGE THEORY OF TEAM DEVELOPMENT

Tuckman's Stage Theory of Team Development then indicates that teams go through 5 stages of development - **Forming, Storming, Norming, Performing and Adjourning**.

Forming: In this stage, members are occupied with orienting themselves personally and interpersonally. Group members have a desire for acceptance by the group, and rely on safe, patterned behaviour, looking to the group leader for guidance and direction. To grow to the next stage, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

Storming: This stage is characterised by competition and conflict in both relationships and work-related activities. There will be competition for attention, recognition, and influence. Norms must be established for engaging in positive confrontation, reducing defensiveness, listening, and openness to influencing and being influenced. The most important trait in helping groups to move to the next stage is the ability to listen. However some groups may not progress beyond this stage.

Norming: Group members are engaged in active acknowledgement of all members' contributions, community building and maintenance, and solving of group issues. When members begin to know and identify with one another, the level of trust in their personal relations contributes to the development of group cohesion. Their interactions are characterised by openness and sharing of information at both personal and task level. They feel good being part of an effective group.

Performing: Not all groups reach the performing stage. This stage is marked by interdependence in personal relations and problem solving in the realm of task functions. People can work singly, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the team and individuals. There is unity: group identity is complete, group morale is high, and group loyalty is intense. There is support for experimentation in solving problems and an emphasis on achievement.

Adjourning: It marks the end of the performing team and could likely lead to the forming of a new team. The cycle then repeats.

“The whole of life, from the moment you are born to the moment you die, is a process of learning.”

Jiddu Krishnamurti

20th century philosopher and spiritual figure





7 TOOLS

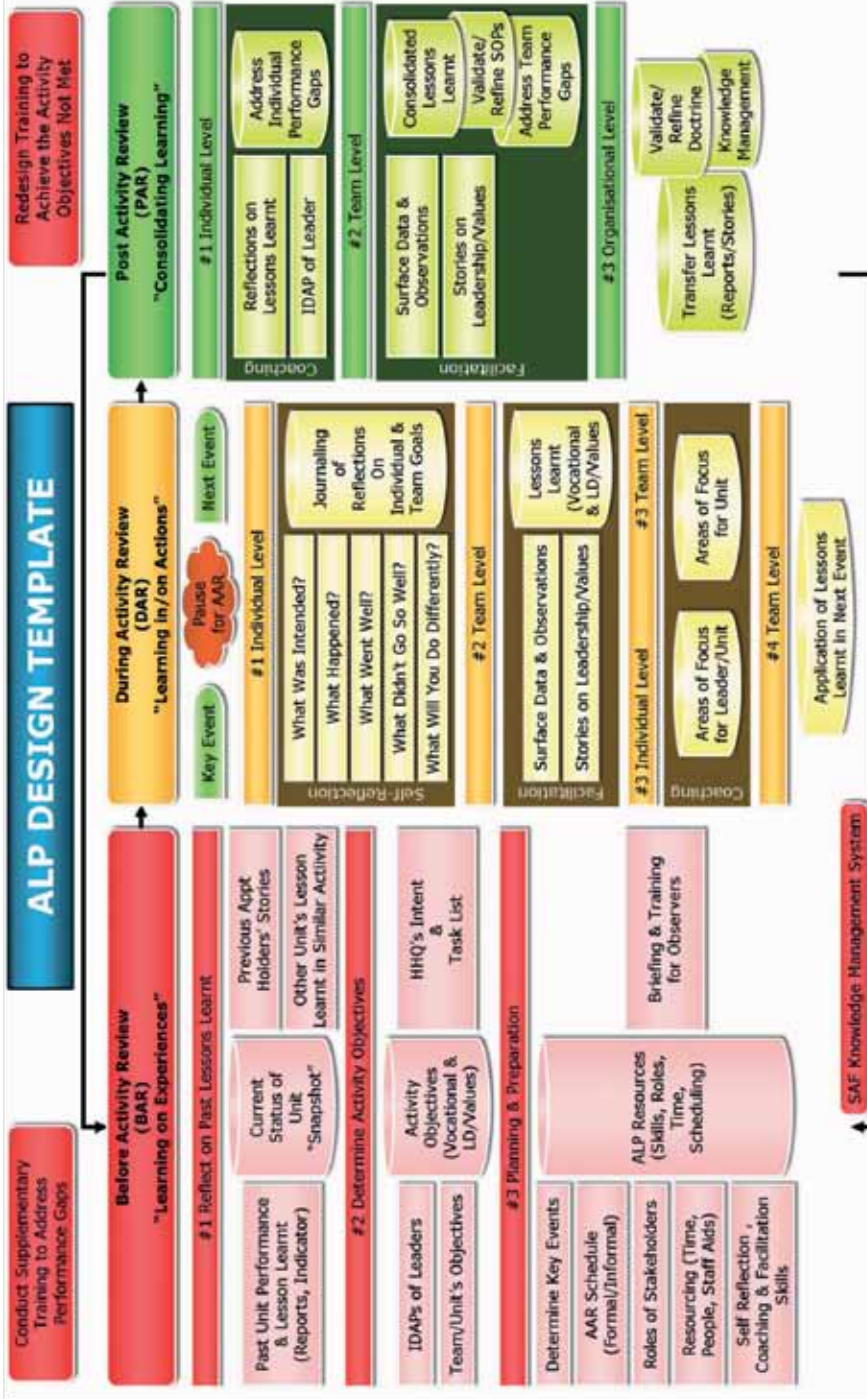
The ALP Tools are created to help the Activity Commander, Activity Planner and Activity Leader in the designing, facilitation and participation in ALP. These Tools will provide everyone with a common standard of practice when conducting ALP. The tools are designed to be simple to use, however, it still requires practise to be a master of these tools.

DESIGN TEMPLATE (DT)

This is the process frame for incorporating the 3 stages of ALP (BAR-DAR-PAR) into experiential activity. Even prior to the BAR (or at its start), it presents in a simple template to allow the Instructor, Trainer, Planner, Leader or Commander to **prescribe the necessary actions that will need to be built into training, exercises or operations** in order to increase learning and knowledge creation. The range of actions will depend on the nature and context of the activities on the ground, and most importantly, how teams actually operate. Therefore, DTs are usually custom designed to fit the context where ALP is applied.



ALP DESIGN TEMPLATE



Moving Forward By Looking Back = Begins With An End In Mind = Multi Level Learning = Resource And Support Learning = Capitalise On Memory & Recency Effect



“To make no mistakes is not in the power of man; but from their errors and mistakes, the wise and good learn wisdom for the future.”

Plutarch
Greek historian and biographer

SNAPSHOT (SS)

Understanding current reality is an important aspect of the goal-setting process

As the leader leads his team in goal-setting, it is important to be fully aware of and accept the current state of the team's readiness e.g. training preparedness and manpower constraints.

This will ensure that the goals set are reasonable, and not based on assumed start-states. The Snapshot (SS) is thus another ALP tool that builds the current reality picture prior to embarking on an activity, and is generally best used in programmed training. SS is presented during the BAR and may be utilised heavily during the DAR.

The Snapshot comprises the individual and collective **tasks in which a unit must be proficient to accomplish its mission.** The individual and collective tasks are prescribed by doctrine and support a training system that reflects a progressive, sequential approach to building a unit's proficiency in various core competencies, as well as retention of critical knowledge and skills through sustainment training.

The Snapshot is also the product of generative team conversations, and subsequently used as an important tool for leader coaching (by instructors and/or trainers) in-between activities. Snapshots are typically created as part of the design process, and replicated and adjusted to fit the training, exercise or operating context on the ground. The Snapshot is built and presented during the BAR, adjusted during DARs, and eventually consolidated during the PAR for subsequent activities.

The Snapshot is an ALP tool that helps:

- Commanders to **systematically determine their training and leader development needs** based on a deliberate assessment of their current reality.
- Commanders to consider what they have done in the past and relate it to what they have to do in the future.
- Units to focus on **addressing their performance gaps** and deciding on the requirements for future training events.

Why are Snapshots useful?

- Provide a basis for comparison
- Track changes and development
- Allow us to focus and develop priorities
- Basis for further action
- Handover/Transition tool

Snapshots provide a quick reference that is important for developing training that is relevant and progressive for our soldiers. Similarly, if Snapshots collated at the unit level are not **updated and reported truthfully** by our subordinates, the Commander will not get an accurate depiction of the current unit status or "Snapshot".

"SMART" Goals. Goal-setting is a leadership and coaching process skill that assists leaders in developing their subordinates. "SMART" goal-setting is an effective technique for leaders to use to ensure a coaching conversation is focused, well-defined and meaningful to the subordinate to speak such that he is able to personally identify his goals.

5 Requirements for "SMART" Goals

Specific: Goals are detailed and concise (not vague).

Is the goal specific?

Vague – I want to become more physically fit.

Detailed – I want to score the highest in my section on the IPPT.

Masurable: Goals are quantifiable (can be measured).

Is the goal measurable?

Cannot be measured – I want to lose some weight.

Can be measured – I want to lose 5 kg by the end of this month.

Achievable: Goals are realistic and feasible (attainable).

Is the goal achievable?

An unachievable goal – I want to run 100m faster than Usain Bolt.

An achievable goal – I want to run 100m 2 seconds faster than I currently can.

Relevant: High value, desirable, practical (affective domain).

Is the goal relevant to you?

The goal must be important and have real meaning.

Time-bound: Timely and finite (a definitive ending).

Does the goal have a finite (time) end?

Things to do for Goal setting:

1. Define and agree upon a goal.
2. An ideal goal should be SMART.
3. Break the goal up into bite-sized pieces or set milestones along the time frame.

Suggested questions:

1. What do you want to accomplish through the course of your leadership development?
2. What goal(s) do you want to achieve?
3. What motivates you? Why do you want to achieve such a goal?
4. Is the goal practical/manageable within the time frame?
5. How will the accomplishment of such goals benefit you and your career in the SAF?
6. What are the challenges and obstacles you might encounter in pursuing your goal? How do you plan to overcome them?
7. What are you prepared to do to accomplish your goal? What are the sacrifices you will be willing to make?
8. How can I as your supervisor help you achieve your goal?

Translating an Objective into Goals

Goals: (1) Must have Behaviour/Action, (2) Related to unit Snapshot or Collective Task

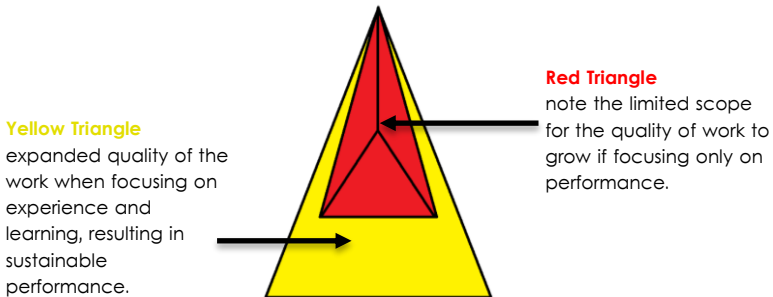
Example

Objective: GPMG team is to establish a close fire base under tactical conditions in the night without being detected and effectively engage enemy targets in defence.

Goals:

1. Able to execute good individual field craft for movement and concealment (day and night) by D-2 weeks.
2. Able to execute GPMG immediate action drills as a team according to the standards set for timing and procedure (day and night conditions) by D-2 weeks.
3. Able to execute occupation of fire base drill in 5 min (day) and 10 min (night) without error in procedure by D-1 week.

PEL Total Results Triangle



“PEL” Goals. The fundamental results of work – **Performance, Experience and Learning – are interdependent.** If individuals aren’t learning, their performance will decline over time; if their predominant experience of work is boredom or stress, both **learning and performance will suffer.** As such, ensure that **while you set SMART Goals, you are also setting PEL ones.**

For example, a soldier can be trained to strip his weapon according to the Technical Handling standards. This performance goal is easily met. However, **what was his experience?** Was it through countless hours of mind-numbing repetition, or was he given the opportunity to ask and clarify the various processes, understand the functions of the different parts, ballistic flight patterns and know more about the overall functioning of the weapon? **PEL attends to more than the “what”** that needs to be done, and **emphasises the “how”** as well.

“I can do things you cannot; you can do things I cannot. Together we can do great things.”

Mother Teresa

Nobel Peace Prize Winner



TETRA MODEL

The SAF is a team of teams. Teams cannot be effective unless the members (and/or the leader) attend to:

- Teamwork (how team members *work* together)
- Dynamics (how team members *relate* to one another)
- Cohesion (how team members *gel* with one another)

In ALP, team learning is promoted using Tetra Model to understand diversity and perspective building in teams. Patterns of defensiveness undermine learning, and if recognised and surfaced creatively, actually accelerate learning. For teams to enter into a genuine thinking and learning together, pooling of past experiences, verbalising current experiences and summarising together for meaning are key activities.

Understanding behavioural preferences have always been an important factor in team effectiveness. Focusing on **diversity and inter-dependency** are critical to teams, and leaders must understand that these have a direct impact on the team's ability to learn and create new knowledge. Once there is an appreciation of individual preferences, patterns of defensiveness among team members can be addressed. Only then can there be attention to the pooling of past experiences, verbalising of current experiences and summarising together. The contention is that team learning will be the means and not the ends to team effectiveness.

Team Learning is defined as the conceptualisation and alignment of insights so that they become shared knowledge, open to challenge and further improvement so as to develop the capacities of a team for desired results. It bridges the "how-to" gap between Team Building and Team Effectiveness. While Team Building creates the conditions (i.e. V3R) necessary for individuals to start transiting from being an individual ("I") to a member of a team ("We"), Team Learning leverages on the resultant Team Dynamics, and accelerates the surfacing and aligning of individual insights to derive shared mental models. The Tetra approach to Team Learning highlights the value of diversity, and enables a team to harness holistic and sustainable outcomes from multiple perspectives.

PRINCIPLES OF NATURE

Respect Diversity Respecting the diversity of learning styles, behavioural preferences, emotional and intellectual intelligences creates a far richer and sustainable learning journey for both educators and learners.

Work Independently Educators and leaders who explore more collaborative, interdependent approaches to learning will find greater engagement and return-on-investment of time, energy and resources.

Create Synergy Learning that is student-relevant builds on itself, creating synergy and applications that add value and are sustainable.

Be Sustainable Personal, team, organisational, community development: When ecologically planned and implemented, all 4 principles support growth and development of individuals and groups.



In a nutshell, the Tetra elements are:

Earth: Bold and sturdy, Earth Elements are confident in the way they walk and talk. Goals, control, achievement and winning are important. Quick, possibly risky decisions come easily.

Air: These orderly and focused individuals rely on their abilities to think things out. They excel in finding logical solutions and making sense of situations. Air Elements listen and plan to ensure accuracy and quality.

Water: Caring and consistent, Water Elements are important in holding families and teams together. They are loyal and deeply feeling people who show steadfast effort, great patience and a desire for harmony and flow.

Fire: Looking at the positive side of life, they love to explore possibilities and inspire others to see bright futures. Fire Elements are often colourful, love variety and have a great sense of fun!



EARTH



AIR



WATER



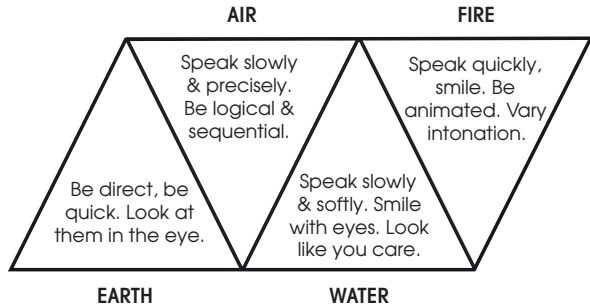
FIRE

Remember, we are all 4 Elements and preferences may change depending on context. Your responsibility as a team member is to be aware and open to the needs of others. Practice flexing through Elemental responses and watch your relationships and the team strengthen.

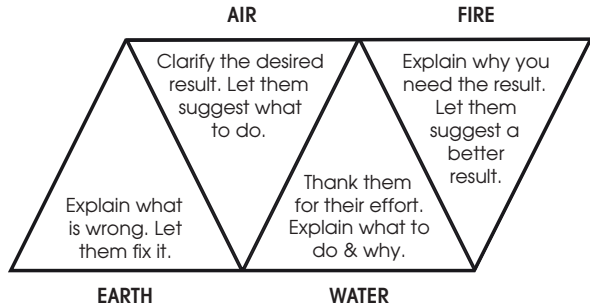
Hot Tips!

Here's what to do, depending on the other person's Element.

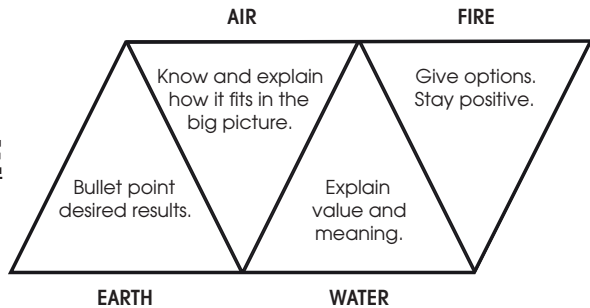
WHEN YOU SPEAK TO OTHERS



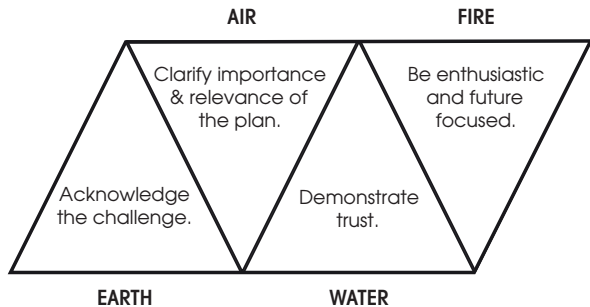
WHEN YOU CORRECT OTHERS



WHEN YOU ADVISE



WHEN YOU MOTIVATE



2-5-1 (STORYTELLING)

As the team gathers to discuss the objective(s) and the task(s) ahead, there may be members who might have some knowledge and past experiences. As we are hierarchically organised, not all might share. Not being able or willing to verbalise past experiences can be severely limiting on learning and knowledge creation. It also concerns not repeating past mistakes, and this is a key starting point in the BAR.

The 2-5-1 was created as the first of the 2 ALP storytelling techniques, to help individuals and leaders recount past experiences using story form. **Two (2) stands for self-introduction and what the story is about, five (5) verbalises the past experiences in emotive forms, namely fear, concern, frustration/anger, lessons learnt and effect, and one (1) summarises the story for message.** Each story is not expected to take more than 3 minutes of narrative effort, yet the richness of emotion is often surprising. 2-5-1 is widely used among junior leaders to narrate their past experiences in the SAF, and such sharing is a first step in learning together.

A good start to storytelling is to simply introduce this technique in informal sessions. The 2-5-1 utilises the palm of the hand to remember the 1 message, and the tips of the fingers to remember the **5 points**. For those of us who consider ourselves as novices, simply remembering and reciting 5 points will be a good start to storytelling. Using the tips of one's fingers to remember the 5 ideas or messages will also do away with the need to jot down notes for reference during storytelling.

Storytelling and stories are a powerful Communicating to Influence tool for the Commander. In the SAF, we are interested in stories for two reasons:

1. To help leaders transmit core values to those whom they lead. Stories and storytelling are used for core values inculcation.
2. To help leaders encourage those whom they lead to verbalise their experiences so that everyone can learn. Storytelling is used as a process skill in ALP, especially during the DAR when a lesson learnt is to be brought across.



A guideline to the 5 factors for storytelling and how the hand helps you to remember them.

Pinkie: Smallest finger denotes WORRY, HESITANCY, FEARS, VULNERABILITY.

Ring Finger: Where engagement or wedding ring is worn denotes CARE, CONCERN, COMMITMENT, EMPATHY.

Middle Finger: Showing of this finger is widely recognised as an offensive or obscene gesture and as a form of insult denotes FRUSTRATION, IRRITATION, IMPATIENCE, ANGER

Index Finger: Index finger literally means "pointing finger", from the same Latin source as indicated; it denotes LESSONS LEARNT, INSIGHTS, THINGS TO NOTE, TAKEAWAYS.

Thumb: The thumbs up signal has a generally positive connotation in English-speaking countries; it reminds to end the story with a positive OVERALL EXPERIENCE, FEELINGS.

Write your own 2-5-1 Story!

2:

5:

1:

STOP (STORYTELLING)

The STOP is the second of the two storytelling techniques used in ALP. This is designed for use during the DAR, where the leader may not have more than 20-30 minutes in between activities, and yet needs to be able to get his/her team to huddle and surface their thoughts. As in the 2-5-1, this simple technique takes no more than 1-2 minutes to surface an experience. It starts with what is seen (S), what the individual is thinking (T), what opinion (O) he/she holds, and what is the main point (P) being put across to the rest of the team.

STOP is extremely useful in a huddle or time out, and is intended to help the team leader flesh out key observations for immediate counteraction, which is an important aspect of learning.

Example

(S) What is seen: During an evacuation after an enemy attacked, I saw 4 soldiers carry a stretcher with a casualty on it. When they did that they did not carry their rifles and did not put on their Load Bearing Vest (LBV). Other soldiers in the team who were not carrying the stretcher helped carry their rifles and LBVs.

(T) What the individual is thinking: The 4 soldiers probably wanted to be more efficient in carrying the stretcher.

(O) What opinion does he hold: The soldiers conducting the evacuation should still don their LBV and carry their own rifles at all times in the battlefield environment while conducting their mission.

(P) What is the main point: Soldiers must understand that the battlefield is a versatile and uncertain environment. They should always be ready to respond to a hostile situation anytime. In that situation they would not be able to do so if a situation arises.



OBSERVATION, REFLECTION, RECOMMENDATION (ORR)

The nature of how we operate often means that the leader might not be physically co-located with the rest of his team. The Observations of team members will contribute to their Reflections, and subsequently their Recommendations, especially during lower echelon AARs. The ORR tool was designed to help soldiers, sailors and airmen capture their experiences, ponder the issues and make recommendations for change to their leaders. This tool is extensively used by the Army during training; however it is not intended as a substitute for STOP or 3-2-1, as it does not account for the emotive aspects of the experience, which is important for learning and knowledge creation.

Observations are a statement of facts, i.e. who, what, where, when

- They can be both positive and negative (i.e. for improvement).
- No Judgements or assumptions are associated with observations.
- This is important as facts allow participants to reflect on the reasons of their occurrence in a neutral manner.
- If the observations are judgemental, participants may become defensive and the lessons will not be captured effectively.

Reflections are the reasons behind why the observations have occurred

- These reflections are best carried out directly by the participants or other participants who may have seen the observations.
- Self-reflection by participants internalises the learning and creates ownership of the lessons identified.

Recommendations may be made by the participants, the commander or the trainer

- These determine the way ahead, i.e. remedial actions, ways to retain good practices, adjustments to SOPs, etc.

Example of ORR	
Rank/Name/Appt:	3SGT YYY, Sect Comd A Coy Date/Time: 10/10/10, 1100hrs
Observation	During the assault to Objective JANE, Platoon 3 of 'A' Coy did not have any supporting fire from MG post located at the far fire base.
Reflection	The MG Commander was excused from the exercise and no one took over his role. As a result, no MG was deployed for the mission.
Recommendation	The Platoon Sergeant and Platoon Commander are to ensure force preparation is done and reassigning of tasks to the remaining members of the platoon to ensure mission success. There is a need to ensure that there is a succession plan for the MG Commander.

3-2-1 (SUMMARISATION)

Summarisation is the brief and succinct capturing of lessons learnt from experiences. The 3-2-1 technique serves as a simple heuristic for Summarisation (**3 Observations 2 Keys to success 1 Thing to Focus on**). In ALP, an inductive approach (i.e. 3-2-1) is usually adopted since the main objective of Summarisation is to distil the experience for lessons learnt.

There are two methods of conducting a summarisation:

	Method 1 (easier and faster)	Method 2 (higher order)
3	Out of all observations, choose the 3 most commonly occurring ones.	Out of all observations, perform an aggregation and group them into 3 broad themes of observations.
2	Narrow to 2 observations (drop 1 observation) and write about 2 keys to success from these remaining 2 observations (positive actions to repeat).	From 3 themes of observations, write 2 keys to success (positive actions to repeat). These 2 keys could straddle across all 3 observations or even be drawn from all observations.
1	Narrow to 1 observation (drop 1 again) and find 1 thing to focus on (for the next activity).	From the 3 themes of observations (and perhaps the whole range of observations), identify 1 thing to focus on (for the next activity).

Summarisation Technique

3-2-1

An inductive approach (i.e. 3-2-1) is usually adopted since the main objective of summarisation is to distil the experience for lessons learnt.

3

Observations

2

Keys to Success

1

Thing to Focus On



There are three steps to Summarisation:

- a. **Three Observations** refer to Starter knowledge. This is a form of surface knowledge, observed and raw, which shapes the subordinate leader into aggregating what his team shares with him. Often there will be similar observations from different people who go through the same activity, and these can be aggregated. In normal training situations when there are no augmented observers, it would not be possible to list down and analyse all observations. When several leaders are gathered in an AAR, there will be a range of observations, and the leader will have to decide on what he will share upwards.

- b. **Two key success factors** refer to relational knowledge, requiring the leader to make connections between observations. Ultimately, the leader will be required to drop one observation in favour of the other two, and to reframe these observations as lessons learnt, that will involve positive actions to ensure success in the future.

- c. **One thing to focus** on is somewhat similar to globalised knowledge, simply a choice between the two chosen factors, and the decision of which one to take for action will be based on the opportunity to plough which of the two lessons into the next activity.

★ **Important!!!** Summarisation must always take reference from the original goals that were established for the activity.



FACILITATING ALP

“The facilitator plays the role of a model of authenticity for the group: listening for the depth of decisions that need to be faced, speaking only from experience, preferring remaining silent to giving “good advice” ungrounded in personal experience, rejoicing in the successes of the group”

John Epps
English physician



FACILITATING BAR

1. Recapitulate lessons learnt
2. Articulate and share objectives of the activity
3. Ensure all members are clear on the intention and what they have to do as individuals and as a team
4. Team goal-setting helps set the key outcomes for this stage
5. Surface any concerns/additional inputs

FACILITATING DAR/PAR

This session is an intentional discussion of an event or activity, focused on performance standards, that helps soldiers, sailors and airmen discover for themselves what happened, why it happened, and how to build on the strengths and improve on weaknesses. Within training, exercises and operations, a DAR/PAR session can occur as a scheduled (formal) activity or an unscheduled (informal) activity.

When properly executed by Commanders and Leaders, the DAR/PAR will increase learning and knowledge creation at the individual, team and organisational level. It is for this reason that ALP is designed and built around a series of pre-planned AARs.

When Should a DAR/PAR occur?

- It should usually occur during training, exercise or operations.
- It should take place almost immediately after any major activity, while all of the participants are still available, and their memories are fresh, to capitalise on the recency factor. Learning can then be surfaced and applied right away.

Where to do a DAR/PAR?

- It can be held almost anywhere.
- As far as possible, it should be conducted in an area where soldiers have access to visual aids (Flipcharts or Projector Screen) for clarity of the agenda and discussion topic. This increases the potential for learning and knowledge creation.
- The site should also accommodate the planned number of participants comfortably and allow them to see the visual aids and hear the dialogue.
- The site should be free from noise and visual distractions.

Who should attend DAR/PAR?

- At section and platoon levels, everyone should attend and participate.
- At company or higher levels, it may not be practical to have everyone attend because of continuing operations or training, or limited time and space. At the larger DAR/PAR, normally only key players attend.

What to prepare before an AAR?

1. Identify when the AARs will occur
2. Determine who will attend the AAR, and who will conduct it
3. Select potential AAR sites
4. Choose facilitation aids and tools to be used
5. Display of the mission/activity objectives (e.g. through projection or flipchart)

Principles in Facilitation

It is important to set clear objectives for the facilitated session, including time allocation and roles/responsibilities of the individuals in the team. Some of the considerations are:

1. Be explicit with your role in the conversation (e.g. Decision-maker, facilitator).
2. Set clear objectives for the conversation.
3. Focus on gathering diverse perspectives before converging on a conclusion or decision.
4. Ensure that the key points of the conversation are summarised clearly.



SUGGESTED 10 STEPS TO FACILITATING AARs

Step 1:	Appoint a facilitator
Step 2:	Agree on the agenda
Step 3:	Apportion time for the agenda
Step 4:	Agree on the established facts
Step 5:	Ask "What was intended for this mission/activity?"
Step 6:	Ask "What happened in this mission/activity?"
Step 7:	Ask "What went well?"
Step 8:	Ask "What did not go so well?"
Step 9:	Ask "What leadership and values stories can we share?"
Step 10:	Summarise focus areas for the team

Step 1: Appoint a facilitator

The facilitator should preferably be the commander and/or leader of the activity. Appoint a co-facilitator to help the facilitator to time manage the whole session. A senior enough participant who understands the context of the discussion can be appointed to be the scribe to record the important points.

The responsibilities of a facilitator are as follows:

1. Create an environment for the team to have a positive experience in attaining group goals.
2. Guide team to stay focused and on track with the agenda.
3. Provide processes to help the team engage in generative conversations to effectively make high quality decisions.
4. Record accurate notes to reflect the ideas of the team members.

Step 2: Agree on the agenda

The agenda typically focuses on these 6 questions:

1. What was intended?
2. What happened?
3. What went well? Why?
4. What did not go so well?
5. What leadership and values stories can we share?
6. What would you do differently?

Seek perspectives from team whether other items need to be added or deleted.

Step 3: Apportion time for the agenda

Once the agenda have been agreed on, seek agreement on how much time is needed for the whole DAR/PAR and allocate specific timings to each item on the agenda. Time should be allocated for individual reflection before the group begins to share in step 4.

For effective DAR/PAR, the total time allocated should be at least:

- Section/Platoon level – 30 minutes
- Company level – 1 hour
- Battalion level and above – 2 hours

Step 4: Agree on the established facts

The results need to be made known at this time to ensure that all team members in the DAR/PAR are aligned to the established facts. It is appropriate to seek clarifications at this point, however, ensure that the time is managed and focus on clarifying facts not judgement statements.

Step 5: Ask “What was intended for this mission/activity?”

Allow for a member to articulate the objectives for the mission/activity and also seek response from the rest e.g. “Who else might like to add on to what is said?”

If the responses are insufficient to cover the mission objectives, draw their attention to the mission/activity objectives, as well as the HHQ’s intent. Also, take reference from the goal-setting done at BAR.

Step 6: Ask “What happened in this mission/activity?”

Facilitator should guide the conversation to lay out the sequence of events by asking open-ended questions to expand the discussion by layering on diverse perspectives. The focus on the discussion should be critical training events that directly supported the mission objectives.

Encourage team members to:

1. Be precise.
2. Link actions/performances to accomplishment of training objectives.
3. If talking about an area of weakness, to also share corrective action taken.

During the discussion, summarise the key points and draw the attention of the participants to the critical information shared. This also prompts the co-facilitator/scribe to record them.

Step 7: Ask “What went well?”

Encourage team members to add on their perspectives when a point is mentioned and draw attention to the actions mentioned. Probe to surface mental models, beliefs or assumptions behind these actions – WHY? Also prompt for best practices observed during the mission/activity.

Step 8: Ask “What did not go so well?”

Encourage team members to point out critical events that did not meet the mission objectives, for learning as a team. Prompt for more information/facts on the critical event. Also probe to surface mental models, beliefs or assumptions behind these actions – WHY?

Step 9: Ask “What leadership and values stories can we share?”

Encourage team members to share stories about their experiences and observations during the mission/activity. Commend those who were given a mention on good leadership and demonstration of values for the mission/activity.

Share the **STOP** framework:

- S** – What I Saw
- T** – What were my Thoughts
- O** – What were the Options/Obstacles/Opinions
- P** – What do I Propose/What’s the Point

Step 10: Summarise focus areas for the team

Give a summary of the critical actions that helped and hindered the mission/activity. Comment on 2 key success factors that the team exhibited.

Ask “What will we do differently as a team?”

Focus on 3 to 5 areas for them to journal down ONE key area to focus on individually in order to increase their own proficiency.



IMPLEMENTATION CONSIDERATIONS

IMPLEMENTATION CONSIDERATIONS

From ground feedback, there are several important considerations that will result in ALP implementation success:

a. Leader's Self-Belief in Learning

Upfront, the desire to learn and improve starts with the leader, as he/she sees his ability to influence, inspire and motivate others as contingent on his/her own actions. The leader must role model ownership over his personal learning. The deeper belief that the learning is increasingly necessary as neither rank nor experience is adequate for knowledge will result in the self-adoption of ALP principles. ALL LD programmes must reinforce the leader's deeper purpose in the SAF, and as an extension, how ALP can help him/her attain the necessary learning to create the necessary knowledge.

b. Command Understanding and Emphasis

Not only should commanders emphasise the importance of ALP as a structured system for learning, they should also understand the mechanics of ALP. This will allow them to align their own beliefs with the needs, and hence the implementation of ALP as a systematic process for learning in units.

c. Protected Time for Preparation and AARs

Time will need to be catered for AARs and other team preparation and learning activities. The generative conversations that are required will have to be leader-led, and cannot be successfully conducted if adequate time is not catered. As a heuristic, AARs at each level require approximately 45 mins, and several of these should be programmed through ALP design.

d. Knowledge Management (KM) Systems Support

Without KM support, any effort to implement ALP will be short term, and over time, frustrating.



FAQS

FAQ


1. **When should ALP be conducted?** Ample time should be allocated for the conduct of ALP activity in between missions for learning, taking into considerations the demands of concurrent activities of the unit. If ALP could be deliberately scheduled as part of the training the perceived trade-offs such as loss of momentum could be managed.
2. **What does “Move forward by looking back” mean?** That means that at the various stages of ALP, one needs to make references to Snapshots and the goals. Doing so would allow the team to identify mid-stream corrections and channel the right focus to achieving the goals. Constant reference to the BAR would raise the quality of the coaching conversation as it offers a clear point of reference and a common basis. Aligning the desired outcomes of BAR with the DAR and PAR was observed to lead to sharper conversations.
3. **Who should conduct ALP?** There was a tendency for Unit Commanders to lead the facilitation as it was more efficient especially when the participants were struggling with the practices and tools. However, as facilitation of ALP is a leadership function, the Unit Commanders are expected to conduct coaching conversations with the leaders of the unit or the appointment holders to ensure that ALP stages are focused on the desired outcomes.
4. **What is the difference between the “Observation” in ORR and “Observation” in 3-2-1 of ALP tools?** The Observations in ORRs are factual records of what was observed during actions, whereas the Observations in 3-2-1 are aggregated observations on actions, typically at the end of the DAR or PAR stage. This means that the commander or course leader, would synthesise, aggregate or note observable trends from the ORRs collected to articulate the observations in 3-2-1 i.e. the latter “O” is a “higher order” observation.
5. **How much time should be spent on ALP, and when is the optimal time to do so?** There is a need to balance between the timing available to conduct DAR/PAR to harness the recency effect. In some cases, insufficient time could be attributed to the diversified discussion during the DAR/PAR and not due to the lack of time. The commanders may not be in the right mental or physical state to conduct a “bottoms-up” DAR/PAR immediately after a long exercise. This challenge is exacerbated in light of post exercise administration vs the desire to conduct a PAR. Trainers or Instructors need to guide the conversation and remind the unit or course leader on the goals set during BAR (i.e. “Move Forward by Looking Back”) in order to lend focus to the conversation. A fruitful DAR/PAR should last no more than 4 hours.

As a guide, the time allocation to conduct a typical Infantry Battalion PAR:

Section	30mins
Platoon	30mins
Company	60mins
Battalion HQ	120mins
Total	4 Hours

6. **How is ALP to be implemented in Unit/TI?** With reference to 04/12 Army Training Directive on Action Learning Implementation, an ALP compliant Unit/TI is defined to have components surrounding People-Process-Products. With the process of ALP being implemented in the Unit/TI, an ALP habituation plan should focus on “**People**” and “**Product**”.
- a. **People** – Adopt the “Master Trainer Concept” by identifying a team of ALP SME/Trainers. These SME/Trainers are assessed to have sufficient knowledge of ALP and have displayed the right aptitude and attitude towards action learning. They are responsible to:
- I. Conduct ALP training during the unit-induction-programme.
 - II. Share ALP experiences and good practices with the Unit/TI **Commanders, Planners** and **Leaders** during CoP sessions.
 - III. Ensure that the Unit/TI continues to contextualise lesson plans/exercise files for ALP.
 - IV. Coach Unit Leaders on appropriate ALP practices.
 - V. Correct ground practices within the Unit/TI.
 - VI. Look into sustaining regeneration of the team by identifying individuals who have displayed the same level of aptitude and attitude, to take on the role of ALP SME/Trainers, so as to maintain a constant pool of ALP SME/Trainers.
- b. **Product** – The requirement to Integrate ALP into Lesson Plans, Exercise Files and Curriculum.
7. **How can we encourage ALP to be practised on the ground?** One of the key requirements is to embed ALP into the available lesson plans and exercise files. There is a consistent effort in Unit/TI to integrate ALP – specifically in the time table and the annex outlining ALP contextualisation and outcomes – into the Rotation Training and the course training programmes. An area that requires emphasis and attention is the integration and hard-wiring of ALP practices into the lesson plans and exercise files as well as curriculum and eventually UTS, which requires some work.

8. **Is ALP an effective learning tool?** Over the years of ALP implementation, ALP has enabled the SAF to learn effectively as an individual and as an organisation in both peacetime training and during operations. More importantly, in the complex and ever changing environment that we are constantly operating in, the ability to learn and to adapt quickly is key to the outcome, which can be achieved through mastering the practice of ALP.
9. **Is ALP important?** While the full application of ALP is a big strain on time and resources, there is great value in providing a common frame of reference for soldiers, sailors and airmen to learn from their experiences and learn together. With a common language, it becomes faster and easier to grasp and transmit lessons learnt across the organisation.
10. **How does Tetra fit into ALP?** Tetra Model helps a team understand each other's behavioural preferences so as to gain clarity on behavioural roles and build relationships for team learning. This sets a good foundation for ALP to occur.



“The only way to avoid making mistakes is not to do anything. And that... will be the ultimate mistake.”

Goh Keng Swee

First Minister for the Interior and
Defence of Singapore

ADDITIONAL RESOURCES

1. ALP Checklist
2. Snapshot Template
3. Snapshot Sample
4. TETRA Model Checklist
5. ORR Template

BAR CHECKLIST - “Learning From Experiences”

1. Reflect on Past Lessons Learnt (Current Status of Unit)

Have you established the current status of your unit? By:

- Referencing past unit performance and lessons learnt from the PAR of the last activity?
- Referencing reports and other institutionalised indicators such as Key Success Factors?
- Referencing other unit’s lessons learnt in similar activities?
- Referencing previous appointment holders’ stories?

2. Determine Activity Objectives

Have you determined activity objectives? Have you determined:

- Vocational Objectives?
- Leader Development Objectives?
- SAF Core Values Objectives?
- Whether objectives address individual and team objectives at every level of command?
- Whether objectives reflect HHQ guidance?
- Whether activity objectives address gaps identified in the current unit status?

3. Planning and Preparation

Have you adequately resourced and supported learning?

- Do key events support activity objectives?
- Are AARs scheduled for key events?
- Are adequate time, people, staff aids and necessary training resources allocated to support key events?
- Is adequate time allocated for self-reflection, coaching and facilitation?
- Do participants, observers and instructors have adequate self-reflection, coaching and facilitation skills?
- Have you published/distributed lesson plans and administrative instructions?

DAR CHECKLIST - “Learning In Actions”

1. Individual Level Learning

Have you planned time for individual level learning?

- Time is allocated for individual self-reflection prior to AARs?
- Individuals use the five standard questions to guide their self-reflections?
- Individuals focus reflection on individual and team goals?
- Individuals use journaling to capture their reflections?
- Individuals refer to the ORR for their observations?
- Individuals have the option to tell a story?

2. Team Level Learning

Have you planned time for Team learning?

- Is there an AAR to establish the “why”?
- Will facilitators use the AAR to surface data and observations related to team goals?
- Will facilitators focus the team on outcomes related to vocational skills, leader competencies and core values?
- Will facilitators encourage stories that reflect leadership and core values?
- Will facilitators and individuals capture stories for archiving?
- Will facilitators collect data and observations for consideration in the PAR?
- Will facilitators close the AAR using Summarisation?

3. Organisational Level Learning

Have you planned time for Organisational learning?

- Will coaches provide IDAP feedback to selected leaders and focus specifically on leadership, core values and decision-making?
- Will coaches help leaders process insights from the AAR and strategise how the team should approach the next event?
- Will leaders identify performance gaps related to individual and collective proficiency and unit SOP?
- Will the leader have time to make sense of the insights gained in AAR with his team and make necessary adjustments in the next event?
- Will leaders, instructors and observers follow through with KM protocols in preparation for the PAR?

PAR CHECKLIST- “Consolidate Learning”

1. Individual Level Learning

Is time allocated for individual coaching?

- Will coaching conversations focus on cumulative insights from the entire activity?
- Will coaches reinforce references to previous reflection & journaling?
- Will coaches use the IDAP to focus on individual performance gaps that will be addressed in the next activity?

2. Team Level Learning

Is time allocated for AARs to consolidate learning at each level of command?

- Will facilitators surface data and observations that support team lessons learnt?
- Will facilitators formally capture lessons learnt?
- Will facilitators formally capture stories related to leadership and core values?
- Will facilitators validate and refine SOPs?
- Will teams verify individual and collective performance gaps?
- Will teams use verified performance gaps to redesign training for the next activity?

3. Organisational Level Learning

Will the team consolidate its learning for sharing, transfer and integration into future training activities using KM protocols?

- Are lessons learnt formally captured for input to the BAR of the next activity?
- Will the unit distribute lessons learnt to the appropriate HQ?
- Does the unit have recommendations for validated/refined SOPs?
- Does the unit have recommendations for validated/refined doctrine?
- Does the unit have leadership stories to share?
- Does the training institute need to adjust Key Success Factors?

COMPANY SNAPSHOT												
ROTATION/ALP STAGE: _____ / _____	Unit/Coy/Plt/Sect:		Rank/Name:		Not Applicable		Trained		Partially Trained		Untrained	
	OC	2IC	CSM	Coy HQ	MPAT Team	Plt	Pit	T	P/T	Pit	Pit	U/T Coy
Components/Appointments Professional Knowledge Assessment												
Individual and Crew Weaponry, Gunnery and Combat Skills												
Fire Support, Weaponry and Gunnery Skills												
Individual Combat Skills												
Commanders' Combat Skills												

The readiness is colour-coded as green (trained), amber (partially trained) and red (untrained) for ease of reference.

T - Trained (Green). The unit/individual is trained and has demonstrated proficiency in accomplishing the task to standard.

P/T - Partially Trained (Amber). The unit/individual needs to practice the task. Performance has demonstrated that the unit/individual achieves the standard with some difficulty or has failed to perform some task steps up to standards.

U/T - Untrained (Red). The unit/individual cannot demonstrate an ability to achieve proficiency.

PLATOON SNAPSHOT

Rotation: Platoon Battle Course	Unit/ Coy/ Pl/ Sect: XIV/ A/ 2		Rank/ Name: LTA YUE FEI			Not Applicable	Trained	Partially Trained	Untrained
	PC	PS	SECT1	SECT2	SECT3				
Components/ Appointments						GPMG Tm	SIGNALLER	MEDIC	PLATOON
EXAMPLE									
Individual and Crew Weaponry, Gunnery and Combat Skills									
Basic battle drills	T	T	T	T	T	T	T	T	T
Execute Fire and Movement up to Platoon Level	T	T	T	T	T	T	T	T	T
Clear individual and crew serve trench proficiently	T	T	T	T	T	T	T	T	T
Actions and procedures required at the FUJ	T	T	T	T	T	T	T	T	T
Execute a breaching drill	T	T	T	T	T	T	T	T	T
Actions and procedures required for an immediate assault drill	T	T	T	T	T	T	T	T	T
Actions and procedures required for an artillery drill	T	T	T	T	T	T	T	T	T
Actions and procedures required for a Sniper drill	T	T	T	T	T	T	T	T	T
Actions and procedures required in crossing danger areas	T	T	T	T	T	T	T	T	T
Actions and procedures required in ridge line fighting	T	T	P/T	P/T	P/T	P/T	P/T	P/T	P/T
Actions and procedures during link up	T	T	P/T	P/T	P/T	T	T	U/T	P/T
Reaction to enemy vehicles	T	T	U/T	U/T	U/T	U/T	U/T	U/T	U/T
Execute the proper ROE/LOAC	P/T	P/T	U/T	U/T	U/T	U/T	U/T	U/T	U/T

As a leader, are you adequately role modelling team learning practices?

Are you:

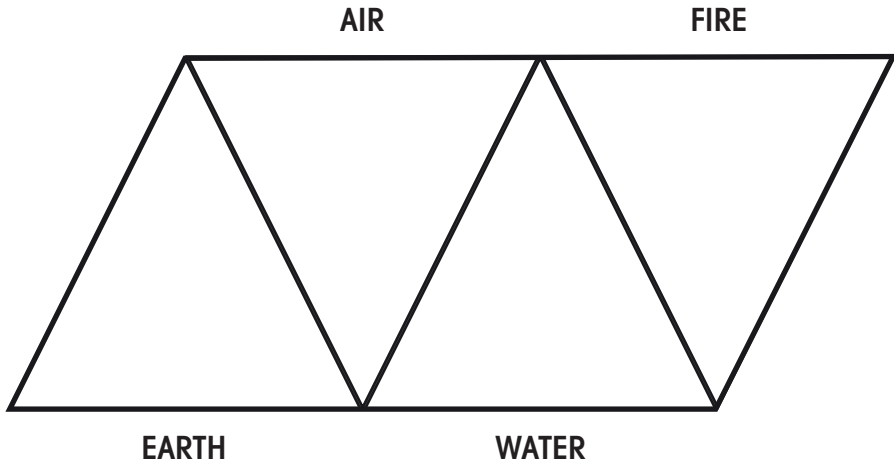
- Soliciting input from subordinates?
- Soliciting input from soldiers in a manner/tone that inspires input (breaks down communication barriers)?
- Encouraging dissenting opinions/ideas/input?
- Empathetically listening (eye contact, body language)?
- Positively recognising input (i.e. "good point", "great idea")?
- Valuing input ("we should/try that next time")?

Are your soldiers:

- Empathetically listening (eye contact, body language)?
- Providing input?
- Providing dissenting opinions/ideas/input?

Team's Diversity

Write the names of people on your team in the triangle of their highest Element.



Rank / Name / Appt: _____ Date / Time: _____

WHAT DID I SEE?



What happened?

WHAT DO I THINK?



What went well? Why? What didn't go so well? Why?

WHAT SHOULD I DO?



What will you do differently?

O

R

R

SAF CENTRE
FOR
LEADERSHIP DEVELOPMENT



CLD

SAF CENTRE FOR
LEADERSHIP DEVELOPMENT