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PUBLICATION

# EXAM-TM40K-PRE



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## PRE-TEST — SL 4K: KNOWLEDGE MANAGER

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*Maven Smart System (MSS) — USAREUR-AF*

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UNITED STATES ARMY EUROPE AND AFRICA  
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Wiesbaden, Germany

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## PRE-TEST — SL 4K: KNOWLEDGE MANAGER

### MAVEN SMART SYSTEM (MSS) — USAREUR-AF

Field	Detail
Course	SL 4K: Knowledge Manager
Form	Pre-Test
Level	SL 4K (Specialist)
Audience	KMOs / 37F / knowledge officers; prerequisite: SL 1 + SL 2 + SL 3 (REQUIRED)
Time Allowed	30 minutes
Passing Score	N/A — diagnostic only

### INSTRUCTIONS

This diagnostic assessment establishes your baseline knowledge before training. Your score does not affect course eligibility. Answer honestly — results help the instructor tailor instruction to gaps.

### SECTION 1 — MULTIPLE CHOICE

Circle the letter of the best answer. (2 points each)

**1. The primary purpose of an After-Action Review (AAR) in Army doctrine is:**

A. To document disciplinary actions taken after a training event  
 B. To capture what happened, why it happened, and how to improve, creating a record of organizational learning  
 C. To provide a formal assessment of individual Soldier performance  
 D. To satisfy reporting requirements for higher headquarters

**2. "Tacit knowledge" in knowledge management theory refers to:**

A. Knowledge that is difficult to articulate — personal experience, intuition, and skill-based expertise  
B. Knowledge stored in official documents, manuals, and databases  
C. Classified knowledge protected by access control  
D. Knowledge that has been validated and approved for distribution

**3. A "Lessons Learned" system in the Army is distinct from a simple document library because it:**

A. Captures observations, identifies issues, and tracks whether corrective actions were implemented and validated  
B. Contains only documents classified at SECRET or above  
C. Restricts access to OPDS-A and higher echelon staff only  
D. Automatically distributes all lessons to TRADOC for doctrine updates

**4. "Knowledge transfer" in the context of Soldier PCS (Permanent Change of Station) is critical because:**

A. Institutional knowledge (procedures, contacts, context) leaves with the Soldier unless deliberately captured and transferred  
B. Departing Soldiers are required to submit a DA Form 2062 for all knowledge products  
C. Army Regulation requires all Soldiers to brief their replacement before departing  
D. PCS knowledge transfer is only relevant for O-4 and above

**5. A Standard Operating Procedure (SOP) in Army knowledge management serves as:**

A. A training plan for new Soldiers on basic warrior tasks  
B. A formal memorandum for record approved by the unit commander  
C. A legal document governing contractor performance  
D. A documented, repeatable procedure that captures how a task is performed to enable consistent execution and training

**6. In a knowledge management system, "tagging" documents with metadata (unit, topic, date, classification) enables:**

A. Automatic encryption of tagged documents  
B. Routing of documents to the correct approval workflow  
C. Automatic distribution to all units that share the same tag values  
D. Faster and more accurate search and retrieval by users looking for specific types of content

**7. The Privacy Act of 1974 is relevant to Army knowledge management when:**

A. Knowledge products include personally identifiable information (PII) about individual Soldiers  
B. The unit is collecting data from partner nation forces  
C. The knowledge system is hosted on an unclassified network  
D. Knowledge documents contain CUI-marked financial data

**8. In an Army unit, the most common failure mode in lessons learned capture is:**

A. Lessons are collected but not categorized correctly  
B. Lessons are identified verbally but never written down and entered into a system before personnel depart  
C. Lessons are entered into the system but have no classification marking  
D. Lessons are stored in the wrong echelon's system

**9. A "knowledge broker" role in a KM program is best described as:**

A. A system administrator who manages user access to the knowledge database  
B. An automated workflow that routes knowledge products to authorized consumers  
C. A person who connects knowledge seekers with the right people, documents, or expertise  
D. A data steward who validates the technical quality of knowledge products

**10. When designing a knowledge management workflow, "required-field validation" on a submission form ensures:**

A. Only authorized users can submit knowledge products  
B. Submissions contain the minimum essential information (e.g., unit, date, category) needed for retrieval and distribution  
C. The form is completed within a specified time limit after the triggering event  
D. The submitted knowledge product is automatically approved for distribution

**11. In Army knowledge management doctrine, a "lessons learned" item progresses through which sequence before it can be considered a validated lesson?**

A. Capture → Tag → Approve → Delete  
B. Report → Archive → Review → Publish  
C. Observation → Collection → Validation → Distribution  
D. Identify → Analyze → Recommend → Implement

**12. "Distribution routing" in a knowledge management pipeline refers to:**

A. Physically routing printed copies to unit mailboxes  
B. Automatically directing knowledge products to the appropriate audience based on criteria such as unit, classification, or topic  
C. Routing financial data to the G8 for budget planning  
D. Sending all knowledge products to higher headquarters for review

**13. A knowledge management officer notices that the unit's lessons-learned database has not been updated in six months. The MOST likely operational risk is:**

A. The database software will expire and data will be lost  
B. The existing lessons will become outdated and automatically archived  
C. Higher headquarters will conduct an inspection and find the system non-compliant  
D. Current operational experience is not being captured, leaving new personnel without the benefit of recent lessons from their predecessors

**14. When an AI tool generates a draft summary of a lessons-learned database, the output must be:**

A. Published directly to the knowledge system if it passes a spell check  
B. Submitted to the unit commander for signature before distribution  
C. Reviewed and approved by a qualified human knowledge manager before distribution  
D. Held for 30 days before release to allow time for corrections

**15. A PCS knowledge transfer package for a departing S6 NCO should prioritize which content?**

A. A copy of all emails the NCO sent during their assignment  
B. A list of all Soldiers the NCO has counseled during their assignment  
C. Documented SOPs, key contacts, active project status, recurring tasks, and access credentials transfer instructions  
D. A personal assessment of each team member's strengths and weaknesses

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## SECTION 2 — SHORT ANSWER

*Answer in 2–5 sentences. (6 points each)*

**SA-1. Describe the difference between "explicit knowledge" and "tacit knowledge" in a military unit context, and explain why both types need to be captured in a comprehensive KM program.**

**SA-2. Your brigade is experiencing high Soldier turnover due to PCS cycles. Describe three specific types of institutional knowledge that are most at risk of being lost, and propose one practical capture mechanism for each.**

**SA-3. Explain why an After-Action Review (AAR) is only the first step in a lessons-learned process, not the end. Describe what should happen after the AAR to ensure the lesson results in actual change.**

**SA-4. A Civil Affairs CIMIC officer proposes using AI to automatically publish lessons learned from AAR documents to the brigade knowledge system without any human review. Describe the risks of this approach and what procedure should be followed instead.**

**SA-5. Describe two situations in which the Privacy Act would require special handling of information stored in a unit's knowledge management system.**

## SCORING SUMMARY

Section	Questions	Points Each	Total Points
Multiple Choice	15	2	30
Short Answer	5	6	30
<b>Total</b>	—	—	<b>60</b>

Passing: N/A — Pre-test is diagnostic only.

## ANSWER KEY — INSTRUCTOR USE ONLY

*Do not distribute to students.*

**Multiple Choice:** 1. B — AAR captures what happened, why, and how to improve — organizational learning. 2. A — Tacit knowledge = difficult-to-articulate personal experience, intuition, skill. 3. A — Lessons learned systems track observations, issues, and corrective action implementation. 4. A — Institutional knowledge leaves with the Soldier unless deliberately captured. 5. D — SOP documents repeatable procedures for consistent execution and training. 6. D — Tagging enables faster, more accurate search and retrieval. 7. A — Privacy Act applies when knowledge products contain PII about individual Soldiers. 8. B — Failure to document verbally-identified lessons before personnel departure is the most common failure mode. 9. C — Knowledge broker connects seekers with people, documents, or expertise. 10. B — Required-field validation ensures minimum essential metadata for retrieval and distribution. 11. C — Observation → Collection → Validation → Distribution is the Army lessons-learned sequence. 12. B — Distribution routing directs products to appropriate audiences based on criteria. 13. D — Unupdated system means current experience is not captured for new personnel. 14. C — AI-generated content requires human review before distribution. 15. C — SOPs, key contacts, project status, recurring tasks, and access transfer are the priority content.

### Short Answer Guidance:

SA-1. Full credit: explicit = documented knowledge (SOPs, regulations, training materials, system guides) — easy to capture and distribute; tacit = personal experience, judgment, network relationships, unwritten practices — harder to capture and typically leaves with the Soldier; both types are needed because explicit knowledge alone misses the "how it actually works" context that enables effective execution; tactics include structured interviews, concept mapping, and shadowing to capture tacit knowledge. Partial credit (3 pts) for correct definitions without explaining why both are needed.

SA-2. Full credit: any three valid knowledge-at-risk types with specific capture mechanisms — examples: (1) vendor/contractor relationships and informal contacts → captured via structured contact and relationship register (ExpertiseProfile Object Type or contact list); (2) operational workarounds and non-standard procedures → AAR or SOP documentation interview before departure; (3) system configurations and administrative access → documented runbook or configuration log. Partial credit (3 pts) for two types with only one capture mechanism.

SA-3. Full credit: AAR captures observations and initial recommendations but does not by itself result in change; post-AAR: observations entered into lessons-learned system; responsible owner assigned to implement corrective action; corrective action tracked to completion; validated lesson distributed to relevant units; doctrine or SOP updated if appropriate; without this follow-through, the AAR becomes a documentation exercise rather than genuine organizational learning. Partial credit (3 pts) for identifying additional steps without an action-owner or tracking mechanism.

SA-4. Full credit: risks — AI may misinterpret AAR content, fabricate details not in the source, strip necessary classification context, or include PII inappropriately; auto-publishing bypasses the review gate, potentially distributing inaccurate or improperly handled information; correct procedure: AI generates a Draft summary → KM officer reviews for accuracy, classification, and completeness → approved by KM officer → status changed to Published. The review gate is NON-NEGOTIABLE for AI-generated content. Full credit requires both risk AND correct procedure.

SA-5. Full credit: any two from — (1) ExpertiseProfile objects containing individual Soldier names, specialties, and contact information — must be handled under Privacy Act, limited to authorized distribution, not posted publicly; (2) AAR content identifying individual Soldier performance issues or failures by name — must be appropriately anonymized or handled per applicable regulation before wide distribution; (3) personnel assignment data that identifies Soldier locations or assignments — OPSEC and Privacy Act implications. Each situation must explain why Privacy Act applies.

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