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Army Programs
Guide to the Army Lessons Learned Program

By Order of the Secretary of the Army:

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Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Deputy Chief of Staff, G-3/5/7 (DAMO-SS), usarmy.leavenworth.mccoe.mbx.call-rfi-manager-mailbox@army.mil.

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Contents (Listed by chapter and page number)

Chapter 1

Introduction, *page 1*

Chapter 2

Program Objectives and Support, *page 1*

Chapter 3

Army Lessons Learned Program, *page 3*

Chapter 4

Operationalizing Lessons Learned, *page 8*

Chapter 5

Organization Lesson Manager, *page 10*

Chapter 6

Joint Lessons Learned Information System, *page 13*

Chapter 7

Army Lessons Learned Process, *page 15*

Chapter 8

Discovery Phase, *page 16*

Chapter 9

Validation Phase, *page 18*

Chapter 10

Integration Phase, *page 21*

Chapter 11

Assessment Phase, *page 23*

Chapter 12

Dissemination and Archiving, *page 25*

Appendixes

A. References, *page 27*

B. Setting Up a Lessons Learned Program, *page 28*

C. After Action Reports, *page 38*

D. Collection Team, *page 42*

E. Collection Plan, *page 43*

F. Oral Interview Techniques, *page 44*

G. Survey Tool Guidance, *page 46*

H. Collection Report, *page 48*

I. Observation Management Using Joint Lessons Learned Information System, *page 50*

J. Issue Resolution Tool, *page 51*

K. Center for Army Lessons Learned Operations Report, *page 52*

Contents—Continued

Table List

Table 5–1: Army Lessons Learned requirements, *page 11*
Table 6–1: Joint Lessons Learned Information System functions and tasks, *page 14*
Table B–1: Sample responsibility statements, *page 30*
Table E–1: Sample collection plan, *page 43*
Table F–1: Types of interviews, *page 44*
Table K–1: Sample Center for Army Lessons Learned operations report, *page 52*

Figure List

Figure 2–1: Army Lessons Learned program network, *page 3*
Figure 3–1: Army Lessons Learned Forum concept, *page 6*
Figure 4–1: The Army lessons learned and operations process, *page 9*
Figure 7–1: The Army Lessons Learned process, *page 16*
Figure 9–1: Root cause analysis model, *page 20*
Figure B–1: Organizational lessons learned process flowchart, *page 29*
Figure B–2: Sample discovery phase process, *page 33*
Figure B–3: Sample validation phase process, *page 34*
Figure B–4: Sample integration phase process, *page 35*
Figure B–5: Sample assessment phase process, *page 36*
Figure B–6: Sample appointment memorandum, *page 37*
Figure C–1: Sample after action report, *page 41*
Figure C–1: Sample after action report—continued, *page 41*
Figure C–1: Sample after action report—continued, *page 41*
Figure D–1: Collection team composition, *page 42*
Figure G–1: Process to create an effective survey, *page 47*

Glossary of Terms

Summary of Change

Chapter 1

Introduction

1–1. Purpose

This pamphlet describes how the Army implements the Army Lessons Learned Program (ALLP) prescribed in AR 11–33. It provides basic lessons learned concepts and techniques that any unit, organization, or agency can implement to improve their readiness and/or capabilities.

1–2. References, forms, and explanation of abbreviations

See appendix A. The abbreviations, brevity codes, and acronyms (ABCAs) used in this electronic publication are defined when you hover over them. All ABCAs are listed in the ABCA database located at <https://armypubs.army.mil/abca/searchabca.aspx>.

1–3. Associated publications

Policy associated with this pamphlet is found in AR 11–33.

1–4. Records management (recordkeeping) requirements

The records management requirement for all record numbers, associated forms, and reports required by this publication are addressed in the Records Retention Schedule–Army (RRS–A). Detailed information for all related record numbers, forms, and reports are located in Army Records Information Management System (ARIMS)/RRS–A at <https://www.arims.army.mil>. If any record numbers, forms, and reports are not current, addressed, and/or published correctly in ARIMS/RRS–A, see DA Pam 25–403 for guidance.

Chapter 2

Program Objectives and Support

2–1. Program objectives

The ALLP has eight major objectives.

- a. Assist commanders with integrating a lessons learned process in their organization.
- b. Facilitate a lessons sharing culture in the Army. Every Soldier and Army civilian professional is a discoverer and user of lessons learned. These may be positive (sustain) or negative (improve or change) information submitted through the chain of command for action.
- c. Provide a rapid issue resolution process to disseminate critical information and resolve important issues to enhance readiness and lethality, save lives, improve operations, reduce injuries, and preserve property and materiel.
- d. Develop networked organizations that use lessons learned systems of record to share lessons that promote Army readiness, such as capturing lessons within the Regionally Aligned Readiness and Modernization Model (ReARMM).
- e. Monitor recommended changes throughout implementation and assessment. To be a lesson learned, a change in performance or an observed change of behavior must exist.
- f. Include unified action partners (UAP), other military forces, governmental and nongovernmental organizations, and elements of the private sector in the ALLP, when appropriate.
- g. Be ready to respond to crisis and contingencies such as natural disasters; unexpected operational deployments; cyber-attacks; chemical, biological, radiological, or nuclear events; and space disruption.
- h. Foster a sustainable program by operationalizing lessons learned in training and mission prepare, plan, execution, and assess activities.

2–2. Center for Army Lessons Learned support

The Center for Army Lessons Learned (CALL) leads the ALLP and delivers timely and relevant information to resolve gaps, enhance readiness, and inform modernization. CALL collects, analyzes, disseminates, identifies, and nominates issues, and archives observations and lessons learned across all levels of war to facilitate rapid adaptation and enable operationally-based decision making. CALL accomplishes this mission as part of the ALLP network, as prescribed in AR 11–33, shown in figure 2–1.

a. Army's office of primary responsibility for lessons learned. CALL plays a key role in the oversight of the ALLP. As the action agent for Army lessons learned, CALL generates the Army Lessons Learned Annual Plan (ALLAP), oversees the Army Lessons Learned Forum (ALLF), maintains the Army repository for lessons in the Joint Lessons Learned Information System (JLLIS), recommends the deployment of collection and analysis teams, produces lessons learned products, and trains organizations on how to implement viable lessons learned programs. CALL assists in performing the initial analysis to determine if an issue exists. CALL does this by cataloging the frequency of occurrences and analyzing how many units are having the same problem.

b. Military analysts (forward) support. CALL strives to position a military analyst-forward (MAf) at Combat Training Centers (CTCs), active division or corps headquarters, geographic army service component commands (ASCCs), and select Army commands (ACOMs). These MAfs assist units with their lessons learned programs and facilitate submissions of after action or operations reports to CALL through JLLIS or other dissemination methods.

c. Requests for information support. CALL provides request for information (RFI) support to the warfighter and ALLP community through the CALL common access card-enabled website (<https://call2.army.mil/>). The website is not the only method CALL provides RFI support, but it is the preferred method since there are no data size restrictions on supporting documents. Most RFIs are answered with supporting documentation derived from CALL resources, JLLIS, network of CALL analysts, and other knowledge repositories. RFIs received from forward deployed theaters and Army-level senior leaders are categorized as high priority and are typically answered within 1 working day. All other RFIs are categorized as routine and are normally answered within three working days.

d. Working with force modernization proponents. CALL collaborates with force modernization (FM) proponents such as Centers of Excellence (CoEs) to validate the issue and recommended corrective action. Major issues requiring Army-level decisions and resourcing are entered into the ALLF process as described in paragraph 3–4. CALL informs the doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF–P) requirements process of new lessons to ensure they have the most current and relevant information. Under the ALLP, CALL efforts cover tactical through strategic levels of war, focusing on all elements of decisive action (offense, defense, and stability or defense support of civil authorities). The intent is to provide relevant lessons to unit predeployment preparations for any of these military operations. To support this, CALL continues to develop integrated information-sharing systems linked to knowledge networks, with the help of the Army Staff and other Army agencies, to facilitate sharing of observations, lessons, and lessons learned.

e. Working with unified action partners. CALL expands information sharing to UAPs through direct engagement and assistance. This includes the Joint lessons learned centers, inter-governmental agencies, industry, academia, multinational partners, and private “think tanks.” ASCCs and direct reporting units (DRUs) assist CALL in this process.

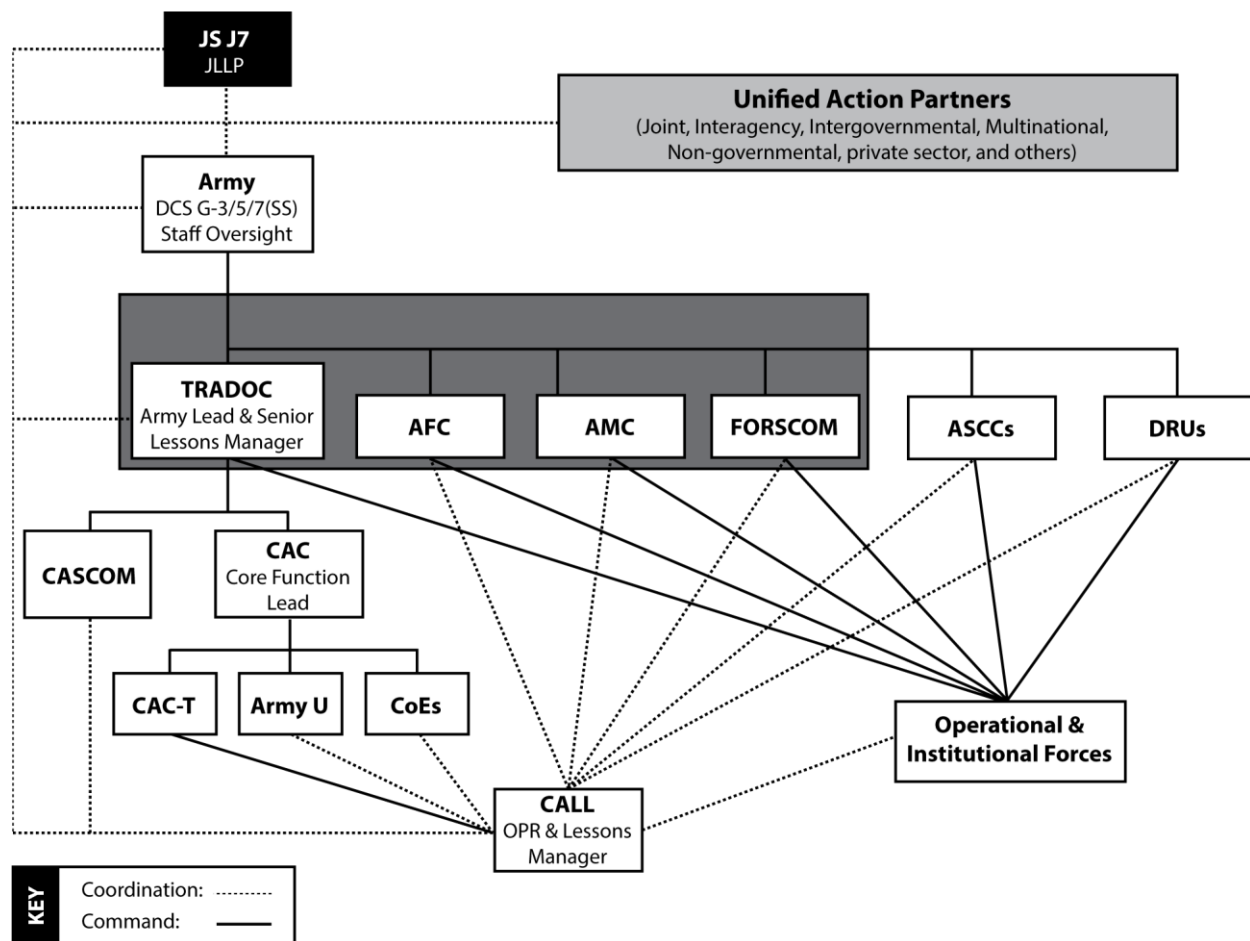


Figure 2-1. Army Lessons Learned program network

2-3. Army professional forums

The forums provide a continual capability for users at all levels to have discussions and share lessons (best practices or issues) by branch or functional areas. These forums use MilSuite, Army 365 Microsoft Teams, and other enterprise systems. The forums support the ALLP by facilitating the discovery, sharing, archiving, and integrating of lessons.

Chapter 3 Army Lessons Learned Program

Section I

Concepts

3-1. Army Lessons Learned Program fundamentals

Eight proven fundamentals of an effective lessons learned program include:

- A formal lessons learned policy letter and/or standard operating procedure (SOP).
- An organization lesson manager (OLM) and JLLIS administrator appointed in writing.
- Key leader advocacy for creating and fostering a lessons learned program and learning culture in the organization.
- A dedicated and informed staff focused on nesting operations and training processes with the ALLP.
- A published lessons learned collection schedule (battle rhythm).
- Recurring staff, personnel, and student training on the lessons learned program.

- g. Resolving issues at the lowest level or submitting unresolved issues to higher headquarters (HHQ) for resolution.
- h. Using JLLIS to capture observations from all missions, training, experimentations, and other events.

3-2. Army Lessons Learned phases

This chapter describes the lessons learned management procedures for integrating and sharing observations and lessons and how the ALLF supports the entire program. The ALLP is based on the Joint Lessons Learned Program phases of discovery, validation, integration, and evaluation. In the Army process, evaluation is changed to assessment.

a. *Discovery.* The discovery phase initiates the ALLP and begins with the determination that there is something that can be improved or learned by inputting or capturing that information in a collaborative environment for use by others. Units or organizations use collections in this phase to gather more information to substantiate observations or identify emerging trends affecting accomplishment of ReARMM phases.

b. *Validation.* In the validation phase, analysts or others examine the input to determine if the observation is valid and others can adapt and apply it. If the answer is yes, the observation is valid and can be integrated. The institutional force integrates lessons for DOTMLPF-P analysis.

c. *Integration.* Integration is the phase where lessons may be adapted and applied. Units adapt best practices within training and operations to improve readiness and enhance operations. At times, there are issues associated with a lesson that require discussion and resource decisions. The lesson will need to enter an issue resolution process to determine what changes need to be made and how they will be made. Lessons learned organizations use this phase for dissemination of lessons that can go directly to units and to work with the institutional force through issue resolution processes to integrate the lessons into DOTMLPF-P changes. This phase ends when solutions are implemented and the force begins using changes.

d. *Assessment.* In the assessment phase, Soldiers observe implemented solutions during operations, exercises, or experimentation to determine if the changes met issue requirements. If the issue is not resolved, or only partially resolved, the issue may re-enter the integration phase. If a commander decides the lesson solution or best practice met the requirement or improved the unit's performance, the lesson is considered "learned." The commander ensures the "lesson learned" is shared and archived within the unit and the Army by uploading it in JLLIS.

3-3. Army lessons learned by echelon

a. *Army commands.* These commands are the key drivers behind the ALLP. They have the ability to shift resources and make decisions that influence the operational and institutional force to bring about change. As such, they oversee the ALLF process, which resolves issues and makes resourcing and DOTMLPF-P decisions within their own authorities; solutions needing higher resourcing are forwarded to Deputy Chief of Staff (DCS), G-3/5/7 for action. Issues identified during operational missions can start as lessons and may eventually become Army requirements. The institutional force validates requirements through ongoing DOTMLPF-P assessments that are, in part, influenced by lessons. Key factors for improving Army performance and effectiveness are the active involvement of ACOM commanders and their subordinate organizations, their clear understanding and support of the ALLP and the value of lessons learned, and their enforcement of active participation in the rapid information sharing process.

b. *Corps and Army service component commands.* Operational and strategic observations and lessons (best practices and issues) are primarily generated from these levels. Corps and ASCCs require dedicated lesson managers (LMs) who can manage the collection, analysis, and dissemination of lessons. The discovery, validation, and integration process remains the same as for brigades and divisions; however, ASCCs and corps have a greater ability to influence resources for corrective actions. Additionally, these echelons engage UAPs and encourage them to participate in the ALLP and share information. Corps and ASCCs must foster a learning culture within their organizations. This includes the use of collaborative networks such as forums, participation in the ALLF process for issue resolution, keeping CALL and proponents informed of collection and dissemination opportunities and requirements, and establishing systems to exchange information with UAPs. ASCCs must be prepared to support discovery efforts in their operational theaters.

c. *Direct reporting units.* These units are often in position to discover observations at the tactical, operational, and strategic levels of war. The intent is for the DRUs to become key players in the lessons

learned process. Each DRU must adopt lessons learned practices similar to those used at the corps and ASCC levels. DRUs will be included in all appropriate lessons learned efforts and the ALLF process.

d. Division, brigade, and lower. Tactical observations are primarily generated from these echelons, although the impact can have operational and strategic implications. The challenge is to identify lessons (best practices or issues), resolve any issues, and rapidly apply corrective actions. Commanders must understand the lessons learned process and the importance of rapidly sharing information. A lesson should be rapidly disseminated to other units and across the Army once discovered. Entering lessons into JLLIS for analysis or briefing lessons at the ALLF can be a good method to rapidly share new information across the Army. Collaborative sites can also assist in rapidly sharing information. Commanders at these levels must have trained LMs who understand the ALLP and give the unit an embedded lessons learned capability. Some lessons have issues within them that are beyond the capabilities of the discovering unit. Issue resolution should always occur at the lowest level possible. If the unit is unable to correct an issue, it is addressed at a higher level that can apply resources to fix the problem. All Soldiers must understand the importance of bringing issues to the attention of their chain of command. Specific assistance from CALL is available by submitting a request for an RFI on their website. Issues that require the attention of the Army Staff are sent to CALL for inclusion in the ALLF issue resolution process. Once a unit discovers an issue or problem, the unit:

- (1) Corrects the problems and/or issues at the lowest level possible and rapidly share solutions with other units and the Army by posting them to JLLIS.
- (2) Contacts HHQs, proponent center and/or school, and/or CALL for help to develop a solution set.
- (3) Uses appropriate collaborative forums to socialize ideas.
- (4) Remains engaged with the appropriate proponent, CALL, and other organizations as part of the ALLP network, as required. Proponents generally validate corrective actions.
- (5) Should be prepared to provide additional information to CALL and/or proponents in support of the ALLF process for DOTMLPF-P assessment, issue resolution, and resource recommendations.

Section II

Driving Change

3-4. Army Lessons Learned Forum

The ALLF was created by Headquarters, Department of the Army (HQDA) execution order (EXORD) to address issues identified from across the Army and is co-chaired by the Deputy Commanding Generals of U.S. Army Training and Doctrine Command (TRADOC), U.S. Army Forces Command (FORSCOM), Army Futures Command (AFC), and U.S. Army Materiel Command (AMC). The forum is where issues derived from lessons are submitted by all elements of the Army to senior Army leaders for resolution. Additionally, it ensures that lessons are properly integrated across the DOTMLPF-P domains. CALL acts as facilitator and/or moderator under Combined Arms Center (CAC) guidance as prescribed in AR 11-33. See chapter 10 for additional details.

a. The ALLF provides a venue where Army senior leaders can collaborate to rapidly address ACOM, ASCC, and theater commander issues concerning operations, training, and resources and assign resolution action to appropriate agencies. The ALLF provides a means for other venues such as the brigade combat team warfighters' forums and other like bodies to elevate issues for senior level decisions. See figure 3-1 for a depiction of the ALLF concept and participants from across the Army.

b. CALL schedules the recurring action officer working group (AOWG), council of colonels (CoC), and general officer steering committee (GOSC) as topics and issue resolution actions proceed. Typically, these members include: DCS, G-3/5/7 and commanders of TRADOC, FORSCOM, AFC, AMC, ASCCs, and the U.S. Army Medical Command. Other DRU commanders may participate, as required. Periodically, CALL will present major accomplishments, activities, and pending issues during a back brief to Commanding Generals (CGs) of FORSCOM, TRADOC, AMC, and AFC for support and guidance.

c. The CALL director schedules the GOSC and develops the agenda per the managing co-chair's guidance. The GOSC reviews the CoC's recommendations, provides direction, and makes final decisions on required actions and resource allocations.

d. The GOSC—

- (1) Designates leads to review topics and/or issues and assess collaborative requirements, recommend closure for issues when assessment shows implemented resolution tasks have resulted in changed behavior.

- (2) Assigns responsibility to develop action plans.
- (3) Directs and prioritizes issue resolution actions, to include resource allocations.
- (4) Determines items that need to inform to the Joint lessons learned GOSC.
- (5) Directs the development of necessary orders for publishing by DCS, G-3/5/7.

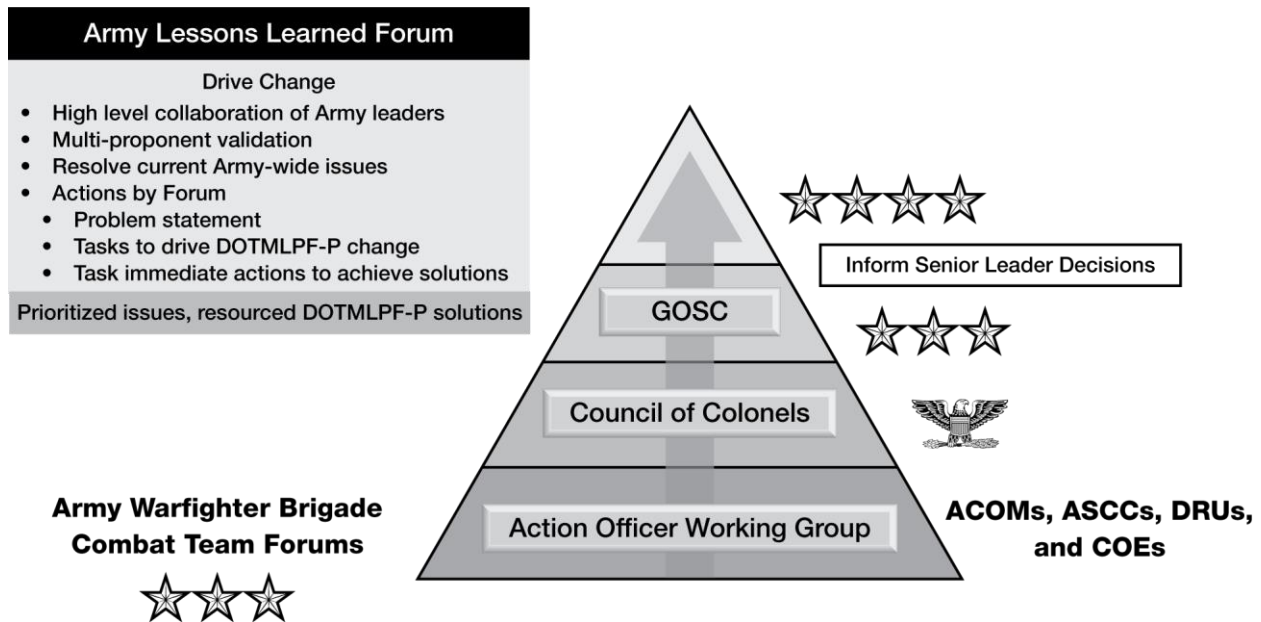


Figure 3-1. Army Lessons Learned Forum concept

3-5. Army Lessons Learned Program portals

a. ALLP unclassified and classified portals facilitate collaboration across the ALLP community. ALLP portals provide a platform for all ACOM, ASCC, DRU, and FM proponent OLMs to plan and execute their lessons learned program. Other Army units and organizations can also use the ALLP portals to obtain situational understanding and reference material for their programs. Access to portals requires a common access card, appropriate clearance, and an approved request for access by CALL.

(1) Unclassified portal: <https://cacmdc.army.mil/mccoe/call/allp/allpexternal?sitepages/home.aspx>.

(2) Classified portal: https://cac.aes3.army.smil.mil/sites/call/allp_layouts/15/start.aspx#/default.aspx.

b. Main content of the ALLP portals includes current information on Joint and Army policy, the ALLAP, quarterly program review (QPR), Army Lessons Learned Annual Synchronization Workshop (ALLSW), ALLF, JLLIS, lessons learned points of contact (POCs), CALL RFI, and key lessons learned references. This content is also accessible through JLLIS in community of practice (COP) 100 at <https://www.jllis.mil>.

3-6. Center for Army Lessons Learned operations report

The purpose of the Center for Army Lessons Learned operations report (COR) is to capture lessons (best practices and issues) during a brigade combat team's CTC rotation or operational deployment. The goal is to analyze and validate the lessons so they can be assessed as a lessons learned or integrated for resolution, respectively. A COR may be submitted by the unit commander, directed by a HHQs, or directed by HQDA. See appendix K for a sample COR with focused DOTMLPF-P questions.

a. CALL CTC MAfs coordinate with scheduled rotational units no later than 90 days prior to the rotation start date to provide report objectives, identify POCs, and confirm COR submission suspense date in accordance with AR 11-33.

b. CALL ASCC MAfs coordinate with operational deployed units (which were approved by their HHQs or directed by HQDA to submit a COR) no later than 90 days prior to their redeployment. The CALL MAF will coordinate for a secure video teleconference to conduct key leader interviews. Intent is to capture key lessons to improve future deployments and overall Army readiness and lethality.

Section III

Operations Process

3–7. Army Lessons Learned Annual Plan

The ALLAP is the roadmap for Army collection topic efforts for each fiscal year (FY). The purpose of the ALLAP is to identify and collect on significant issues affecting the Army. The objective is to integrate best practices, resolve or mitigate issues, and assess lessons learned to improve readiness and/or capability gaps.

- a. Key tasks to plan, prepare, execute, and assess the ALLAP are published in the annual HQDA EXORD, available at <https://g357.army.pentagon.mil/> with a common access card, usually in August.
- b. The ALLAP consists of two distinct processes, which are simultaneously executed. The first process is executing the current ALLAP. The second process is planning the ALLAP for the next FY.

3–8. Army Lessons Learned Synchronization Workshop

The purpose of the workshop is to achieve an Armywide integration, synchronization, and prioritization of next FY Army collection information requirements. The end state of the workshop is to produce a draft ALLAP for the next FY. The workshop will be conducted in accordance with AR 1–50.

- a. CALL sends official invitations to select organizations in the beginning of the second quarter of each FY. The workshop usually occurs at the end of the second quarter of each FY. CALL hosts pre-workshop meetings for the ALLP community on designated virtual platforms such as Army 365 Microsoft Teams. Organizations should participate in pre-workshop collaboration meetings when scheduled. This ensures Army collection topics and related information requirements are complete and accurate.
- b. Key tasks to plan, prepare, and execute the ALLSW will be published in the HQDA ALLAP EXORD. Invited participants should review all read-ahead material and provide input to Army collection topic slides prior to the workshop. This will facilitate effective collaboration and synchronization during the workshop.

3–9. Quarterly program review

The purpose of the QPR is to assess the execution of the ALLAP and collaborate with the ALLP community. This assessment focuses on the past quarter key collection efforts, sharing key outputs, and synchronizing next quarter key collection efforts.

- a. Key tasks to plan, prepare, and execute the QPR will be published in the annual HQDA EXORD. QPR slide templates for each FY are published in an annex to the ALLAP.
- b. The QPR usually occurs in the last week of each FY quarter. QPR slides reside on the ALLP portals. Organizations participate in pre-QPR sessions on designated virtual platforms when scheduled. CALL provides QPR instructions and designated virtual platform links to applicable organizations within 30 days of each QPR. CALL hosts the QPR on designated virtual platforms such as Army 365 Microsoft Teams.
- c. QPR briefing slides consist of the following information requirements:
 - (1) Army collection topic. Update and brief problem statement, topic lead(s), and stakeholder(s), as needed. Organizations can also nominate Army collection topics into the ALLF for discussion and/or issue resolution.
 - (2) Key collection events. Update and brief planned collection events and dates to each quarter, as needed. Organizations can also request assistance from the ALLP community with future collection events. ALLP portals contain future FY collection calendars for reference. This document contains projected CTC, warfighting exercise (WFX), Joint Exercise Program, and multinational events.
 - (3) Key outputs. Update and brief projected lessons learned products to disseminate in each quarter, as needed. Once produced, update slide to include the actual document name and JLLIS number. Organizations can also recommend key outputs from the past quarter for inclusion into CALL's quarterly newsletter.
 - (4) Warfighting function (WfF) and DOTMLPF–P analysis matrix. Identify specific collection focus areas as they pertain to their corresponding WfFs and DOTMLPF–P capability gaps. Organizations will brief these focus areas at QPRs, as needed.

Chapter 4

Operationalizing Lessons Learned

4–1. Operational Army

a. Mission orders help drive the operational Army. Commanders accomplish each mission through the activities of understand, visualize, describe, direct, lead, and assess. These drivers are integral to the command and control WfF outlined in ADP 5–0. Commanders can link these mission command drivers to the Army lessons learned process of discover, validate, integrate, and assess. This linkage forms the basis for implementing an effective lessons learned program with strong leadership involvement.

b. Mission orders include a specified task to produce some kind of after action review, after action report (AAR) or COR. See appendixes C and K for sample AAR and COR formats, respectively.

c. Commanders publish policy guidance that provides the vision, description, direction, and purpose of their lessons learned program. The commander's policy should include a feedback mechanism during all operational activities to assess each phase and to build on strengths and eliminate shortfalls. The commander also provides a description for assessment during each activity to ensure a reliable process is in place to capture observations. Finally, commanders provide an end state for assessments to ensure integration of lessons (best practices and issues).

d. It is critical that commanders and staff consider the time to collect, review, analyze, and validate previous lessons as an investment and not as a distractor in the operations process—even during high operational tempo. Proper mission analysis and planning can prevent loss of life and resources.

e. Figure 4–1 depicts how organizations can nest the Army lessons learned process (discovery, validation, integration, and assessment) throughout the Army operations process.

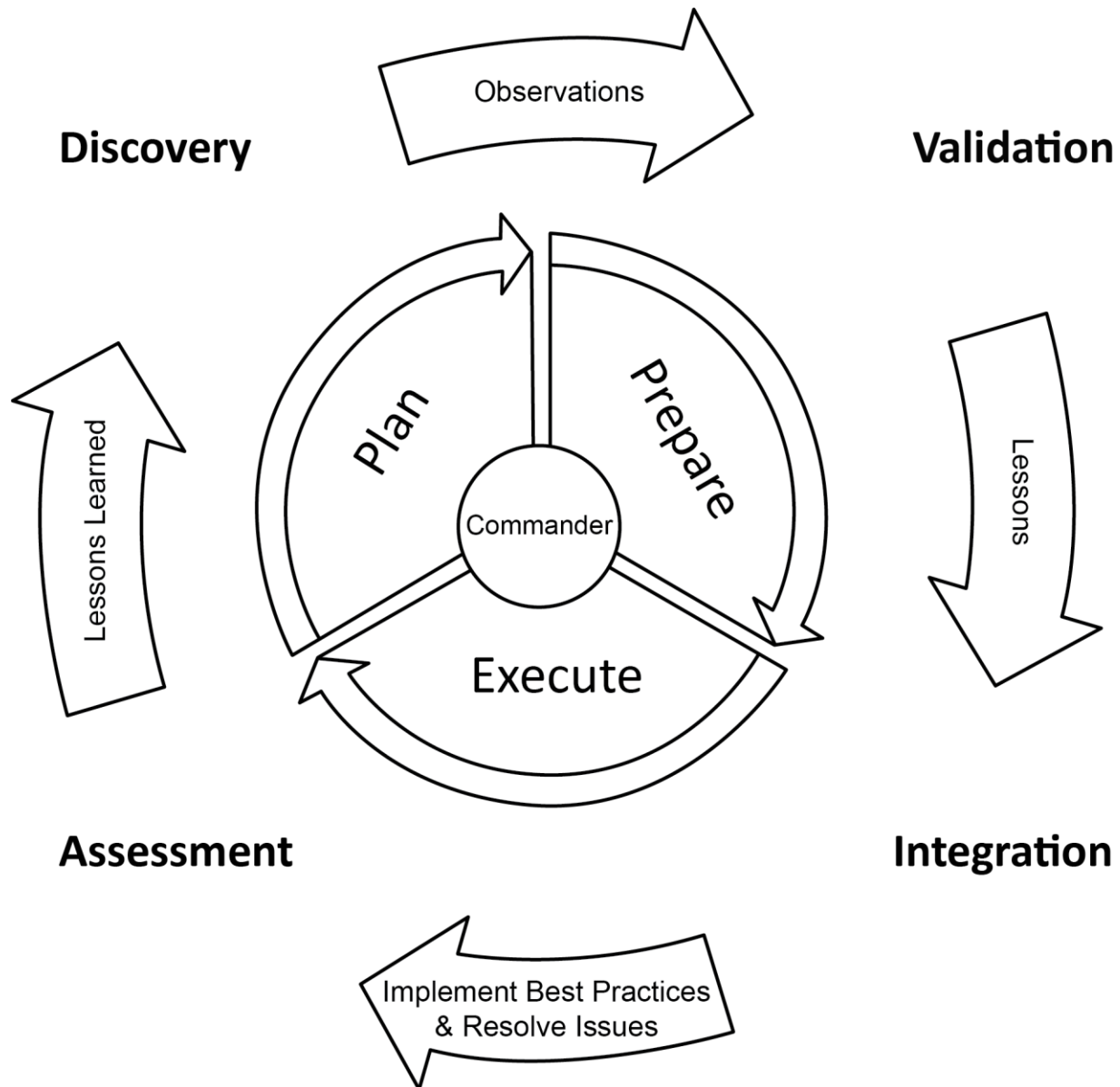


Figure 4–1. The Army lessons learned and operations process

(1) *Planning activity.* During the planning activity, commanders and staffs use previous AARs or observations from their recent unit's or other unit's experiences to influence planning operations. AARs are a resource that can provide input during mission analysis. OLMs, assisted by lesson managers (LMs), conduct research in JLLIS or other repositories to find applicable information and provide it to appropriate planners.

(2) *Preparation activity.* During the preparation activity, units continue to look for lessons that can assist them while beginning the process of capturing observations for future analysis and validation. The OLM applies the lessons learned process, gathers resources from the staff or LMs, and coordinates with appropriate action officer for training and assigning subject matter experts (SMEs). This disciplined approach provides the process, equipment, and people required to collect direct and indirect observations. The OLM, assisted by LMs, provides observers with a collection plan that is mission essential task list driven and identifies focus questions, objectives, POCs, dates, times, locations, and milestones, as applicable. Final coordination of the lessons learned process before execution confirms that resources are in

place for collecting observations and, more importantly, ensures dissemination and integration of past lessons into the current operations plan.

(3) *Execution activity.* As a unit moves into execution phase, the unit captures key observations to accomplish the commander's lessons learned program objectives and mission. Units can share observations during commander's updates, briefings, and other battle rhythm events. Units also capture observations for later analysis and validation. The OLM monitors and supports the process by sharing unit-validated lessons external to the unit. In addition, the OLM identifies lessons from other units and shares them throughout the unit. The commander should conduct risk mitigation to shift available resources to achieve lessons learned program objectives. Observers follow command guidance or the collection plan developed during the preparation phase. Observations focus on aspects of mission execution and DOTMLPF-P capability gaps. The commander or OLM validates observations, integrates best practices, resolves or mitigates issues, and assesses when a lesson is learned. Additionally, the commander or OLM disseminates and archives lessons for future missions and/or share with the Army.

(4) *Assessment activity.* Assessment is continuous throughout the process. Commanders determine what is going well and what needs to be improved. This assessment becomes the basis of lessons learned. Dissemination and archiving of observations, lessons, and lessons learned is a continuous process. Units can capture these in after action reviews and/or formal reports.

4-2. Institutional Army

The institutional Army must continue to improve its capability to organize, train, and equip the operating force. Processes must be developed and executed that ensure organizations learn from events like missions, exercises, experimentations, studies, force design updates, and unit visits/collections. Strengthen organizational lessons learned programs by collaborating with UAPs. The generating force should follow a similar process as described in this chapter for the operating force.

Chapter 5 Organization Lesson Manager

5-1. Description

a. An OLM is the appointed person that has overall responsibility for the management of an organization's lessons learned program. An LM has overall responsibility for the management of a specified area within their organization's lessons learned process. A single person may fulfill both responsibilities based on an organization's ability to resource.

b. OLMs will track, coordinate, and evaluate lessons through all phases of the ALLP. AR 11-33 states that the commander will ensure a lessons learned capability is embedded in all commands and activities and appoint an OLM to implement their program. ADRP 1-03 also specifies lessons learned as a command program with designated OLM responsibilities.

(1) OLMs must be knowledgeable of all phases of the Army lessons learned process to include dissemination and archiving key information.

(2) Placement of the OLM within an organization is critical to a successful lessons learned program. Recommend that the OLM reside in the operations section of an organization where tasking authority, operations, and training management resides.

5-2. Appointments and training

a. OLMs will be appointed in accordance with AR 11-33.

b. Training will be conducted in accordance with AR 11-33.

5-3. Army accredited institutions

a. The Army accreditation process is critical to ensure training and education materials and learning environment standards are met to achieve Army readiness. The Army Enterprise Accreditation Standards are used for Army accreditation and include criteria that describe Army learning institution lessons learned evaluation requirements. The current lessons learned rubric is located on the Army Quality Assurance Program portal (currently SharePoint) site managed by the Headquarters, TRADOC Quality Assurance Office.

b. The ALLP requirements listed in table 5–1 are included within the Army Enterprise Accreditation System (AEAS) and are applicable as stated for CoEs, proponents, and instructional delivery institutions.

Table 5–1
Army Lessons Learned requirements

CoE (C)	Proponent (P)	Instructional Delivery (ID)
OLM and LM appointed on written orders. OLM and LM can be the same person	OLM and LM appointed on written orders. OLM and LM can be the same person	OLM and LM appointed on written orders. OLM and LM can be the same person
OLM will have an organizational lessons learned policy or SOP.	OLM will have an organizational lessons learned policy or SOP. Subordinate learning institutions can adopt their HHQs (CoE) lessons learned policy or SOP if they are specific enough to cover the requirements and processes of the P or ID institution.	OLM will have an organizational lessons learned policy or SOP. Subordinate learning institutions can adopt their HHQs (CoE) lessons learned policy or SOP if they are specific enough to cover the requirements and processes of the P or ID institution.
OLM must complete the Army Lessons Learned Course within 6 months of appointment.	OLM must complete the Army Lessons Learned Course within 6 months of appointment.	OLM must complete the Joint Knowledge Online (JKO) Joint Lessons Learned Program P–US1181 course within 6 months of appointment.
LMs must complete the JKO Joint Lessons Learned Program P–US1181 course within 6 months of appointment.	LMs must complete the JKO Joint Lessons Learned Program P–US1181 course within 6 months of appointment.	LMs must complete the JKO Joint Lessons Learned Program P–US1181 course within 6 months of appointment.
OLMs/LMs teach their faculty, staff, and students the concept of lessons learned in accordance with AR 11–33 and how to utilize and search the Army system of record (JLLIS) for all lessons, best practices, and after action reviews and integrates lessons learned into all classroom and field training. Institutions also utilize the CALL website for relevant CALL products for course work and research.	OLMs/LMs teach their faculty, staff, and students the concept of lessons learned in accordance with AR 11–33 and how to utilize and search the Army system of record (JLLIS) for all lessons, best practices, and after action reviews and integrates lessons learned into all classroom and field training. Institutions also utilize the CALL website for relevant CALL products for course work and research.	OLMs/LMs teach their faculty, staff, and students the concept of lessons learned in accordance with AR 11–33 and how to utilize and search the Army system of record (JLLIS) for all lessons, best practices, and after action reviews and integrates lessons learned into all classroom and field training. Institutions also utilize the CALL website for relevant CALL products for course work and research.
Provide CALL the proposed institution collection topics for the following FY no later than the second quarter of the current FY. Institution participates in the ALLF, providing information on specified quarterly institution topics. Institution provides input to the QPR on institution LL activities.	Provide CALL the proposed institution collection topics for the following FY no later than the second quarter of the current FY. Institution participates in the ALLF, providing information on specified quarterly institution topics. Institution provides input to the QPR on institution LL activities.	
Actively collect, analyze, validate, integrate, disseminate, archive, and assess lessons (best practices or issues) across DOTMLPF–P domains.	Actively collect, analyze, validate, integrate, disseminate, archive, and assess lessons (best practices or issues) across DOTMLPF–P domains.	

5–4. Lessons learned training

a. CALL can conduct an mobile training team (MTT); however, MTTs are subject to instructor and requesting organization funding availability. Requests may take up to 30 days to get CAC and CALL senior leader approval. Organizations must pay all instructor/instructors' temporary duty costs.

b. Instruction is typically tailored to suit organizations and/or agency requirements.

c. A typical MTT is 2 days based on an organization's requirements and instructor analysis.

d. Minimum audience requirement for an MTT is 20 personnel.

e. Classroom and/or facilities must have computers with unclassified network access.

5-5. Key roles by phase

OLMs take the following recommended actions during the lessons learned process:

a. All phases.

- (1) Support the lessons learned program by implementing the commander's intent, encouraging personnel to participate, and fostering a culture of learning in the organization.
- (2) Monitor progress of the organization's lessons learned process through proactive management, providing timely updates, reducing friction points, and obtaining needed resources.
- (3) Train and coach the command and staff on the organization's lessons learned process.
- (4) Use SMEs and staff lessons learned representatives to assist with implementation.
- (5) Promote the use of JLLIS and associated tools in the organization's lessons learned process to capture, analyze, share, and archive lessons learned products to enhance readiness.
- (6) Review JLLIS observations within 30 days of input to ensure data and documents are complete with topic, title, keywords, observations, discussion, recommendations, summary, and other metadata.
- (7) Provide analysis in coordination with staff, LMs, and SMEs of collected observations, lessons, and emerging trends for the organization to the commander.
- (8) Review internal and external lessons learned products as a routine component of the organization's operations planning or training management process.
- (9) Assist headquarters and subordinate organizations by finding, creating, or using existing AARs or other lessons learned products and disseminating them prior to missions and training.
- (10) Manage, track, and coordinate lessons (best practices or issues) through all phases of the organization's lessons learned process. See appendix B for sample lessons learned SOPs.
- (11) Identify and document issues and track their progress towards resolution. Coordinate with HHQs for situational awareness and resolution support, as needed.
- (12) Ensure all lessons learned information recorded and archived have command approval and required clearance from public affairs and foreign disclosure officers before dissemination.
- (13) Complete the JKO lessons learned course as a minimum training certification. Attend the Army Lessons Learned Course, when feasible.

b. Discovery phase.

- (1) Initiate, participate in, and/or assist in collection activities for the organization.
- (2) Generate observation worksheets or import JLLIS worksheets to assist with information and observation collection.
- (3) Review all initial observations for quality and completeness with select SME or staff.
- (4) Manage observation and document status updates in JLLIS.
- (5) Support development and management of collection plans at least 30 days prior to event.

c. Validation phase.

- (1) Review initial observations for completeness, accuracy, and appropriate metadata.
- (2) Forward to appropriate SME, staff lessons learned representatives, or other related organizations to review and analyze the observation.
- (3) Determine if the observations are suitable to become an issue.
- (4) Identify and analyze correlation between all observations. Look for any trends.
- (5) Identify root causes and potential solutions in coordination with staff, LMs, and SMEs.
- (6) Activate and publish observations to make them available for review by all JLLIS users.
- (7) Transfer and/or share with other organizations as necessary.

d. Integration phase.

- (1) In coordination with commander, use lessons learned documents or an issue resolution process to resolve issues. Look for and identify correlation between observations.
- (2) Monitor and coordinate issues throughout the command's lessons learned process.
- (3) Coordinate working groups, as needed, to assist with issue analysis and solutions.
- (4) Conduct further detailed analysis to develop solutions to address root cause of the issue.
- (5) Coordinate for SME or staff to function as an action officer to ensure progress towards resolution.
- (6) Forward unresolved internal issues to HHQs or proponent for resolution.
- (7) Nominate issues for resolution in the ALLF.
- (8) Recommend modifications to the command's battle rhythm, SOPs, and update other areas of the command based on best practices and resolved issues.
- (9) Share best practices with the Army through JLLIS.

e. Assessment phase.

- (1) Coordinate actions to assess the solution to an issue.
- (2) Assess solutions as part of an appropriate event.
- (3) Ensure SME or staff lessons learned representatives conduct assessments.
- (4) Re-enter issues into the issue resolution process for further work and integration, if needed. Continue to monitor the progress until complete or a command decision to end.
- (5) Change status in JLLIS to lessons learned, if using the JLLIS issue resolution module.
- (6) Document approved lessons learned. Recommend modifications to the command's battle rhythm, SOPs, and update other areas of the command.
- (7) Share lessons learned with the Army through JLLIS.

f. Dissemination and archive continuum.

- (1) Coordinate with commander to determine adequate levels, methods, and resources for the proper institutionalization of lessons learned.
- (2) Provide knowledge management guidance to the command to effectively capture, store, and retrieve lessons learned material in both hard copy and/or electronic formats.
- (3) Maintain a lessons learned POC list to facilitate sharing information.
- (4) Establish lessons learned network for flash traffic and rapidly share information that could save Soldiers' lives or improve readiness and lethality.

5–6. Best practices

The following are recommended best practices for OLMs and LMs:

- a. Gain commanders and staff buy-in and keep them informed on the lessons learned program.
- b. Keep organization informed of the lessons learned program through regular updates and synchronize them with regular battle rhythm events.
- c. Assist personnel to collect observations by scouting for the commanders' named area of interests and critical information requirements.
- d. Ensure lessons learned program is integrated into organization's operations and training.
- e. Ensure SMEs and staff section representative are properly trained in their responsibilities and fully understand the lessons learned process.
- f. Establish a lessons learned work group to include SMEs and staff section representatives, when feasible, to enhance lessons learned program inputs and outputs, such as an AAR.
- g. Remain current on all JLLIS enhancements and work closely with JLLIS administrators.
- h. Manage JLLIS registration and access for incoming and outgoing personnel.
- i. Use CALL's lessons learned toolbox in JLLIS that is located in COP 100.

Chapter 6

Joint Lessons Learned Information System

6–1. Function

a. JLLIS is the Army's system of record for recording and sharing of all lessons learned information. JLLIS supports all phases of the ALLP and facilitates the collection, tracking, management, data-mining, collaborative resolution and dissemination of lessons (best practices or issues), and lessons learned. The search capability provides users access to validated and released observations, issues, recommendations, and reports. JLLIS is available on both unclassified and classified networks and the Joint worldwide intelligence communications system environments.

b. It is the responsibility of the information owner/approving JLLIS organization administrator to grant user permissions based on their organization's SOP. There are defined roles within JLLIS: administrator, LM, and authorized user. The role assigned determines which permissions, menu items, and system capabilities the user can access. The use of JLLIS facilitates improvements to organization and/or Army readiness.

6–2. Appointments and training

- a. JLLIS administrators will be appointed in accordance with AR 11–33.
- b. Training will be conducted in accordance with AR 11–33.

6–3. Roles and responsibilities

JLLIS administrators are responsible for the following actions during the lessons learned process:

- a. Conduct JLLIS operations in the organization.
- b. Train command and staff on how to use JLLIS throughout the lessons learned process.
- c. Monitor JLLIS operations in subordinate organizations. This includes ensuring that each subordinate organization appoints a JLLIS administrator, as needed.
- d. Maintain the organization's JLLIS page to include any suborganizations. This includes, but is not limited to, changing permissions for members, moving members to other organizations, changing statuses for stagnant observations and documents, and contacting LMs for changes.
- e. Maintain the organization's overall status of observations, documents, COP, binders, collection plans, and issues.
- f. Provide reports to the commander on JLLIS functions and inputs in accordance with the organization's SOPs and commander's guidance.
- g. Provide input to the Army Tier 1 administrator regarding JLLIS performance metrics, enhancements, and upgrades as part of the quarterly JLLIS configuration control board.
- h. See table 6–1 for functions and tasks available to JLLIS users, LMs, and JLLIS administrators.

Table 6–1
Joint Lessons Learned Information System functions and tasks

Tool	JLLIS User	LM	JLLIS Administrator
Consolidated Document Record	Upload document Provide initial metadata	Review document Change status Edit metadata	Provide assistance
COP	View only	Create Add contributors Add content	Provide assistance
Binder	Create Edit	Create Edit Change ownership	Provide assistance
Collection Analysis Plan	Create	Edit Change status Change organization	Provide assistance
Observation Worksheet	Create	Create Import Edit	Provide assistance
AARs	Create Link observations Link documents	Create Edit	Provide assistance
Issue Resolution Tool	View only	Create Edit Assign members	Provide assistance

6–4. Best practices

The following are recommended best practices for JLLIS administrators:

- a. Be an advocate for using JLLIS in the organization's lessons learned program.
- b. Work with OLM and LMs to keep their organization's JLLIS data updated.
- c. Keep up-to-date on JLLIS enhancements.
- d. Regularly check the status of the organization's observations to minimize those in a pending status.
- e. Recommend changing the status of pending observations within 30 days or delete.
- f. Use available report tool on either the unclassified or classified JLLIS website, as needed.

Chapter 7

Army Lessons Learned Process

7–1. Overview

a. All organizations should understand the four-phase lessons learned process the Army uses to discover, validate, integrate, and assess observations. Validated observations become lessons that are comprised of a best practice or issue. Dissemination and archive of observations and lessons (best practices or issues) occur throughout each phase (see chap 12).

(1) Discovery phase produces observations from multiple sources using direct and indirect collection methods (see chap 8).

(2) Validation phase reviews and analyzes observations to validate best practices or issues (see chap 9).

(3) Integration phase resolves or mitigates validated issues through unit, force proponent, and Army initiatives and turns them into actions by both the operational and institutional Army (see chap 10).

(4) Assessment phase ensures hard-won lessons are actually learned and effective (see chap 11).

b. Consult the JLLIS User's Guide for detailed instructions on how to use JLLIS during all ALLP phases.

c. Commanders and leaders drive this four-phase process. Implementing the lessons learned process improves readiness by collecting and sharing observations and lessons and builds a repository for the current and future organization and Army.

7–2. Description of process

a. Figure 7–1 depicts the key elements of the four-phase Army lessons learned process. Although the process appears linear, it is not. All phases have overlap with dissemination and archiving occurring to some degree in each phase. Organizations can adopt applicable portions of this process to establish their own lessons learned capability.

b. See appendix B for a sample lessons learned SOP.

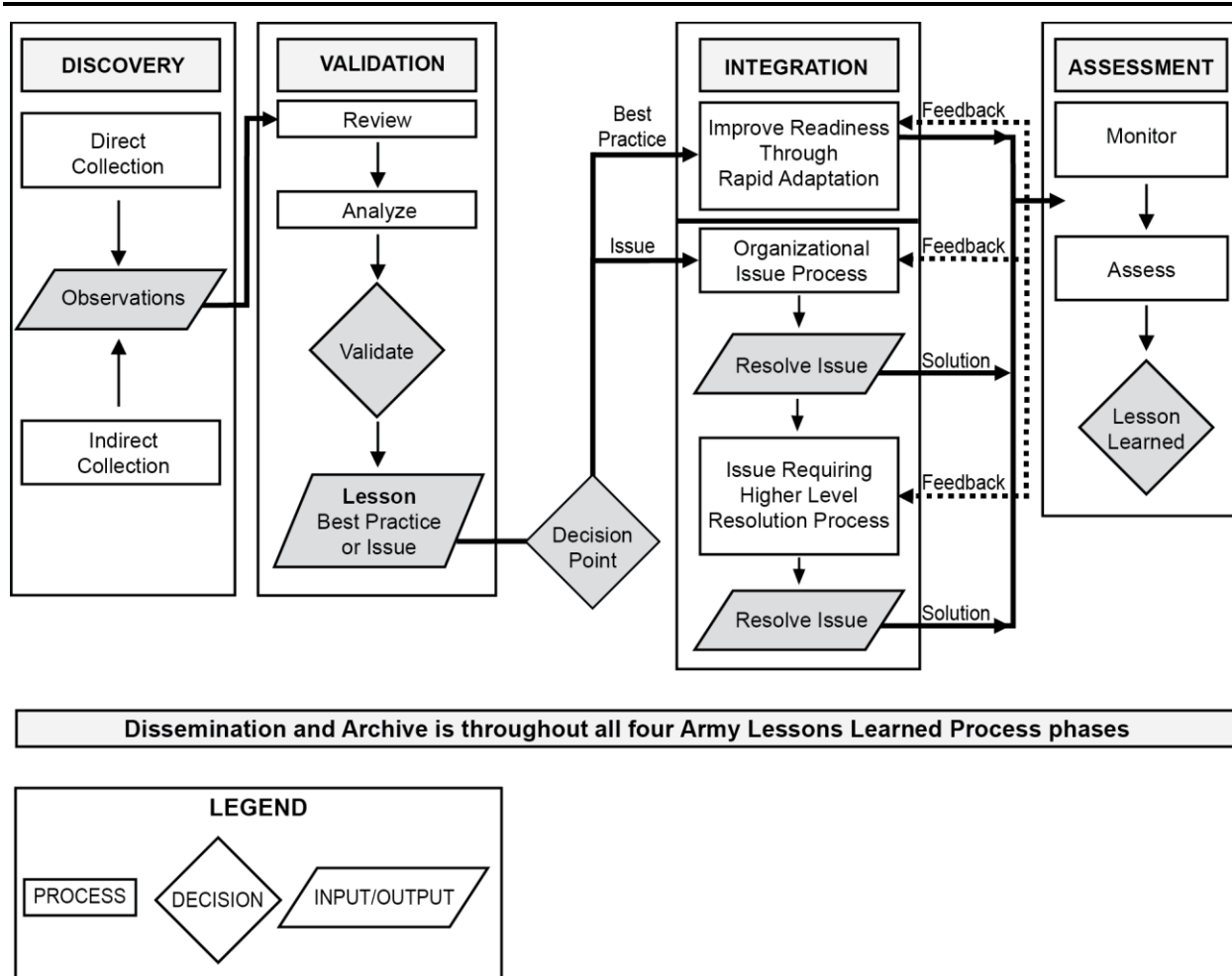


Figure 7–1. The Army Lessons Learned process

Chapter 8

Discovery Phase

8–1. Description

a. *Definition.* See glossary.

b. *Process.* Discovery is the initial phase and foundation of the ALLP because it produces observations from multiple sources. The main input in this phase are raw observations. The goal of this phase is to take raw observations and conduct a review and analysis of them to develop refined observations. The main output in this phase is one or more refined observations that commanders and/or OLM will validate in the next phase. See figure 7–1 for the discovery phase process.

c. *Organization actions.* Commanders provide guidance and establish processes to collect direct and indirect observations in their organization. To ensure quality observations, collectors should be trained on lessons learned principles and use a collection plan approved by the commander and/or OLM. Organizations can use multiple sources for collections such as direct observations, trend reports, key leader interviews, and AARs from operations, training exercises, and experiments. Operational missions, CTC rotations, and WFX events are examples of opportunities for collecting observations. This includes Army collection requirements published in HQDA EXORDs. Commanders weigh the cost for conducting a collection against the future benefits to see if it is cost effective. Organizations enter collected observations into the process as unrefined information for analysis.

8–2. Collection techniques

The ALLP recognizes two types of collection efforts: direct and indirect. The Joint community refers to them as active and passive collections. Both collections have the same goals, but require different resources. A direct collection requires detailed planning and is usually a top-down driven process. The indirect collection requires much less planning and is generally a bottom-up process.

a. *Direct collection.* Generally involves observations that come from the original observer. An example of direct collection is a team of SMEs assembled to focus on specific issues generated by HHQs. The team then deploys to required locations to complete a collection on a specific organization, operation, and/or event. Organizations can request direct collection support from HHQs if they decide that the scope of their collection is beyond their organic capabilities or the issue to address is outside any SME resident in their organization. Some effective direct collection techniques are collection teams, interviews, and surveys.

(1) *Collection team.* Appendix D contains a description of the collection team and appendix E contains a sample format of a collection plan.

(2) *Interviews.* Appendix F contains information on how to conduct an oral interview.

(3) *Surveys.* Appendix G describes the process to create an effective survey.

(4) *Collection report.* Appendix H contains a recommended collection report format.

b. *Indirect collection.* Generally involves observations obtained from a review of disseminated and/or archived lessons learned material. An example of indirect collection is reviewing after action reviews or AARs from CTC rotations, WFX events, or operational deployments.

(1) *After action report.* The recommended format for AARs includes observations from each critical phase of an organization's training exercises, experimentations, war games, or operations (such as mobilization, predeployment, deployment, redeployment, and post-deployment phases). It highlights an organization's significant accomplishments and lessons (best practices or issues). An AAR also serves as a historical reference and training management tool. The purpose is to share critical observations within an organization, but more importantly with the rest of the Army—especially with organizations getting ready to participate in similar events. This is why it is important to complete a written AAR and submit it in JLLIS or to CALL for archiving. The Army is most agile and adaptive when it can rapidly validate and disseminate lessons across all echelons. See appendix C for a sample AAR format.

(2) *Research.* Generally involves a lessons learned document review through various venues, listening to recorded key leader interviews, reading professional articles on related matters, or using software analytics to produce trend analysis or solutions.

c. *Blended collection.* Using both direct and indirect collection techniques allows for improved cross-checking of information to enhance accuracy and consistency of collection data.

8–3. How to use Joint Lessons Learned Information System in the discovery phase

Commanders provide guidance and establish a process to use JLLIS in their organizations. Organizations can use multiple tools in JLLIS to accomplish their collection objectives. The goal is to enter observations into JLLIS, share them within their organization, and to archive them for future analysis by the Army.

a. The collection analysis plan module in JLLIS provides a standard format to improve the development and collaboration of organizational collection and analysis plans. See appendix I for additional information.

b. Organizations input their observations directly into JLLIS using the observation management system (add observation) of their JLLIS homepage or generate an observation worksheet to record their data. JLLIS uses the observation, discussion, and recommendation format to capture those key elements of the discovery phase. The observation entry contains a statement of perceived fact to summarize the accomplishment or shortcoming. The discussion entry contains the necessary details and related facts so that others may fully understand the observation. The recommendation entry addresses the problem, flow from the points raised in the discussion, and specify what action should be taken and by what organization.

c. Observations entered into JLLIS during the discovery phase should be in either a draft or a pending status. See appendix I for additional information.

(1) *Draft observations.* Observations submitted into JLLIS that allow the user to edit without sending the observation for validation. These observations are viewable by the originator but not viewable to other authorized users.

(2) *Pending observations.* Observations submitted into JLLIS and awaiting review by the LMs are automatically set to “pending” status and are not viewable by other authorized users.

(3) *Active observations.* Observations remain in a pending status, not viewable by other JLLIS users, until an LM reviews and makes the status active for everyone in JLLIS to view.

(4) *Unpublished observations.* Pending or active observations that are not viewable to all JLLIS users. The goal is to change to “published” status within 30 days or delete, as needed.

(5) *Published observations.* Active observations that are viewable to all JLLIS users. The goal is to validate within 30 days.

d. The JLLIS AAR module provides fields to capture an event summary, mission intent, objectives, locations, milestones, participants, and links observations and issues.

8–4. Best practices

Take the following recommended actions during the discovery process:

- a. Standardize observation collection formats.
- b. Review prior lessons during mission analysis to optimize training event, mission, or experimentation.
- c. Include specified tasks for submission of observations in training and mission orders.
- d. Implement knowledge management tools to disseminate and archive observations.
- e. Include key observations in daily or weekly battle rhythm events.
- f. Use the JLLIS observation worksheet to capture key elements of an observation during the discovery phase. JLLIS users can download this observation worksheet, fill in the data (even without internet connectivity), and submit later when connectivity to JLLIS is available.

Chapter 9 Validation Phase

9–1. Description

- a. *Definition.* See glossary.
- b. *Process.* The validation phase consists of a formal review, analysis, and validation of observations. The main input in this phase is the raw observation. Not every observation entered in JLLIS will meet the validation criteria. The main output in this phase is a validated lesson. A lesson is either a best practice or an issue. A best practice is generally information discovered and implemented at the organizational level that improves operations. An issue may be a problem that organizations resolved or a problem that requires further action to resolve. See figure 7–1 for the validation phase process.
- c. *Organization actions.* Commanders provide guidance and establish a process to effectively review, analyze, and validate observations in their organization. Once validated, the status of the initial observation moves from “pending” to “validated” and the observation becomes a lesson.

9–2. Validation techniques

This phase begins with analysis of information from the discovery phase and ends when the proper authority validates the observation. The key difference between an observation in the discovery phase and an observation ready to be validated is actual recommendations for action.

- a. *Review.*
 - (1) The review step starts with units collecting and organizing all the data. This step is the process of collating all of the raw observations by topic or WfF ensuring the information in each observation is complete and relevant. It is also the start point for comparing data, identifying trends, or determining if there were any unusual or contributing factors behind the issue. LMs and others conduct background research to gain knowledge on the issues or to increase their level of subject matter expertise.
 - (2) Effective review techniques that analysts can use include:
 - (a) *Points of contact.* OLMs can establish POCs with the appropriate SMEs who can offer their assistance during the analysis phase.
 - (b) *Additional review.* LMs can follow-up on interviews or phone calls, review other collection reports, and search JLLIS or other lessons learned databases for related information.
- b. *Analysis.*
 - (1) The analysis step begins with LMs reviewing and analyzing raw data. This step is the process of transforming raw data into actionable recommendations and ensuring the commander and organization

completely understand all aspects of the issue. Although analysis is part of the validation phase, it should occur throughout the entire lessons learned process. Effective analysis requires a systematic process to examine the information collected and understand why or what contributed to the need for improvement. Several factors influence the level of analysis include subject expertise, resources, or time available that affects the quality of the final product. In some cases, it is more important to conduct a limited analysis and expedite the results back to the organization so they can start to take corrective action. In other cases, the complexity of the issue or resolution necessitates a more detailed analysis.

(2) Effective analysis techniques that analysts can use include:

(a) *Group discussions.* LMs can use group discussions to examine observations in more detail, identify capability gaps, understand root cause, and determine any related issues.

(b) *Trend analysis.* LMs can look at a single observation in JLLIS to determine if there are other like observations already in the system. If there are, analysts capture the observations so that the validation authority understands whether this is an isolated event or others are seeing it across the force.

(c) *Statistical analysis.* LMs review products such as AARs, surveys, or interviews to examine observations with numerical data. Analysts model the data patterns in a way that accounts for randomness and uncertainty in the observation.

(d) *Root cause analysis.* LMs look for the reasons why a problem is occurring. This method provides validation authorities with a tool that properly identifies root causes of issues and greatly reduces or eliminates the issue from recurring. The root cause is the underlying reason why something happens or does not happen. There are two forms of root causes: systemic root causes and local root causes. Every problem has a root cause, but some root causes present a larger pattern while others are local.

1. *Systemic root causes.* When a problem is widespread and presents a pattern, the problem is likely to be systemic in nature. The validation authority can often trace a systemic problem back to a DOTMLPF-P domain.

2. *Local root causes.* When a problem is not widespread and does not present a pattern, the problem is likely to be local in nature. Local problems affect only one organization or a small group of individuals. The validation authority can often trace a local problem to an organizational SOP or particular person's decisions, demeanor, or statements.

3. *Root cause analysis model.* This model provides a framework for leaders, LMs, or personnel to think through reasons why something is happening or not happening. This model assists the critical thinking process to determine what went right or wrong by posing a series of questions. Figure 9-1 depicts the key elements of root cause analysis.

(e) *The "why's" method.* LMs use a raw observation and begin asking why it happened. With each answer, another why is asked until the root cause(s) is identified. This method explores the cause and effect relationship underlying a particular issue.

(f) *Political, military, economic, social, information, infrastructure, physical environment, and time analysis.* LMs can use these operational variables to improve their understanding of the operating environment of the observation and its impact on the force.

(g) *DOTMLPF-P analysis.* LMs can use these capability gap areas to determine potential recommendations to solve potential issues. LMs can also develop mitigating measures to help the force in the near term until DOTMLPF-P actions are implemented.

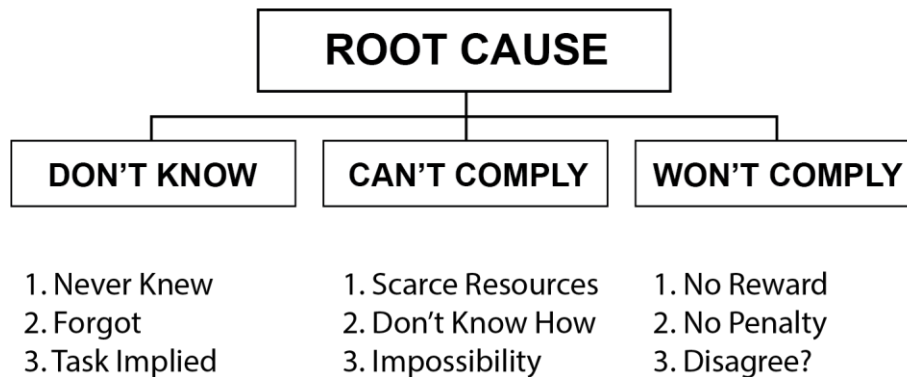


Figure 9–1. Root cause analysis model

c. *Validation.* The validation process uses several similar or recurring observations to determine if a best practice or an issue exists and makes recommendations for corrective action. A validated best practice or issue with a recommended solution becomes a lesson at this point.

(1) Commanders have the authority to validate a lesson at the organizational level, especially if it concerns personnel safety or mission accomplishment. Commanders also have the authority to delegate others to validate on their behalf such as OLM, leaders, or specific SMEs. Those delegated with validation authority should be familiar with any mission statements, unit mission essential task list and supporting collective tasks, command planning and training guidance, and doctrine and applicable SOPs.

(2) LMs make initial recommendations, but validation for Army-level issues usually requires an Army proponent with authority to initiate DOTMLPF–P changes to make the final determination.

(3) Consider the following guidelines when making recommendations for validation:

(a) *Screening criteria.* Ensure recommendations meet the feasible, acceptable, and suitable criteria. Where possible, analysts write recommendations as tasks to answer who should do what to solve or integrate the solution. It is helpful to include what the impact would be if the issue continues uncorrected.

(b) *Supporting documents.* Provide credibility to the observation by supporting conclusions with factual examples, statistical data, interview transcripts, or other documents that help facilitate the issue resolution process. Avoid using personal opinions.

9–3. How to use Joint Lessons Learned Information System in the validation phase

a. LMs use JLLIS to provide analysis and input for each observation. This may require LMs to change the status of the observation to draft, which enables the initial user to see his or her observation in JLLIS and provide any details as requested by LMs. LMs use the JLLIS comments box to provide analysis. Once LMs or proper authority completes the analysis and attaches any supporting documents and/or metadata to the observation, they will change the observation status to “validated.” This process may take some time. It might require multiple exchanges between LMs or proper authority and user to gather enough information to conduct a comprehensive analysis of the observation for validation. Not every observation moves to a validated status. Observations in JLLIS that do not meet the criteria for validation but provide valuable information that contributes to a best practice, trend, or lessons learned remain in an active status “published” or “unpublished.”

b. Commanders determine the best way to validate observations in JLLIS for their organizations. There is no right or wrong answer as long as LMs provide analysis for each observation. JLLIS managers can also select the button in JLLIS to turn an observation into an issue in the issue resolution tool. See appendix J for additional information. Finally, LMs coordinate with their commander to build an AAR shell in JLLIS using the AAR builder tool. LMs link “active” or “validated” observations to the AAR shell or collection and analysis plan, if used.

9–4. Best practices

a. Commanders establish a JLLIS status change timeline in their lessons learned SOP to inform personnel of key milestones to complete the lessons learned process.

b. Use the AAR shell or collection and analysis plan in JLLIS to link observations.

c. Use these additional questions during analysis:

- (1) Where is the problem occurring?
- (2) What is the mission focus?
- (3) Is it worth the expenditure of resources to resolve?
- (4) Do we have the resources available to deal with the issue?
- (5) Are we properly staffed and funded?
- (6) Is this a policy issue?
- (7) Is senior leadership aware of the issue?
- (8) Is it already in an organizational issue list?
- (9) Why is this issue not being resolved?
- (10) Who is impacted by the issue?

9–5. Lesson outputs

Lessons (best practices or issues) are products of the validation phase. Lessons are generally actions taken to overcome challenges, while best practices are specific actions identified with superior personal or organizational performance. LMs disseminate lessons and post them in JLLIS to share across the Army. Handbooks, smartcards, and other products incorporate lessons. Review lessons to determine their complete status as an issue and further integration of requirements. Some lessons require little or no resources to resolve. Other lessons require a further degree of analysis. Always try to resolve issues at the lowest level. If this is not possible, forward the lesson to the next HHQs so it can be framed, developed, and a solution approved and resourced.

Chapter 10 Integration Phase

10–1. Description

- a. Definition.* See glossary.
- b. Process.* The main inputs in this phase are lessons that need to be reviewed for applicability or issues requiring resolution. The goal of this phase is to improve readiness by integrating best practices and issues into JLLIS for sharing across the organization and/or Army. The main outputs in this phase are two-fold: integration of best practices into the organization to improve performance and integration of issues to resolve at the organizational level. See figure 7–1 for the integration phase process.
- c. Organization actions.* Commanders provide guidance and establish a process to effectively frame the issue, develop courses of action, determine priorities and risk, and approve a solution. Commanders attempt to resolve issues at the lowest level possible. If that is not feasible, they should forward the issue to their HHQs, FM proponent, or to the ALLF for resolution, as required.

10–2. Integration techniques

- a. Integration into operational Army.* The ALLP provides units with lessons learned support before, during, and after events during all phases of operations, training, and modernization. Units, supported by their trained LMs, share their lessons by uploading them to JLLIS. CALL synthesizes input from across the ALLP community and disseminates pertinent lessons learned products. Integration results from incorporating lessons into the issue resolution process. This includes dissemination of newly accepted best practices or unresolved issues to stakeholders for consideration in their ongoing operations processes.
- b. Integration into institutional Army.* One of the main goals of the ALLP is to inform doctrine. Doctrine writers periodically review lessons learned products to determine if lessons require codification in doctrine. Another goal of the ALLP is to provide organizations with lessons learned “push packages” prior to deployment or training that contain the most recent and relevant lessons. Schools and centers integrate validated lessons into DOTMLPF–P venues that update existing programs of instruction with the most current lessons to support learning objectives. Finally, capabilities development and integration directorates use lessons learned products to inform their functional concepts, force management, and force development efforts.
- c. Organization and proponent issue resolution.* Issues should always be resolved at the lowest level possible. Organizations have their own processes for issue identification and resolution. This includes elevating the issue up the chain of command. Where organizations can resolve the issue, organizations enter the solution and/or recommendation into JLLIS and share the lesson so other organizations can

benefit from the knowledge. The next level of issue resolution may occur at the Army proponent level. Generally, these organizations will be the FM proponents in accordance with AR 5–22 with primary responsibility and duties relative to DOTMLPF–P requirements for particular functions. In the event an issue exceeds the capability of a proponent to integrate and requires rapid adaptation, the proponent may nominate the issue to the ALLF. CALL, as the Army’s office of primary responsibility (OPR) for the ALLP, facilitates the ALLF.

d. Army Lessons Learned Forum issue resolution. The ALLF provides a venue where operational force and institutional force senior leaders may assign resolution action to appropriate agencies by collaborating and rapidly addressing ACOM, ASCC, and theater commander issues concerning operations, training, and resources. Corrective actions are described in the DOTMLPF–P context. CALL gathers, documents, and facilitates initial analysis of information on commander issues in conjunction with other force management proponents. CALL also analyzes and rapidly disseminates time sensitive information to the organization that has immediate impact. CALL then recommends which proponent should be the appropriate lead to develop further the action, conduct the DOTMLPF–P assessment, and plan resolution with support from SMEs assigned to other schools and centers. The designated issue lead uses forum sites and virtual working groups to develop the action plan with stakeholders and begin the discussion concerning corrective actions.

e. Army Lessons Learned Forum issue resolution process. The ALLF issue resolution process follows these steps: senior leader involvement, designate lead organizations and assign responsibilities, develop an action plan, determination to commit resources, and implement corrective action.

(1) *Submitting an issue.* Issues requiring rapid resolution emerge from several sources and anyone can nominate an issue to CALL. Organizations and individuals submit issues through JLLIS. Organizations also nominate issues on the professional forums or directly to CALL by processing an RFI on the CALL website, by email, or by any other appropriate electronic means. General officers or senior leaders may forward issues directly to CAC or CALL. The Joint lessons memorandum, used by the Joint Staff to inform the Services of lessons that are joint in nature and require analysis and resolution, can also process joint issues. This validated observation immediately alerts CALL of a pending issue that affects Servicemember and civilian lives and/or mission success.

(2) *Oversight.* The CGs of TRADOC, FORSCOM, AFC, and AMC co-chair the ALLF. The forum provides a proactive means to promote sharing of ideas and collaborate on solutions to Army-level issues. The goal is to drive positive Army change and increase readiness. The ALLF resolves issues and accelerates rapid adaptation of lessons that adjust DOTMLPF–P across the levels of war and between the operational and institutional force to enable continuous improvement. The ALLF battle rhythm consists of a cycle of AOWGs, CoCs, and GOSC meetings. Through these virtual meetings, stakeholders discuss issue resolution and recommend solution sets. The AOWG and the CoC present refined recommendations for decision to the senior leadership.

(a) *Action officer working group responsibilities.* The mission of the AOWG is to frame the issue by defining the problem, identifying potential DOTMLPF–P solutions, recommending courses of action, and developing an end state by formulating an action plan to resolve the issue. The AOWG also nominates and prioritizes new topics and issues, prepares decision briefings for the CoC and GOSC, and develops the draft agendas. CALL moderates AOWG sessions. Additionally, the AOWG makes recommendations for issue lead/assist assignments at the lowest level of resolution possible. Assigned leads are responsible for working with the assigned assists and CALL SMEs to scope the issue and ensure the issue is relevant, suitable, and distinguishable from ongoing efforts in other Army issue resolution processes. Assigned leads will use the existing proponent system and WfF processes and forums across the domains of DOTMLPF–P to develop and implement remedial actions in accordance with DCS, G–3/5/7 directives. Assigned leads prepare and submit issue documentation as well as develop and present issue briefings, which include concrete proposals for resolution action with specific recommendations and resource requests for decision by the ACOM commanders and DCS, G–3/5/7, particularly in view of the need to conserve resources. Issue briefings should address how action agents are measuring progress and what metrics and measures of effectiveness are currently used to determine when an issue is ready to be closed. CALL, AOWG, and others will assist issue leads in developing assessment plans and gathering data. As directed, assigned leads present topics and action plan recommendations to the AOWG, CoC, and GOSC. The assigned lead uses the “Issue Resolution” tool in JLLIS, the system of record, to encourage and foster collaboration and discussion with the AOWG and assigned assists; publish working drafts digital products; and initiate, track, publish, and manage milestones.

(b) *Council of colonels responsibilities.* The mission of the CoC is to further facilitate issue development and approve the action plans in preparation for the GOSC. CALL facilitates and moderates the CoC virtual forums. The CoC reviews, discusses, and prioritizes topics and issues; assigns lead/assist responsibilities to develop action plans and reviews the plans for approval or return to AOWG for further refinement; and directs and prioritizes issue resolution actions to include resource allocations within authorities of participants. The CoC provides status on previously assigned and newly developing issues and remedial action plan implementation to the ALLF GOSC. The CoC works to obtain decisions/support from resource and policy-making bodies, OPRs, and steering committees to ensure rapid resolution and integration into the DOTMLPF–P processes. The CoC recommends the closure of issues, approves all presentations going to the GOSC, and approves the final GOSC agenda.

(c) *General officer steering committee responsibilities.* The mission of the GOSC is to provide a general officer-level decision, resource allocation, tasking directives, and guidance on each recommendation made by the CoC. The CG, CAC, chairs the GOSC. Voting members are deputy CGs for FORSCOM, AMC, AFC, and Army DCS, G–3/5/7 or their designated representatives. CALL moderates the GOSC and publishes the executive summary (EXSUM) and all due-outs. The GOSC-approved issues and topics are tasked for action and the actions are recorded in the GOSC EXSUM. Results of the GOSC are updated and vetted action plans, with metrics on the assigned tasks and solution sets. The GOSC recognizes that some action plans may take considerable time to resolve fully. However, task closure does not occur before ensuring a holistic solution is in place. Organizations may refer issues requiring a joint resolution to the Joint Staff J–7 to influence the Joint lesson memorandum process. Occasionally, the GOSC may recommend presentation of that information to the four-star commanders for TRADOC, FORSCOM, AMC, and AFC.

10–3. How to use Joint Lessons Learned Information System in the integration phase

JLLIS facilitates the collection, tracking, management, sharing, collaborative issue resolution, and dissemination of lessons learned to improve the development and readiness of the force. The issue resolution module provides visibility of issues to all JLLIS users. LMs can manage, track, assign, and monitor the status of issues. Some features of the issue resolution tool include:

- a. A dashboard view of the number of issues by selected categories such as DOTMLPF–P, status, and so on, as well as the ability to view in graphical format.
- b. Issue types to identify lessons (best practices or issues), lessons learned, or repeat issues.
- c. An issue resolution workflow: active, analysis, validate, integration, monitor, evaluate, lessons learned, closed, canceled, and hold.
- d. Issue subscription.
- e. LMs review assigned items and take appropriate action with applicable stakeholders.

10–4. Best practices

Take the following recommended actions during the integration process:

- a. ALLF participants should nominate topics that improve the Army and have a scope that requires input from multiple headquarters and organizations. A well-scoped topic encourages maximum participation of ALLF participants and ensures that resolutions receive influence from a broad spectrum of expertise, organizational buy-in, and resolution implementation.
- b. Senior leaders for ALLF GOSC topics should remain involved in the ALLF GOSC process from topic nomination through resolution implementation to ensure proper progression of the issue. It also prepares senior leaders for updates to the ALLF GOSC co-chairs.
- c. Senior leaders should ensure that organizations send the appropriate attendees to the AOWGs or topic working group meetings to facilitate planning, collaboration, and decision making at the lowest level.
- d. Set milestones and reporting deadlines within the JLLIS issue resolution module to ensure timely feedback on organizations issues.

Chapter 11

Assessment Phase

11–1. Description

- a. *Definition.* See glossary.

b. Process. The purpose of the assessment phase is to monitor and assess whether the implemented solutions achieved improved organization readiness or personal performance. The main output in this phase is for an organization to determine whether a lesson was learned or needs to be resubmitted back into the integration phase for additional issue resolution. See figure 7–1 for the assessment phase process.

c. Organization actions. Commanders provide guidance and establish a process to effectively monitor, establish evaluation criteria, and assess implemented solutions in their organizations. Once assessed as a lesson learned, organizations revise applicable SOPs and/or mission orders, modify future training events, and update other areas of their organization. OLMs also inform subordinate organizations and/or the Army of any critical lessons learned.

11–2. Assessment techniques

a. Monitor. Monitoring and validating a lesson (best practice or issue) often requires an enduring collection and monitoring capability that many organizations do not have the time or resources to conduct. Monitoring can be an indirect or direct collection effort. It can take the form of physical observation, verbal feedback, reviewing AARs, or coordinating with other organizations to assist in monitoring. In many ways, the process can go full circle and the organization re-enters the issue into discovery phase. Events such as home station training, CTC rotations, WFX and Joint exercises, and experiments help organizations determine if the lesson was applied and learned. Organizations can also achieve this assessment by observing operations and deployments.

b. Assessment. Assessment is making a professional judgment that the lesson results in the intended change in an organization or a Soldier performance or readiness. Assessment confirms improved performance or readiness. Commanders continuously verify lessons learned since its validity can change based on any number of variables. It is imperative that organizations resubmit issues into the lessons learned process if the lesson did not achieve the desired results. This is to ensure that corrective actions can be emphasized or new solutions recommended.

11–3. How to use Joint Lessons Learned Information System in the assessment phase

During this phase, OLMs continue to monitor the status of their organization's observations and lessons. The OLM, in conjunction with his or her commander, determines if the solution corrects and addresses the lesson or requires further work in the lessons learned process. JLLIS users contribute to the assessment process by providing feedback on all observations. There are two methods for feedback in JLLIS; one is the member perspective field and the other is the comments box.

a. Member perspective. The member perspective field allows any user to provide feedback on any observation or document within JLLIS. This field, when populated, sends an email to the originator that a new perspective is in the system. The observation owner has the option to respond to the member perspective for clarification or collaboration.

b. Comments box. The comments box allows any user to provide comments to a posted document within JLLIS. The comments display in the order of posting. The document owner has the option to respond to the comments for clarification.

11–4. Best practices

Take the following recommended actions during the assessment process:

- a.* Identify applicable criteria to use for assessment.
- b.* Identify applicable assessment methods and venues.
- c.* Avoid individual or group bias to ensure assessment are objective.
- d.* Ensure personnel assessing are SMEs or trained to ensure quality.
- e.* Understand the process to capture and review feedback.
- f.* If using JLLIS, add "lessons learned" to the end of the observation title in the topic box.
- g.* If using JLLIS, change status drop down to "lessons learned" in the issue resolution tool.

Chapter 12

Dissemination and Archiving

12-1. Description of dissemination

- a. *Definition.* See glossary.
- b. *Process.* The main input is direct and indirect observations and submission of lessons learned products. The goal is continuous dissemination of an organization's lessons (best practices and issues). The main output is distribution of validated lessons to effect lasting change; improve performance, readiness, or capabilities; and promote organizational learning. See figure 7-1 for continuous dissemination phase.
- c. *Organization actions.* Commanders provide guidance and establish a process to effectively capture lessons learned products and rapidly disseminate them throughout their organization and to other organizations, as required.

12-2. Dissemination techniques

- a. *Internal.* LMs, in coordination with SMEs, analysts, and participating organizations, identify relevant lessons learned and disseminate them appropriately.
- b. *External.* LMs, in coordination with Joint forces and UAPs, identify relevant lessons learned and disseminate them appropriately. LMs coordinate with their security manager and/or foreign disclosure officer for appropriate clearance. LMs should consult their public affairs officer if working with public releasable information.
 - (1) *Direct dissemination.* A method for actively sharing pertinent lessons learned products such as bulletins, newsletters, periodicals, white papers, and collection reports to specific target audiences.
 - (2) *Indirect dissemination.* A method of using a data repository such as JLLIS or ALLP portals to share lessons learned products to allow access and application by authorized personnel.

12-3. Description of archiving

- a. *Definition.* See glossary.
- b. *Process.* The main input is the continuous archiving of an organization's observations and lessons (best practices or issues). Archiving lessons, to include implementation of corrective actions and solutions, can occur in each phase of the ALLP. The goal is to archive lessons for immediate collaboration and future access to use for planning during operations and training. The main output for the archive phase is to effectively store and manage lessons in an accessible organizational knowledge management system. The Army is committed to creating and maintaining a single repository, currently JLLIS, for observations and lessons learned products. See figure 7-1 for continuous archive phase.
- c. *Organization actions.* Commanders provide guidance and establish a process to effectively capture lessons learned products and archive them rapidly in their organization. In addition, commanders submit appropriate AARs into JLLIS, as required. Organizations can use digital repositories to store information, facilitate the historical preservation of information, and allow users to conduct research. Archived data should be easily retrievable and available to any authorized user by providing a logical system for storing and updating information. Finally, repositories must have the capability to store and protect both classified and unclassified data. Organizations should develop SOPs for establishing and managing classified and unclassified archives.

12-4. Archiving techniques

- a. *Individual.* Personnel follow local SOPs, Army regulations, and mandatory security protocols for archiving lessons learned material.
- b. *Organization.* Commanders and OLMs establish clearing procedures to gather significant lessons learned material from personnel prior to their departure so that key historical data is not lost to the organization or the Army.
- c. *Joint Lessons Learned Information System.* Organizations should continuously archive observations, validate best practices and issues, resolve issues, and upload supporting documentation into the JLLIS portal. OLMs should consider using a standard naming convention for observations and documents loaded to JLLIS. This will make it easier for an organization to recall archived information. A standard file-name convention should include the date of the observation, subject, unit, and exercise. For example,

Date_Subject_Unit_Exercise. Keep naming conventions simple to ensure personnel understand the standard and know how to use JLLIS search functions to find information.

12-5. How to use Joint Lessons Learned Information System to disseminate and archive

JLLIS provides the user a platform for posting observations, documents, and issues into one central location, allowing for maximum visibility of current and past products. Effectively disseminating, archiving, and sharing lessons learned information with others at the appropriate level is an essential element to the overall success of the ALLP. JLLIS administrators have the capability of designing and exercising several key functions within JLLIS:

a. *Joint Lessons Learned Information System homepage.* The JLLIS homepage provides organizations with both a “featured items” and “latest news” section used for highlighting items of importance or interest to their users.

b. *Community of practice.* The COP function provides a central location to share observations, collaborate on resolution, and post items of interest to a particular group. LMs only have the capability of building COPs within their own tiers in JLLIS. There are two types of COPs within JLLIS:

(1) *Internal community of practice.* This COP is only viewable to members within that organization’s tier.

(2) *Joint community of practice.* This COP is viewable to all JLLIS members.

c. *Binders.* The binder function allows the user to create a collection of information around a central theme or topic. It is, in essence, an electronic filing system for grouped information and can contain observations, issues, documents, and other binders.

d. *After action report.* The JLLIS AAR feature provides the ability to create an AAR using the AAR builder tool while also linking the active and/or validated observations to the AAR. If an organization produces a Word document or PowerPoint slide AAR, LMs can attach these documents to the completed AAR in JLLIS or load them into the document repository tagged as an AAR for future use and analysis.

e. *Share capability.* LMs have the ability to share observations with other organizations in JLLIS by utilizing the “shared” tab in the observation. This allows other organizations to collaborate on key observations without direct collection.

f. *Army tier Joint Lessons Learned Information System visibility.* Commanders or OLMs can request to add a featured item to the Army JLLIS tier page by contacting the Army tier JLLIS administrator at CALL.

12-6. Best practices

Take the following recommended actions during the dissemination and archive process:

a. Ensure organization distribution lists are current and include all key leaders.

b. Establish a learning organization mindset and share observations and lessons (best practices or issues) with adjacent units and/or organizations.

c. Establish a standard naming convention for lessons learned products.

d. Avoid any loss of lessons learned knowledge due to lack of archive management or rotation of commanders, staff, and/or LMs.

e. Ensure WFX, CTC, operational deployment, and other AARs are uploaded in JLLIS or submitted to CALL’s restricted website at <https://call2.army.mil> under the “Submit Articles” tab.

f. Incorporate newly validated lessons into unit or organizational professional development and/or battle rhythm events to maximize dissemination and situational understanding.

Appendix A

References

Section I

Required Publications

ADP 5–0

The Operations Process (Cited in *para 4–1a.*)

AR 11–33

Army Lessons Learned Program (Cited in *para 1–1.*)

Section II

Prescribed Forms

This section contains no entries.

Appendix B

Setting Up a Lessons Learned Program

B–1. The lessons learned process

a. The commander is responsible for an organization's lessons learned program and appoints an organization LM as the key figure for their lessons learned program. Everyone in an organization should be knowledgeable of all phases of the lessons learned process (see fig B–1).

b. Additionally, commanders establish a lessons learned SOP tailored to their organization. Some elements commanders should address in their SOP are key references, commander's intent, key roles and responsibilities, and how to implement their lessons learned process in each of the four lessons learned phases.

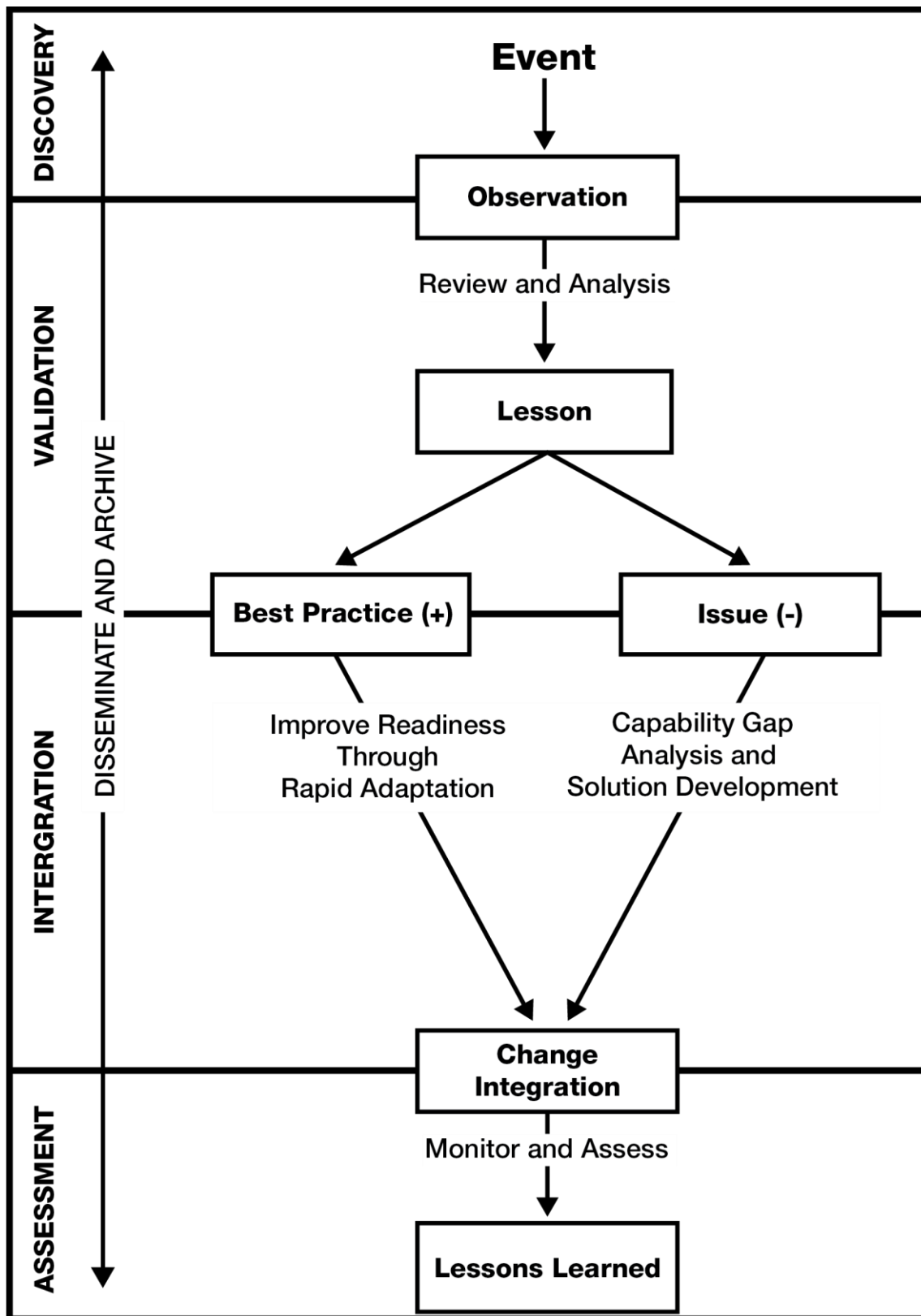


Figure B-1. Organizational lessons learned process flowchart

B-2. Sample lessons learned program standard operating procedure

A lessons learned program SOP should be constructed with the following elements:

- a. *Subject.* The subject is "Organization Lessons Learned Program."
- b. *References.* Include all references that are applicable to the organization. Examples include:
 - (1) AR 11-33 (list date of publication).
 - (2) DA Pam 11-33 (list date of publication).
 - (3) Manual for the Operation of the Joint Capabilities Integration and Development System (list date of publication).
 - (4) HQDA EXORD Army Lessons Learned Annual Plan (list date of publication).
 - (5) HHQ Command Training Guidance (list date of publication).
 - (6) Unit or Organization Command Training Guidance, for FY (list date of publication).
- c. *Purpose.* The following may be used as the purpose statement: "This SOP establishes a standardized and coordinated approach to apply our lessons learned process. This document also describes the specific headquarters staff and subordinate organization tasks, the required inputs/outputs and process flow for each lessons learned phase."
- d. *Mission statement.* Tailor the mission statement to reflect the commander's purpose, method, and end state for applicable lessons learned program.
- e. *Scope.* Define scope of the Sop. For example, "This SOP applies this headquarters staff and subordinate organizations."
- f. *Definitions.* List any important definitions used the SOP.
- g. *Responsibilities.* Identify the individuals at the highest level possible who must carry out the procedures described in the SOP and specify the functions each person must perform. Identify individuals (duty titles or positions), not organizations. See table B-1 for examples of responsibilities.

Table B-1
Sample responsibility statements

Chief of Staff, Deputy Commander, Brigade Executive Officer, or applicable person	<ol style="list-style-type: none">(1) Advise and update the commander on all matters related to the command's lessons learned program.(2) Participate in lessons learned working groups, as applicable, to monitor and advocate for progress on issues that have been elevated to the command.(3) Designate a general officer to attend the ALLF GOSC. (This responsibility normally relates to only ACOM, ASCC, DRU, and proponent organizations.)
G-3/5/7, Operations Officer, or applicable person	<ol style="list-style-type: none">(1) Advise the commander and chief of staff on training and operations matters related to the lessons learned program.(2) Designate an OLM and JLLIS administrator, in writing per AR 11-33, for the command (can be the same person). Coordinate for Army lessons learned course or MTT.(3) Review command and staff guidance, current AARs, and other products to develop and adjust the lessons learned annual plan for the current and upcoming FY, respectively.(4) Develop a plan to collect AARs for the headquarters and subordinate units and monitor submission into JLLIS.(5) Plan and coordinate post-deployment collections, as required.(6) Participate in the ALLF. (This responsibility normally relates to only ACOM, ASCC, DRU, and proponent organizations.)(7) Ensure plans, orders, and taskings address lessons learned requirements.
All staff or applicable persons	<ol style="list-style-type: none">(1) Participate in lessons learned activities to provide subject matter expertise to facilitate the resolution of issues and dissemination and archive of lessons (best practices or issues).(2) Provide input into the command's development of the lessons learned annual plan.(3) Integrate lessons learned activities into regularly scheduled battle rhythm events to optimize limited time and facilitate a learning culture in the command.(4) Use the observation, discussion, and recommendation format.
Lesson manager	<ol style="list-style-type: none">(1) All phases.<ol style="list-style-type: none">(a) Support the command's lessons learned program by implementing the CG's intent and guidance, encouraging personnel to participate, and fostering a learning culture in the command.(b) Monitor progress of the command's lessons learned process through proactive management, providing timely updates, reducing friction points, and obtaining needed

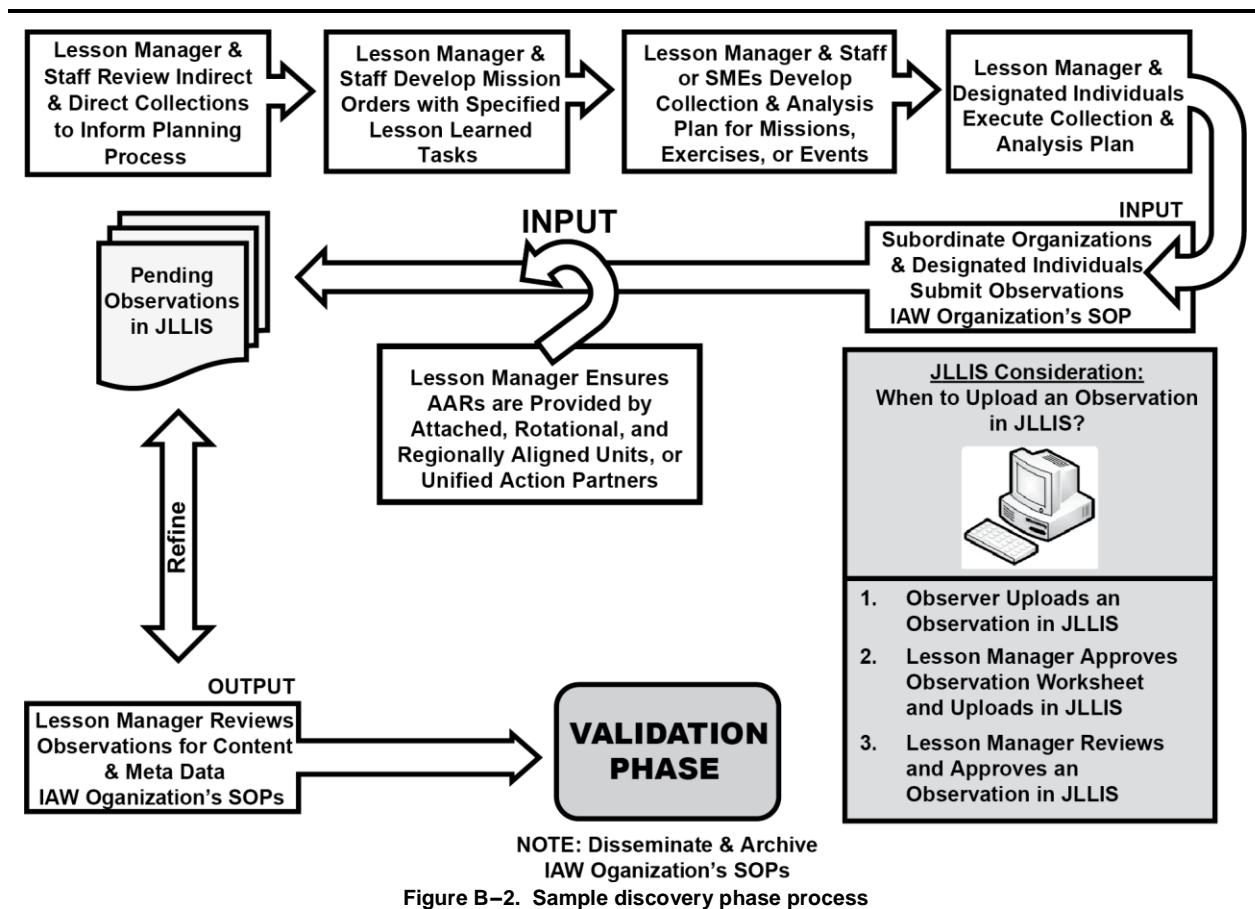
Table B–1
Sample responsibility statements—Continued

	<p>resources.</p> <p>(c) Train, coach, and mentor command and staff on the command's lessons learned process.</p> <p>(d) Use SMEs to assist with implementing the lessons learned process.</p> <p>(e) Promote the use of JLLIS and associated tools in the command's lessons learned process to capture, analyze, share, and archive lessons learned products to enhance readiness.</p> <p>(f) Review observations, within 30 days of input, to ensure data and documents entered in JLLIS are complete with topic, title, keywords, observations, discussion, recommendations, summary, and other metadata.</p> <p>(g) Provide analysis of collected observations, lessons, and emerging trends for the command.</p> <p>(h) Review internal and external lessons learned products as a routine component of the command's operations planning or training management process.</p> <p>(i) Assist headquarters and subordinate organizations by finding, creating, or using existing lessons learned products and disseminating them prior to missions or training events.</p> <p>(j) Manage, track, and coordinate lessons throughout the command's operations process. Enforce established timelines for submission of inputs/outputs.</p> <p>(k) Ensure all lessons learned information recorded and archived have command approval and required clearance before dissemination.</p> <p>(l) Submit validated issues that require external resources to resolve to the appropriate proponent or ALLF.</p> <p>(m) Review and update the command's lessons learned annual lessons learned plan.</p> <p>(n) Participate in the QPR for the ALLAP. This responsibility normally relates to only ACOM, ASCC, DRU, and FM proponents.</p> <p>(o) Provide lessons learned highlights (emerging trend, key collection event, significant output, and so on) for the Army's quarterly lessons learned bulletin. This responsibility normally relates to only ACOM, ASCC, DRU, and proponent organizations.</p> <p>(p) Participate in other warfighter forums, as applicable.</p> <p>(q) Attend the ALLSW to synchronize the command's lessons learned annual plan in the Army's plan. This responsibility normally relates to Department of the Army staff, ACOM, ASCC, DRU, proponent organizations, and officially invited organizations.</p> <p>(r) Complete the Army Lessons Learned Course.</p> <p>(2) Discovery phase.</p> <p>(a) Initiate, participate in and/or assist in collection activities for the command.</p> <p>(b) Generate observation worksheets or import JLLIS worksheets to assist with information and observation collection.</p> <p>(c) Review, with appropriate SME, all initial observations for quality and completeness.</p> <p>(d) Manage observation and document status updates in JLLIS.</p> <p>(e) Support development and management of collection plans at least 30 days prior to event.</p> <p>(3) Validation phase.</p> <p>(a) Review initial observation for completeness, accuracy, and appropriate metadata.</p> <p>(b) Forward to staff and/or appropriate organization to review and analyze the observation.</p> <p>(c) Determine if the observation is suitable to become an issue.</p> <p>(d) Identify and analyze correlation between all observations. Look for any trends.</p> <p>(e) Identify root causes and potential solutions.</p> <p>(f) Activate and publish observations to make them available for review by all JLLIS users.</p> <p>(g) Transfer and/or share with other organizations, as necessary.</p> <p>(4) Integration phase.</p> <p>(a) Use lessons learned documents or an issue resolution process to resolve issues. Look for and identify correlation between observations.</p> <p>(b) Monitor and coordinate issues throughout the command's lessons learned process.</p> <p>(c) Coordinate working groups, as needed, to assist with issue analysis and solutions.</p> <p>(d) Conduct further detailed analysis to develop solutions to address root cause of the issue.</p> <p>(e) Coordinate an action officer, as needed, to ensure progress towards resolution.</p>
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Table B–1
Sample responsibility statements—Continued

	<ul style="list-style-type: none"> (f) Forward unresolved internal issues to HHQs or proponent for resolution. (g) Nominate issues for resolution into the ALLF. (h) Recommend modifications to the command's battle rhythm, SOPs, and update other areas of the command based on resolved issues and best practices. (i) Share best practices with the Army through JLLIS. (5) Assessment phase. <ul style="list-style-type: none"> (a) Coordinate command actions to assess the solution to an issue. (b) Assess solutions as part of an appropriate event. (c) Ensure SMEs conduct assessments. (d) Re-enter issues into the issue resolution process for further work and integration, if needed. Continue to monitor the progress until complete or a command decision to end. (e) Change status in JLLIS to lessons learned, if using the JLLIS issue resolution module. (f) Document approved lessons learned. Recommend modifications to the command's battle rhythm, SOPs, and update other areas of the command. Share lessons learned with the Army through JLLIS. (6) Dissemination and archive. <ul style="list-style-type: none"> (a) Coordinate with commander to determine adequate levels, methods, and resources for the proper institutionalization of lessons learned. (b) Provide knowledge management guidance to the command to effectively capture, store, and retrieve lessons learned material in both hardcopy and/or electronic formats. (c) Maintain a lessons learned POC list to facilitate sharing information. (d) Establish lessons learned network for flash traffic and rapidly share information that could save Soldiers' lives or improve mission effectiveness.
JLLIS administrator	<ul style="list-style-type: none"> (1) Contact the Army JLLIS administrator to build an organizational tier for your network. (2) Provide Army JLLIS administrator change recommendations and notification of issues. (3) Train command and staff on how to use JLLIS throughout the lessons learned process. (4) Review and update JLLIS user roles and member permissions at least quarterly. (5) Review subordinate binders, COPs, and other JLLIS elements for compliance with command SOPs and relevancy.

h. Discovery phase. Enter text that describes the discovery phase. Include key inputs, key decision points, key outputs, and appropriate annex(s) that support this phase. See figure B–2 for a sample discovery phase process.



i. *Validation phase.* Enter text that describes the validation phase. Include key inputs, key decision points, key outputs, and appropriate annex(s) that support this phase. See figure B-3 for a sample validation phase process.

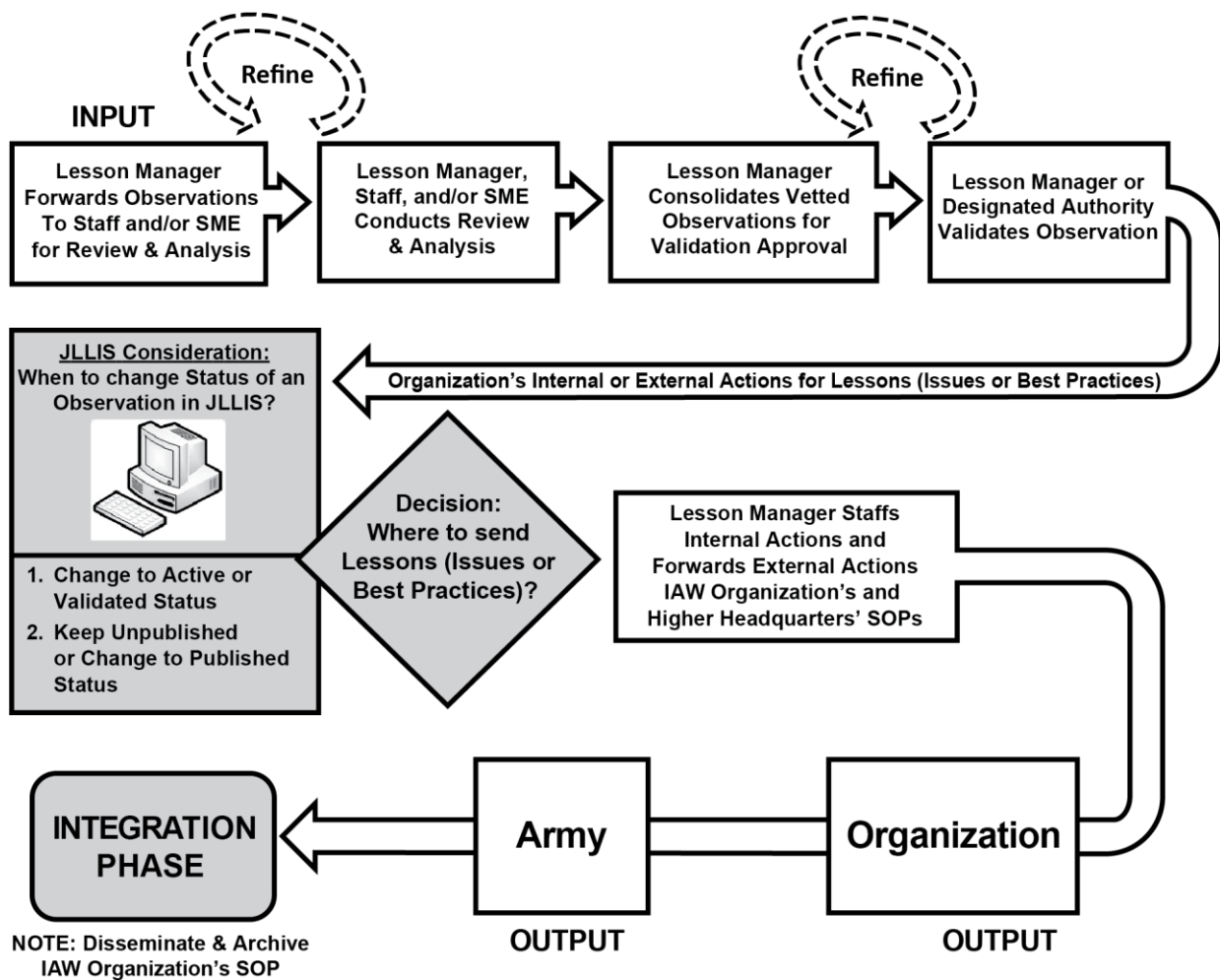


Figure B-3. Sample validation phase process

j. Integration phase. Enter text that describes the integration phase. Include key inputs, key decision points, key outputs, and appropriate annex(s) that support this phase. See figure B-4 for a sample integration phase process.

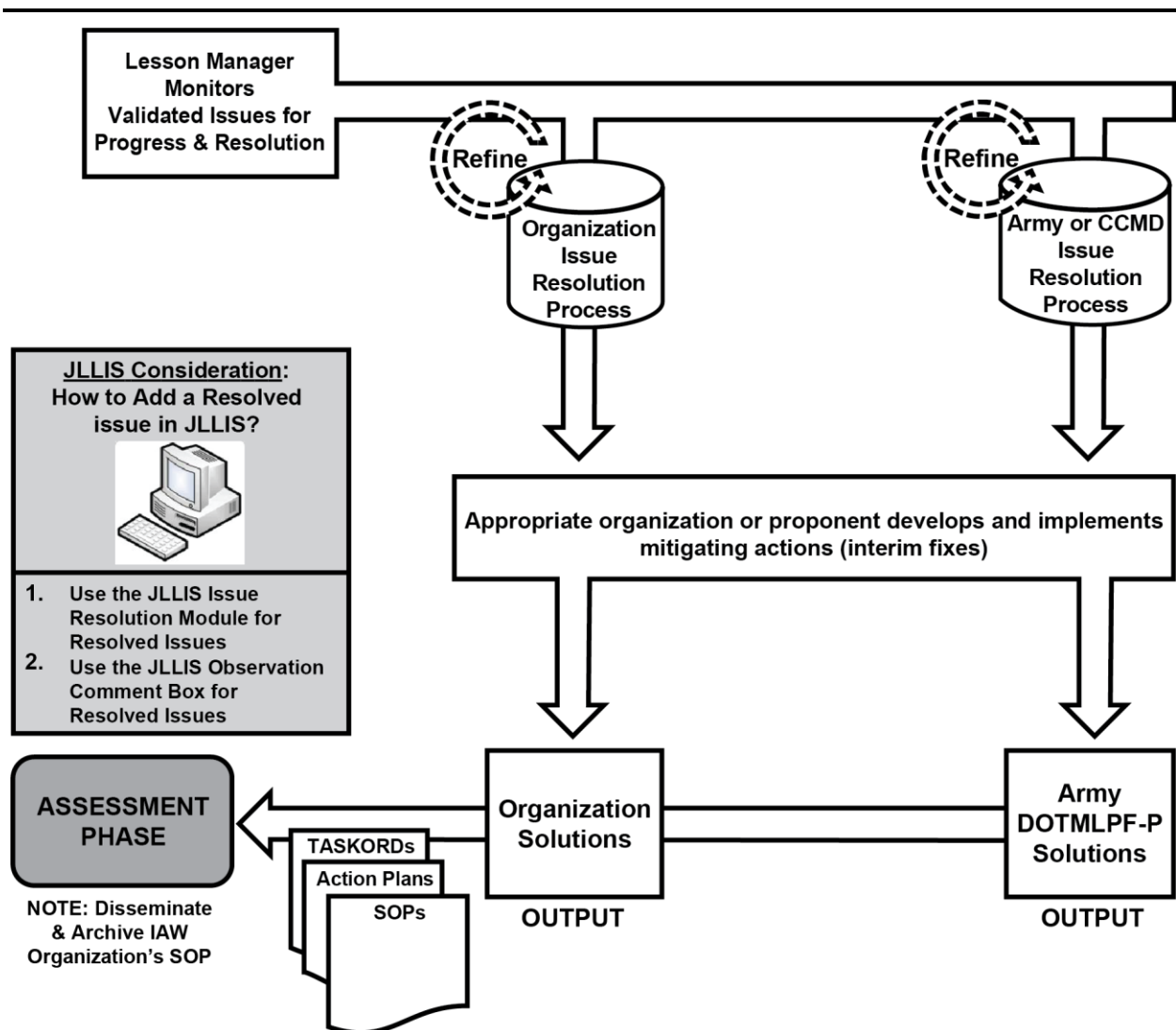


Figure B-4. Sample integration phase process

k. *Assessment phase.* Enter text that describes the assessment phase. Include key inputs, key decision points, key outputs, and appropriate annex(s) that support this phase. See figure B-5 for a sample assessment phase process.

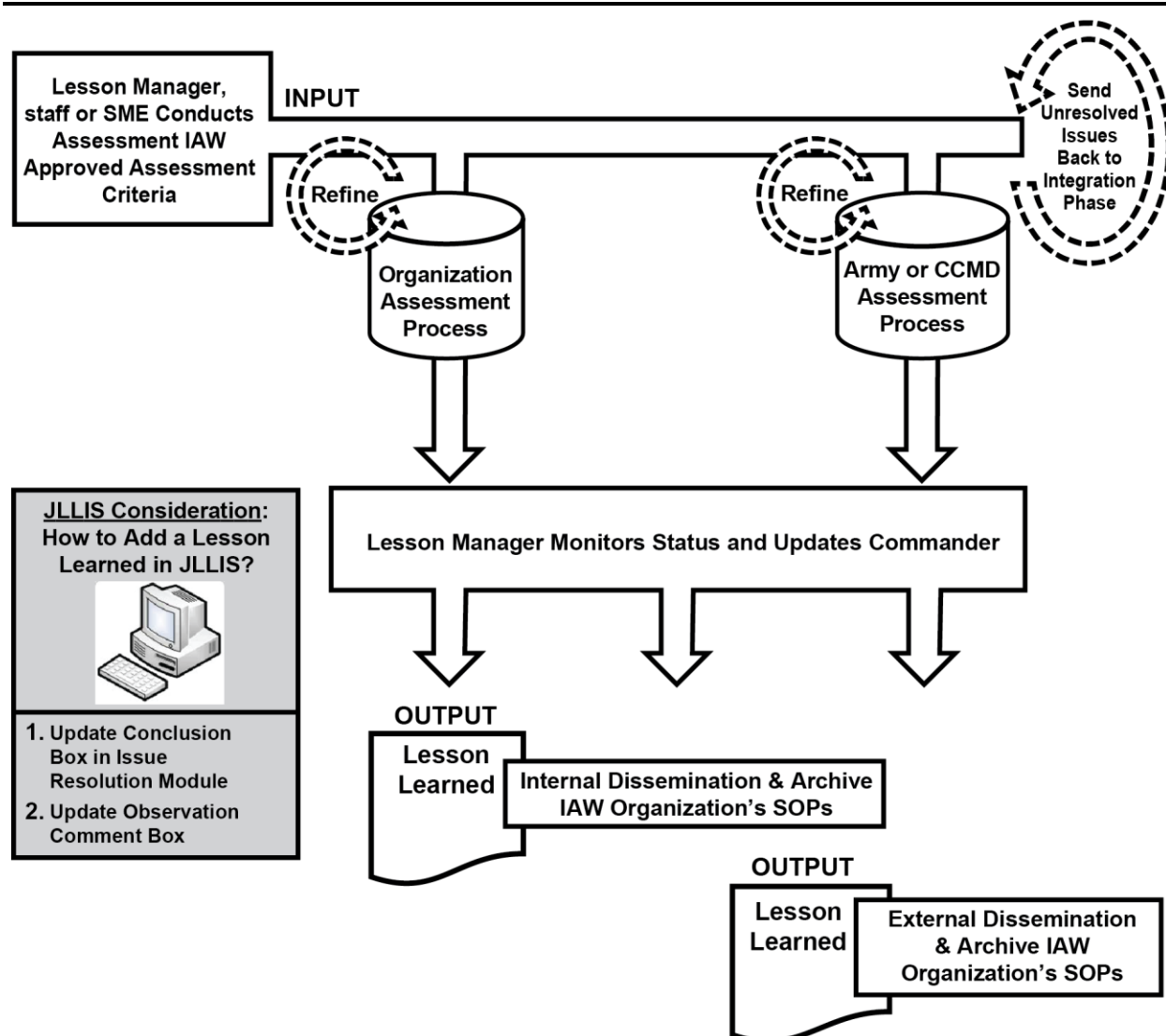


Figure B-5. Sample assessment phase process

l. Dissemination and archive process. Enter text that describes the dissemination and archive process. Include key inputs, key decision points, key outputs, and appropriate annex(s) that support this phase.

m. Recordkeeping requirements. Include POCs and important websites and uniform record locator (URLs).

n. Enclosures (annexes). List as appropriate.

B-3. Sample appointment memorandum

See figure B-6 for a sample appointment memorandum for OLM and JLLIS administrator.



DEPARTMENT OF THE ARMY
ORGANIZATION
STREET ADDRESS
CITY STATE ZIP

OFFICE SYMBOL (ARIMS Record Number)

Date

MEMORANDUM FOR RECORD

SUBJECT: Lessons Learned Program Duty Appointments

1. Effective (Start date) until relieved, the individuals listed below are appointed as primary and alternate Organization Lesson Manager (OLM):

- a. Primary OLM: Grade, First Name, and Last Name.
- b. Alternate OLM: Grade, First Name, and Last Name (If desired).

2. Effective (Start Date) until relieved, the individuals listed below are appointed as primary and alternate Joint Lessons Learned Information System (JLLIS) administrator:

- a. Primary JLLIS administrator: Grade, First Name, and Last Name.
- b. Alternate JLLIS administrator: Grade, First Name, and Last Name (If desired).

3. Authority: Army Regulation 11-33, Army Lessons Learned Program, (Most recent publication date).

- a. The OLM and JLLIS administrator can be the same person.
- b. The OLM and JLLIS administrator are trained on lessons learned procedures.

4. Purpose: Implement the unit or organization lessons learned program. Facilitate the collection, validation, integration, sharing and archiving, and assessment of lessons (best practices and issues) to improve readiness, lethality, or effectiveness.

5. This appointment supersedes any previous appointment.

Encl

NAME (ALL CAPS)
Rank, BRANCH (Abbreviation ALL CAPS)
Commanding

Figure B-6. Sample appointment memorandum

Appendix C

After Action Reports

C–1. Submission requirements

Submit AARs to CALL in accordance with AR 11–33 after participating in Army, Joint, combined, or disaster relief operations and for certain major training events. The format for an AAR is flexible and can be adapted to the needs of the commander. Figure C–1 provides a sample for building an AAR. Ensure classification markings are appropriate for the material. JLLIS also provides an AAR tool that enables building an AAR in the system.

C–2. Dissemination considerations

Describe dissemination considerations in accordance with organization SOP.

C–3. Recommended format

The format provided in figure C–1 is similar to the AAR format in JLLIS.



DEPARTMENT OF THE ARMY
ORGANIZATION
STREET ADDRESS
CITY STATE ZIP

OFFICE SYMBOL (ARIMS Record Number)

Date

MEMORANDUM FOR (Organization, Address)

SUBJECT: Sample After Action Report

1. Executive Summary. This section is for setting the AAR context and any commander's comments.

- a. Event summary. Includes a synopsis of what happened.
- b. Dates and venues. Includes dates covered and key locations the organization participated in such as home station, training sites, operational areas, and other significant locations.
- c. Mission and objectives. Unit's and HHQ's assigned mission and commander's intent.
- d. Task organization. Include parent and attached units during the mission.
- e. Key participants. List of key participants.
- f. Limitations. List any limitations.
- g. Summary of key lessons (best practices and issues). Key points a commander wants to highlight from the AAR to include significant issues and/or best practices.

2. Detailed Observations.

a. This section is highlighting key points usually in a discussion, observation, and recommendation format. There is some flexibility for organization to design this paragraph. Commanders may choose to organize this paragraph based on other factors such as ReARMM phases, warfighting function, subordinate organization mission, or the eight-step training model, and so on.

(1) Observation. Provide a one to two line description of the observation. An observation describes the conditions experienced during training, mission, or modernization. For example, "The daily average temperature in Iraq was 110 degrees and it had a negative effect on troops and equipment." Each individual observation requires a distinct title and a statement describing the observation in detail. The statement is a short factual account of the observed success or problem. For example,

Figure C-1. Sample after action report

OFFICE SYMBOL (ARIMS Record Number)
SUBJECT: Sample After Action Report

something that was supposed to happen but did not occur or something that was not supposed to happen did occur.

(2) Discussion. Provide a complete description of what was observed and any actions taken. This paragraph answers the “Who, What, Where, When, Why, and How.” Use this area to expand upon actions taken to resolve a problem. If the problem was unsolvable, explain why. The intent of the discussion paragraph is to strengthen the observation statement. Include facts to develop the discussion so anyone who reads the AAR understands the conclusions.

(3) Recommendation. Provide what changes are necessary to incorporate or further develop an issue to resolution. The intent of the recommendation paragraph is to discuss potential solutions to the problems experienced under set conditions [for example, extreme heat]. This statement describes the positive action that was taken or should have been taken to avoid or alleviate a problem. Ensure recommendations clearly relate back to the observation statement. Use this area to expand on what further action is required to facilitate change Armywide. Be specific and address the individual DOTMLPF–P categories affected.

b. This paragraph can be either positive or negative.

(1) If negative, describe what proponent and what actions should be accomplished to resolve or mitigate the problem.

(2) If positive, describe what proponent and what actions should be taken to adopt this solution Armywide.

c. The DOTMLPF–P categories are:

- (1) Doctrine.
- (2) Organization.
- (3) Training.
- (4) Materiel.
- (5) Leadership and education.
- (6) Personnel.
- (7) Facilities.
- (8) Policy.

Figure C–1. Sample after action report—continued

OFFICE SYMBOL (ARIMS Record Number)
SUBJECT: Sample After Action Report

3. General information. This section is for any information, documents, or media that supports the observations or provides additional context. This can include operation orders, SOPs, storyboards, journals, and other items that support the AAR.

- a. Chronology of events by phases.
- b. Key operations plans and orders.
- c. Standing operating procedures.
- d. Photographs.
- e. Maps.

4. Point of contact information for this AAR.

Encl

NAME (ALL CAPS)
Rank, BRANCH (Abbreviation ALL CAPS)
Commanding

Figure C-1. Sample after action report—continued

Appendix D

Collection Team

D-1. Team organization

Direct collections can be a complex operation to execute; therefore, it is important to understand the process to conduct this task. Figure D-1 is an example of what a direct collection team could look like. This example shows 4 observers but it could be as many as 12 if the collection requirements support that size. More than 12 observers can be cumbersome, especially if traveling overseas.

a. The team chief has the responsibility to lead the team, validate the collection plan, review observations drafted by observers, meet regularly with the team to review progress, assist in writing the final observation report, and conduct briefings required to introduce the team or provide an out-briefing when the team departs. The team chief should be of sufficient rank or position (such as a lieutenant colonel or equivalent) to “open doors” if the collection requires.

b. The operations officer has the responsibility to perform administrative tasks like publish instructions, equip the team, make travel arrangements, schedule interviews, and help the team chief to review observations for content and correctness. The operations officer should be an officer or a senior noncommissioned officer and serve as the team chief’s deputy.

c. Observers have the responsibility to be objective, do unbiased reporting, have no personal agendas, and be effective writers since they are responsible for drafting their observations for the collection report. Observers should be SMEs in their specified collection area. The primary method to get information as an observer is from an oral interview. See appendix F for information on how to conduct an oral interview.

D-2. Team training

Training for a collection team is important. Generally, 3 to 5 days of training is sufficient before a collection team departs. Some important training subjects are collection and analysis plan development, observer duties, location orientation, security training, and issued equipment such as lap top computers, cameras, satellite phones, and voice recorders. The main purpose of a predeployment workshop is for the team chief to review and approve the final collection and analysis plan. It is also important to conduct a post-deployment workshop. The primary purpose of this workshop is to draft the collection report before observers return to home stations. A secondary purpose is to return issued equipment, finalize travel arrangements, and complete a security debriefing to make sure there is no compromise of classified information.

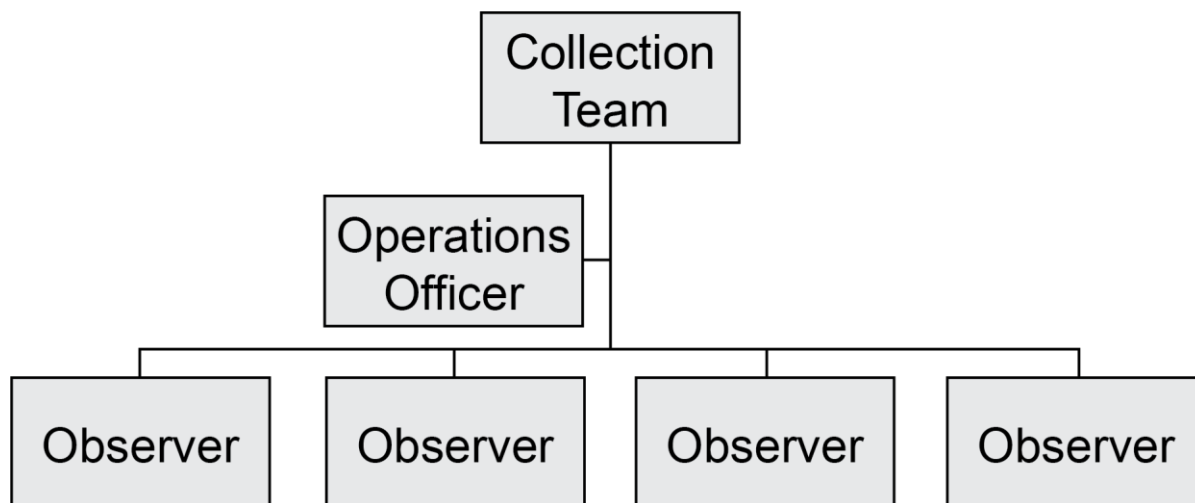


Figure D-1. Collection team composition

Appendix E

Collection Plan

E–1. Description

Collection and analysis plans are necessary for direct collections, but may not always be required for indirect collections. Before writing a collection and analysis plan, an observer must determine what topics or issues are the focus of the collection. Usually, a HHQs will direct the collection issues or the observed organization will request specific collection topics. Many times feedback from commanders and Soldiers in the field uncover issues for collection. It is important for an observer to prioritize and scope their effort to optimize the collection. It is also possible once the collection begins that new issues will surface. The collection plan should be flexible to make adjustments to meet collection requirements. See table E–1 for a sample collection plan.

Table E–1
Sample collection plan

Sample Plan	Collection Plan Description
Collection purpose	State purpose of the collection.
Collection standards	U.S. Army and as needed—Joint and multi-national.
Collection methods	Event: mission, training, exercise, experiment, and test. Interviews: commanders, key staff, Soldiers, and others as needed. Document review: orders, SOPs maps, photographs, and so forth. Briefings: Military Decision Making Process, mission, previous reports, and so forth. Research and review supporting documents. Research resources: Universal Joint Task List, Army Universal Task List, Army warfighting functions, Army doctrine, integration and capability development organizations, senior leader guidance, and so forth.
Supporting questions	What missions and nonstandard missions did you conduct? What were your challenges? Describe how you worked through them. How much of your time was spent on other than your missions? How has this experience affected your ability to accomplish the mission? What can the Army do to help organizations doing nonstandard missions? What sort of predeployment training would have better prepared you?
Analysis plan (Identify root cause)	Analysis method(s) to use to identify cause of readiness issues or capability gaps.
Collection deliverables	End state: collection report, newsletter, bulletin, handbook, or other material.

E–2. Collection and analysis plan

A collection and analysis plan can be as simple as a list of questions to ask the organization or as detailed as the following:

- a. Specific guidance for the observers.
- b. Specified standards to use.
- c. Collection responsibilities for each observer.
- d. List of issues or collection topics.
- e. List of questions for each issue.
- f. Collection methodology for events, personnel, documents, and other resources.
- g. Interview schedule.
- h. Analysis methodology for observations, interviews, and other collected data.
- i. Publication methodology for collection report or designated final product.

Appendix F

Oral Interview Techniques

F–1. Interview types

The most typical way to gather information during a collection effort is through the oral interview process. The greatest strength of oral interviews is the ability to capture personal perspectives not found in documents so that others can benefit from that knowledge or experience. The greatest weakness of oral interviews is the possibility of personal bias, an unwillingness to address mistakes or controversial issues, and an inaccurate recollection of events. Moreover, interviewers should not insert their own observations into the interview and allow the interviewee to answer questions and convey experiences without “guiding” the answers. Table F–1 highlights three types of interviews techniques.

Table F–1
Types of interviews

Type	Advantages	Disadvantage
Structured	High control Minimal variability Question response analysis possible Easier to estimate duration Easily managed	Scripted Little or no opportunity for discovery Only get answers to what was asked
Semi-Structured	Topic/Issue consistency Opportunities for deepening Opportunities for discovery Topic response analysis possible More comfortable/relaxed	Less controlled, introduces more variability since questions may not be identical Requires more focus by interviewer to manage/guide direction Requires time management
Unstructured	Can elicit completely unanticipated information No constraints Extremely casual Requires little management	Comparative analysis is difficult Least consistent (topics/areas)

F–2. Interview rules of engagement

- a. A two-person team should conduct interviews when possible because it allows one person to focus on questioning and the other person to focus on recording.
- b. It is important to provide the context of the interview. Explain the purpose of the collection effort.
- c. Establish the date, time, location, and individuals present for the interview.
- d. Describe the mission and key objectives of the organization.
- e. For key interviews, use a digital recorder with interviewee approval.
- f. Highlight the final product of the collection.
- g. Explain the review process for the final draft copy of the report before publication.
- h. Remind the interviewee that the interviewer is not an evaluator or inspector. Confirm whether the interviewee prefers to remain anonymous or is willing to provide contact information. Encourage Soldiers to “tell their story” and make recommendations to improve their organizations.
- i. Before the interview starts, ask a few lead-in questions that are not a formal part of the collection plan. Lead-in questions can put the interviewee at ease and give the interviewer an idea of the qualifications, and experience level of the interviewee.

F–3. The interview process

- a. *Sample questions.* The following are example lead-in questions:
 - (1) How long have you been with the organization?
 - (2) How long have you had this current job or position?
 - (3) How familiar are you with your personnel and with applicable policy or doctrine?

(4) What type of training did you receive before you deployed for this job and were you satisfied with it?

b. Before the interview.

- (1) Write out a list of questions beforehand (these should come from the collection plan).
- (2) Develop the interview plan chronologically or by some other logical construct.
- (3) Contact and orient the interviewee prior to the interview.
- (4) Provide questions to the interviewee in advance, if possible.
- (5) Ensure digital recorder is working and you know how to use it. Carry extra batteries.
- (6) Bring notepaper and pens.
- (7) Two sets of ears are better than one; Take a team member with you, if possible.

c. During the interview.

- (1) Make introductions.
- (2) Explain the purpose of the interview and the collection effort. Ensure the interviewee understands you are not an evaluator or inspector.
- (3) Get permission to record the interview using digital technology.
- (4) Turn on the recorder, state your name, the name of the interviewee, his or her job position, the date, and announce the classification of the interview. Do not ask for personal information such as the interviewee's social security number.
- (5) If possible, use two digital voice recorders at the same time for backup.
- (6) Tell the interviewee if he or she intends to discuss a classified topic, he or she must state so beforehand, so you can turn off the recorder.
- (7) Ask lead-in questions to determine experience level then start with prepared questions.
- (8) Take notes, but try to keep your focus on the interviewee. If two interviewers are present, one can take notes and the other can give attention to the interviewee.
- (9) Interject new questions if necessary to clarify or go into more detail on certain points; this is the art of interviewing.
- (10) The maximum length for an interview is about 60 minutes at one sitting.

d. After the interview.

- (1) Write out the observations immediately following the interview while the information is fresh so there is less chance of confusing it with other interviews that occur later.
- (2) Interviewers should ask the interviewee to make revisions or clarifications to the text, point out confusing passages, and ask if they correctly stated the observation. This may require a return trip to the organization unless you can do it by email.
- (3) If there is a chance an observation is classified, have the organization's security officer review it. Make the necessary changes in an attempt to keep the observation unclassified or properly mark and handle the information in accordance with its classification level.
- (4) Remind interviewees they will see a draft copy of the observation report before it goes to final print. Ask for phone numbers and email addresses and permission to contact them for additional clarification.
- (5) Review due-outs from or to the interviewee and follow through by providing any materials or information requested by the interviewee.
- (6) Thank the interviewees and/or organizations for their time.

e. Safeguarding personal identifiable information. Before entering interview data into JLLIS, especially with the use of a digital recorder, make sure to avoid asking for or inadvertently capturing personally identifiable information (PII). Interviewees could be assigned code names or identified with first names only (to be changed or eliminated later) to protect their identity. For additional information on safeguarding PII, please see AR 25-22.

Appendix G

Survey Tool Guidance

G–1. Developing a survey

a. TRADOC Analysis Center publishes a Survey Code of Best Practice (CoBP) guide that provides instructions on how to develop effective surveys. A survey is a systematic data collection, using face-to-face interviews, telephonic interviews, or self-administered questionnaires from a scientific probability sample of 10 or more persons as individuals or representative organizations. Visit <https://www.trac.army.mil/> for CoBP support.

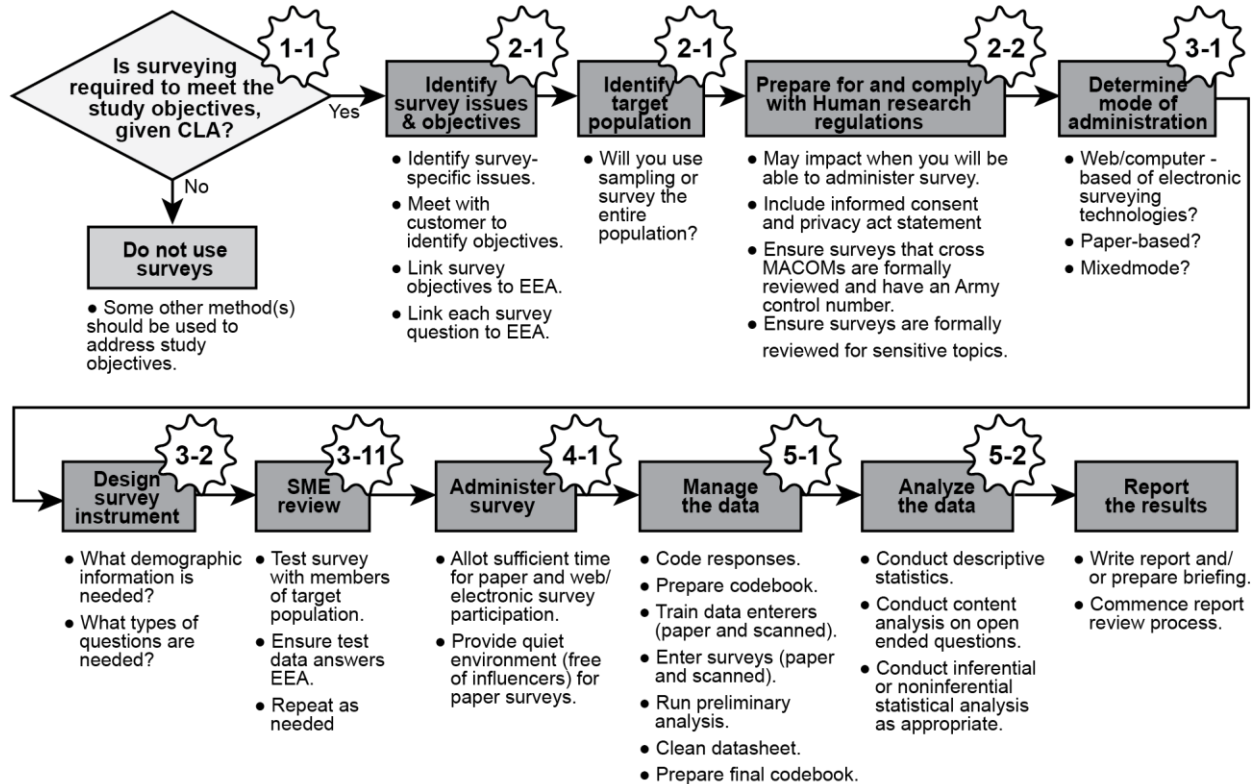
b. The CoBP includes information on the principles of sound survey design as well as lessons learned from applied experience using survey methods for data collection.

c. The CoBP provides Army Research Institute guidelines for surveys crossing major ACOMs. Organization leaders should forward any requests for survey approval to Army Research Institute (DAPE–ARI–PS).

G–2. Survey process

Figure G–1 outlines a sample process on how to create an effective survey. The figure also highlights frequently encountered pitfalls shown in the call-out boxes below.

- This guide provides you with the basic steps to develop and administer surveys.
- It assumes that you have already clearly identified your study objectives and have a clear understanding of the type of information you will need in order to address them.
- For additional information on these steps, go to the **Survey CoBP** page number referenced in the star.



CLA - constraints, limitations, and assumptions

EEA - essential elements of analysis

MACOM - major Army command

Figure G-1. Process to create an effective survey

Appendix H

Collection Report

H-1. Recommended collection report format

a. The result of a direct collection effort should be a well-written collection report. The report format is flexible and can include the following items:

(1) *Introduction.* The introduction may discuss the mission of the collection team, dates of the collection, who was involved, and typically thanks the organizations observed for their support. It gives any other special instructions and may highlight the classification of the report.

(2) *Executive summary.* The team chief leading the collection, with input from the individual observers, usually writes the EXSUM. It summarizes the results of the collection by issue. A good technique in the EXSUM is to highlight the top three or four issues that require immediate attention and what is working well. If someone reads only the EXSUM, they should have a good understanding of the collection and the results.

(3) *Chapters.* There should be a separate chapter for each collection issue. Each observer responsible for an issue writes his or her own chapter. The chapter starts with a brief paragraph summarizing the major findings in this area. It then lists each observation and the associated lessons (best practices or issues) and recommendations in the prescribed format.

(4) *Appendixes.* This section includes miscellaneous information such as maps, charts, checklists, photos, operations orders, fragmentary orders, and briefing slides.

b. Several formats may be used to write an observation. One of the easiest to use is the Issue-Discussion-Recommendation or Observation-Discussion-Recommendation format. This format is probably the most acceptable as it allows the observation to be placed into JLLIS without modification. An example format that corresponds to JLLIS entries is:

(1) *Topic and/or issue.* A short title for the topic and/or issue.

(2) *Observation.* One or two sentences explaining the activities observed.

(3) *Discussion.* Provides the major analysis of the problem supported by facts and examples and states the operational impact. Avoid personal opinions. The analysis in this section must support all lessons and recommendations.

(4) *Implications and/or lessons.* A list of any lessons observed to share with other organizations supported by information provided in the discussion section. Explain the implication if the lesson is or is not applied.

(5) *Recommendation.* List recommendations for corrective actions for each DOTMLPF-P domain that applies.

(6) *Event description.* What series or events were the motivation behind the observation? Use only if this information was not already included in the discussion section.

c. Once the team completes the collection, it should enter the observations into JLLIS with all supporting documentation. After the chain of command or proponent validates them, they become lessons. See appendix I for ideas on how an organization can develop internal procedures to manage lessons in JLLIS. Other points to consider are:

(1) Any format used must permit a thorough discussion of the observation using facts and examples while trying to avoid opinions, highlight lessons, and make recommendations to fix the problem, if the observer has the expertise to do so. When developing a lesson, do not mistakenly write a truism instead. A truism is something known to be true at all times. At one point, it may have been a lessons learned, but over time, it becomes enduring. For example, improvised explosive devices are major killers on the battlefield. Years ago, at the start of the war on terrorism, this was a lessons learned; today, it is a truism. The lessons learned, in this example, would be new ways to defeat these devices.

(2) A written observation should provide enough information to justify submission. Observations are perishable and subject to varying periods of pertinence. This means that anyone who attempts to use the observation should confirm the continued pertinence of the lesson (best practice). For example, the source organization determined not to correct or accept the observation, or the observation is no longer an accurate reflection of the issue. Using observations or collection reports that are no longer pertinent to substantiate or justify a project wastes resources. If an organization has the time and energy, a very good procedure is to update the status of each observation once any new information develops concerning its resolution. This requires a conscientious staff and considerable time and effort to monitor and track the

actions associated with each observation. The issue resolution process can provide information to support this effort.

(3) Organizations may request that specific individuals or organizations remain anonymous in the report. If so asked, refer to individuals by rank and/or duty position only. In either case, it is a best practice to ask or determine the DOTMLPF–P experience of the observed and/or interviewed subject. The full context of the person's training, military occupational specialty and/or area of concentration, experience, and current assignment (to include an organization's full designation) may be relevant to the observation. It is accepted practice not to list specific unit alphanumeric designations in the reports from CTC rotations. In these cases, it is proper to refer to units as a rotation training company, battalion, brigade, and so on, whenever possible, unless the unit recommends otherwise.

(4) Make every effort to determine the collection report's classification level in accordance with security classification guidance and/or an operational security and information security determination by the organization's security manager or senior intelligence officer. The observer is responsible for asking the interviewee the classification of the material they are receiving. If there is any doubt, always have the organization's intelligence officer or facility security specialist confirm the classification of the information in question. Be especially careful with photographs or briefing slides. Organizations that routinely deal with classified information expect all who receive their products to properly handle, transfer, and use media or documents obtained or provided during observation collections.

(5) It is important to allow observed organizations the opportunity to review a final draft of the collection report and provide requisite operational and/or information security classification determination. Typically, they should have at least 2 to 3 weeks to review the report. Commanders and staff must factor this time requirement into the planning sequence. The collection team has the responsibility to report the facts as observed. One way to compromise on points of tension is to include the organization's comments as a rebuttal or clarification in the observation.

H–2. Additional guidance

See appendix D for information on collection teams.

Appendix I

Observation Management Using Joint Lessons Learned Information System

I-1. Joint Lessons Learned Information System roles

JLLIS is an automated knowledge management system that supports implementation of the ALLP. CALL is the Army's Tier I OPR for JLLIS. An organization can assign various roles in JLLIS: administrator, LM, authorized user. All common access card holders can be authorized users. Go to the JLLIS homepage to submit an observation or upload a file such as an AAR or picture to the library. Workflow processes facilitate the collection, tracking, management, sharing, collaborative resolution, and dissemination of lessons learned to improve the effectiveness and readiness of the Army. Organizations assign selected personnel to review and/or validate observations and upload documents.

a. Administrator. Administrators directly supervise the JLLIS-related activities of their organization. Administrators can activate new members, change role assignments, and modify the organizational look, feel, and content for their organization. See the JLLIS Administrator's Guide for additional information.

b. Lesson manager. The LM can only edit observations. An LM has tailored responsibilities assigned by the participating organizations. The LM's role and functions vary by phase of the ALLP: discovery, validation, integration, and assessment. Typically, LMs review, validate, and release (activate) lessons learned information for an assigned organization. An LM cannot edit a document. At brigade level, the recommendation is that the administrator and the LM is the same person, typically an assistant S-3. It is possible to designate a primary and a back-up person for each position.

c. Authorized user. Anyone with a common access card can be an authorized user. Upon authorization, registered users are able to enter observations and view all observations that are active, closed, or validated and documents in the document repository. The role assigned provides the user access to specific menu items and system capabilities based on organization.

I-2. Observations

All registered users can submit observation information derived from daily events, exercises, and operations from the JLLIS homepage. JLLIS operates on unclassified, secret, and top secret networks and has the capability to support unclassified and classified observations. The observation format has tabs to add context to your observation: topic and/or issue, discussion, recommendation, implications, comments, event description, and tags. The observation template has additional tags that are important for categorizing, associating, validating, analyzing, and manipulating data to make it easily accessible. The first-hand knowledge of the situation, event, or incident is important to add context to the observation by including as much detail as possible in the submission. It also has a tab to attach files and a tab to add the POC's name.

a. The nonsecure internet site is <https://www.jllis.mil>.

b. The secure internet site is <https://www.jllis.smil.mil>.

I-3. Organization checklist

The following checklist can assist organizations with setting up and managing an Army JLLIS account:

- a.* Register on the JLLIS website with your common access card.
- b.* Contact the Army tier JLLIS administrator (CALL) to establish your organizational tier. See the JLLIS homepage for contact information.
- c.* Complete the JLLIS tutorial online. You can download the JLLIS User's Guide, JLLIS Administrator's Guide, and additional information briefings from the Information Portal link.
- d.* Designate the administrator or LM and authorized users.
- e.* Develop a JLLIS SOP defining your lessons learned business practices.
- f.* Use the site for submitting observations, documents, and doing research.

I-4. Joint Lessons Learned Information System tutorial

Authorized JLLIS users can obtain JLLIS systems training through an online tutorial on the JLLIS homepage. The tutorial helps reduce the learning curve and develop core competencies to enter observations, first impressions, preliminary reports, significant events, incidents, or activities. Additionally, the Army tier JLLIS administrator (CALL) can answer JLLIS questions via email or phone and/or provide targeted JLLIS training on designated virtual platform, pending instructor availability.

Appendix J

Issue Resolution Tool

J-1. Description and information

The issue resolution tool gives LMs and administrators a single location to manage, track, assign, and view the status of issues.

a. This function in JLLIS operates as a task manager that allows the issue coordinator the ability to assign SMEs and set milestones for their issue. Only administrators and LMs can create an issue in JLLIS. When created, all issues are visible to all users, unless marked “unpublished.”

(1) *Organization with primary responsibility.* Defaults to the logged-in user’s organization. When the new issue is saved, all primary LMs and administrators will receive an email notification that a new issue has been assigned to their organization.

(2) *Organization with coordinating responsibility.* By default, this table will appear blank. The issue coordinator can assign multiple organizations with coordinator responsibilities.

(3) *Issue coordinators.* The default issue coordinator is the user creating the new issue. A user can select to add additional issue coordinators, but this will limit coordination emails to only assigned POCs.

b. To add an issue from the issue summary table, select the “Add an Issue” button. The system displays the add issue interface. The summary tab displays in read-only mode the content of each tab and also provides a PowerPoint export capability. The issue tab contains the following fields:

- (1) Issue ID. System generated issue ID.
- (2) Issue Classification. Defaults to (U) but is an active button that allows the user to modify the classification. Organization: defaults to the logged-in user’s organization.
- (3) Due Date. Allows the issue coordinator the ability to set a due date. This is not a required field but can be used to set due dates for each status period.
- (4) Status. Default is active. Other selections and definitions are shown in the left panel of this tool.
- (5) Issue Type. There are five types: issue, repeat issue, best practice, lessons learned, or lesson.
- (6) Priority. The issue coordinator can set a numerical priority value for issue. This will support the identification of high priority issues to focus and facilitate analysis, validation, and adjudicating.
- (7) Strategic Issue. The issue coordinator has the option to identify whether the issue is strategic or not (checkbox on the add/edit issue tab). Does the issue require cross-cutting DOTMLPF–P solutions?
- (8) Published. Identify, yes or no, whether the issue should be visible to all JLLIS users.
- (9) Title. Provide a short descriptive title of the issue.
- (10) Description. Free text field used to enter the issue.
- (11) Save/Cancel/Save & Add Another. Allows user to save the issue, cancel the issue without saving changes, or save the issue and add another.
- (12) Discussion. Provide a thorough and detailed explanation.
- (13) Action. Outline your analysis and the results.
- (14) Recommendation. Provide suggestions to mitigate or resolve issues and outline a plan of action.
- (15) End State. Provide a statement that outlines the expected end state.
- (16) Tab Threads. Allows the assigned issue coordinators and SMEs to comment or add their perspectives to the discussion, action, recommendation, and end states. Each new comment is added to the top of the table (most recent displayed at the top). Issue coordinators have the ability to delete any thread comments. Assigned SMEs can only delete the comments they added.
- (17) Attachments Tab. Provides the capability to upload documents or to support coordination efforts.
- (18) Linked Data Tab. The linked data tab displays a summary of all observations “linked” to the issue.
- (19) Meta Data Tab. Allows the issue coordinator or SMEs to tag the issue to DOTMLPF–P categories, universal task lists, functional areas, or other customized metadata created by the organization.
- (20) SMEs Tab. Allows the issue coordinator to assign SMEs to support the analysis and recommended actions for an issue. By default, the table and SME review due date will appear blank.
- (21) Corrective Actions Tab. The corrective actions tab allows the issue coordinator and assigned SME to document corrective actions required or recommended in a discussion thread. The final corrective action can be sent to the integration phase in the free text field.

J-2. Guidance

Consult the JLLIS user guide, located at <https://www.jllis.mil>, for more detail on this module.

Appendix K

Center for Army Lessons Learned Operations Report

K-1. Information

A COR captures lessons using DOTMLPF-P questions to identify Army-level best practices and issues to increase readiness and/or lethality. See paragraph 3–6 for more information.

K-2. Sample Center for Army Lessons Learned operations report

Table K-1 provides a generic COR template. Units should focus on those lessons that the Army needs to sustain and/or fix.

Table K-1
Sample Center for Army Lessons Learned operations report

Section	Questions
Heading	Include administrative data such as unit, event name, event dates, and action officer name and contact information.
Doctrine	Q1: What are the doctrinal gaps or conflicts that challenged your unit to perform its mission? Q2: What is your recommendation to mitigate or resolve the doctrinal gap or conflict? Q3: What best practices did your unit implement to overcome any doctrinal challenges?
Organization	Q1: What organizational gaps or issues beyond your control challenged your unit to perform its mission? Q2: What is your recommendation to mitigate or resolve the organizational gap or issue in your unit? Q3: What best practices did your unit implement to overcome any organizational challenges? Q4: What are the challenges in command and control with division tactical command posts participating in the rotation? (If applicable.)
Training	Q1: What training gaps or issues at home station beyond your control challenged your unit to perform its mission? Q2: What is your recommendation to mitigate or resolve any training the issue or gap in your training? Q3: What best practices did your unit implement to overcome any training challenges? Q4: What were the pros and cons of any new equipment training? (If applicable.)
Materiel	Q1: What materiel (equipment/supplies) gaps or issues beyond your control challenged your unit to perform its mission? Q2: What is your recommendation to mitigate or resolve the materiel gap or issue in your unit? Q3: What best practices did your unit implement to overcome any training challenges? Q4: What new equipment did you field and was your unit satisfactorily trained prior to arrival at CTC or mission execution? Q5: What were the pros and cons of any newly fielded equipment?
Leadership and Education	Q1: What leadership and professional military education (PME) gaps or issues beyond your control challenged your staff and leaders to perform their assigned duties? Q2: What is your recommendation for home station and/or PME training to better prepare leaders for your unit's mission? Q3: What best practices did your unit implement to overcome any leadership or PME challenges?
Personnel	Q1: What personnel gaps and issues beyond your control challenged your unit's CTC rotation or mission? Q2: What is your recommendation to mitigate or resolve the issue or gap in your personnel? Q3: What best practices did your unit implement to overcome any personnel challenges? Q4: Were all positions filled above a 75% fill? If no, what positions were not?
Facilities	Q1: What facility gaps or issues at home station, CTC or other training site, or deployment challenged your unit? Q2: What is your recommendation to mitigate or resolve the gap or issue at those locations? Q3: What best practices did your unit implement to overcome any facility challenges?
Policy	Q1: Are there any policies that hindered your unit's ability, before, during, or after your CTC rotation or assigned mission? Q2: What is your recommendation to mitigate or resolve the gap or issue in policy? Q3: What best practices did your unit implement to overcome any policy challenges?
Other	Q1: What products should CALL produce to be enhance Army and/or your unit's readiness? Q2: Is there anything else that you would like to add to this operational report that the Army needs to address to enhance Army and/or your unit's readiness?

Glossary of Terms

Analysis

The identification of the root cause(s) associated with each observation, consideration of recommended corrective actions, and assessment of applicability beyond the immediate situation and/or organization.

Archive

The act of collecting and storing observations and lessons to provide information for current and future review and analysis

Army collection topic

A problem statement internal to an organization or command-directed that affects two or more warfighting functions and requires multiple proponent input to address the problem.

Army Lessons Learned Program community

Individuals and organizations that participate in the ALLP.

Assessment

The process to determine if implemented solutions met the issue requirements.

Best practice

A validated method or procedure which has consistently shown results superior to those achieved with other means, and appears to be worthy of replication.

Collection event

An operation, exercise, experimentation, or activity that is essential to assess or attend to conduct analysis or observations to gather information on a problem statement.

Discovery

The process to determine if there is something that can be improved or learned.

Dissemination

The act of sharing information to members within or outside an organization, as needed, through various distribution methods.

Facilitate

To provide guidance or assistance to a group or team to more easily achieve a common end state or goal.

Issue

An observed, analyzed, and validated shortcoming, deficiency, or problem that precludes performance to standard and requires resolution-focused problem solving.

Joint Lesson Learned Information System administrator

Appointed person that has overall responsibility for the management of an organization's JLLIS account.

Lesson

Validated observation(s) that summarize a capability, tactic, technique, or procedure to be sustained, disseminated, and replicated (best practice); or that identifies a capability or performance shortfall requiring corrective action (issue).

Lesson manager

Designated person that has responsibility for the management of a specified area within his or her organization or unit lessons learned process.

Lessons learned

A resolved issue or best practice that improves operations or activities and results in an internalized change to capability, process, or procedure.

Observation

Notes or comments on an operation, event, or exercise from the perspective of the person(s) who perceived or experienced it first-hand.

Organization lesson manager

Appointed person that has overall responsibility for the management of the organization or unit lessons learned program. May also have specified duties as an LM in the lessons learned process.

Rapid adaptation

A process whereby organizations analyze and disseminate information in a timely manner relative to the criticality of actions required for Soldiers and leaders to adapt that information to current operations and DOTMLPF–P development to save Soldiers' lives and improve the effectiveness and/or efficiency of Army operations. It is getting the right information to the right levels before it becomes perishable.

Recommendation

A proposed corrective action which, when implemented, should correct or mitigate the problem.

Root cause

The underlying reason why something happens or does not happen either a systemic root cause or local root cause.

Significant output

An essential product produced from critical analysis that answers a problem statement.

Stakeholder

A proponent or organization that may have responsibility to scout for observations or to mitigate or resolve capability gaps.

Subject matter expert

A recognized authority who has special skills or knowledge on a particular job or topic based on warfighting function, staff position, or experience to review and resolve an observation or issue.

Trend

An identified lesson or best practice supported by three or more validated observations from multiple sources within a reasonable period.

Validation

Review by a functional expert to confirm an observation contains identifiable lessons meriting integration through the Army lessons learned process.

SUMMARY

DA PAM 11–33
Guide to the Army Lessons Learned Program

This new Department of the Army pamphlet, dated 28 July 2022—

- Explains the program objectives and support (chap 2).
- Revises the Army Lessons Learned Program network (fig 2–1).
- Explains the Army Lessons Learned Program (chap 3).
- Revises the Army Lessons Learned Forum and General Officer Steering Committee concept (para 3–4).
- Explains how to operationalize the lessons learned process (chap 4).
- Explains the roles of an organization lesson manager (chap 5).
- Explains the roles of a Joint Lessons Learned Information System administrator (chap 6).
- Shows the Army lessons learned process (fig 7–1).
- Expands guidance for discovery phase (para 8–1).
- Expands guidance for validation phase (para 9–1).
- Expands guidance for integration phase (para 10–1).
- Expands guidance for Army Lessons Learned Forum (para 10–2).
- Expands guidance for assessment phase (para 11–1).
- Expands guidance for dissemination and archive (paras 12–1 and 12–3).
- Adds a sample lessons learned program standard operating procedure (app B).
- Adds a template for after action reports (app C).
- Adds a template for a Center for Army Lessons Learned operations report (app K).

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