



CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

J-7

DISTRIBUTION: A, B, C Joint Staff

CJCSM 3150.25

15 February 2011

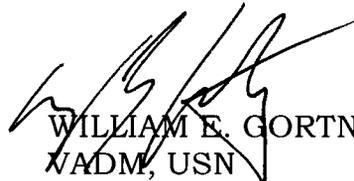
JOINT LESSONS-LEARNED PROGRAM

References: See Enclosure E.

1. Purpose. This manual sets forth guidelines and procedures for operation of the Joint Lessons-Learned Program (JLLP) in support of reference a.
2. Cancellation. None.
3. Applicability. This manual applies to the Joint Staff (Joint Staff), combatant commands, Services, combat support agencies (CSAs), (Defense Intelligence Agency, Defense Information Systems Agency, Defense Logistics Agency, Defense Threat Reduction Agency, National Geospatial Intelligence Agency, National Security Agency, Defense Contract Management Agency), and joint organizations participating in the JLLP. Services include Active, Reserve, and Guard components. This manual is provided as information to the Office of the Secretary of Defense (OSD) and to other U.S. government organizations involved in lessons-learned programs.
4. Procedures. This manual provides procedural guidance for all organizations participating in the JLLP. See Enclosures A through E.
5. Summary. Guidance on the conduct of JLLP; analyses, release and sharing of lessons, and issue resolution staffing process are provided in this manual. It also contains procedures and instructions regarding the Joint Lessons Learned Information System (JLLIS), JLLP integration with Joint and National Training Exercise Programs (NEP), and support and interface with the Joint Training Information Management System (JTIMS).
6. Releasability. This manual is approved for public release; distribution is unlimited. Department of Defense (DOD) components (to include the

combatant commands), other federal agencies, and the public may obtain copies of this manual through the internet from the Chairman of the Joint Chiefs of Staff (CJCS) Directives Home Page--<http://www.dtic.mil/doctrine>.

7. Effective Date. This manual is effective upon receipt.



WILLIAM E. GORTNEY
ADM, USN
Director, Joint Staff

Enclosure(s):

- A - Introduction
- B - The Joint Lessons-Learned Program
- C - The Joint Lessons-Learned Information System
- D - JLLP Integration With Joint and National Training Exercise Programs
- E - References
- GL - Glossary

DISTRIBUTION

Distribution A, B, C, and plus the following:

	<u>Copies</u>
Secretary of State.....	2
Secretary of Defense.....	2
Secretary of Homeland Security	2
Director of Central Intelligence	2
President, National Defense University	2
Commandant, National War College	2
Commander, Air University	2
Commandant, Industrial College of the Armed Forces	2
Commandant, Army War College.....	2
President, Naval War College.....	2
Commandant, Air War College	2
President, Marine Corps University	2
Commandant, Joint Forces Staff College	2
Commandant, Army Command and General Staff College	2
Commandant, U.S. Coast Guard	2
Chief, National Guard Bureau.....	2

(INTENTIONALLY BLANK)

TABLE OF CONTENTS

	Page
ENCLOSURE A INTRODUCTION	
Purpose	A-1
Scope.....	A-1
JLLP Policy, Guidance, and Responsibilities	A-1
Relationships	A-2
ENCLOSURE B THE JOINT LESSONSLEARNED PROGRAM	
Overview	B-1
Joint Lessons-Learned Program Process	B-1
Appendix A - Discovery Phase.....	B-A-1
Appendix B - Validation Phase.....	B-B-1
Appendix C - Integration Phase	B-C-1
Appendix D - Evaluation Phase.....	B-D-1
Appendix E - JLLP After-Action Reporting Template (Example)	B-E-1
Appendix F - Recommended JLLP Interview Procedures.....	B-F-1
Appendix G - Recommended JLLP Interview Summary Worksheet	B-G-1
Appendix H - Foreign Disclosure and the Sharing of Joint Lessons- Learned Information With Partner Nations.....	B-H-1
ENCLOSURE C THE JOINT LESSONS LEARNED INFORMATION SYSTEM	
Overview	C-1
JLLIS Requirements Development Document (RDD)	C-1
The JLLIS Implementation Plan (I-Plan)	C-1
The JLLIS Configuration Management (CM) Process	C-1
ENCLOSURE D JLLP INTEGRATION WITH JOINT AND NATIONAL TRAINING AND EXERCISE PROGRAMS	
Overview of Joint Training System (JTS).....	D-1
Integration of Lessons Learned into the JTS Process.....	D-1
National Exercise Program (NEP) After Action Activities....	D-2
ENCLOSURE E REFERENCES	E-1
GLOSSARY	GL-1

(INTENTIONALLY BLANK)

ENCLOSURE A

INTRODUCTION

1. Purpose. This Joint Lessons Learned Program (JLLP) manual describes procedures for executing the JLLP in accordance with the policy and guidance promulgated in references a-n (Enclosure E). provides guidance on how to collect observations and identify lessons to support improvements in joint doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) through lessons learned.

2. Scope. A well-ordered, regulated, accurate, and accessible automated lessons-learned system is required to maintain joint force proficiency across the spectrum of conflict. Recording, analyzing, and developing improved processes, procedures, and methods based on lessons learned are primary tools in developing improvements in joint force readiness, capabilities, and combat performance. To provide an effective system that captures, records, and disseminates critical lessons learned from operations, exercises, training, experiments, and real-world events, this manual outlines processes and procedures necessary to operate the JLLP throughout DOD and accomplish the following:

a. Integrate lessons learned across the Joint Staff, combatant commands, Services, CSAs and other government agencies (OGA) to enhance joint operations and support the strategic plan for DOD Training Transformation (T2) initiatives.

b. Develop and manage communities of practice to address the critical DOTMLPF considerations.

c. Administer the centralized core capabilities of analysis, database and information management, active collection, passive collection, and issue resolution.

d. Provide a joint lessons learned (JLL) framework and common terms of reference.

e. Establish constructive links between issue resolution and change mechanisms, experimentation, the JTS, and readiness and assessment processes.

3. JLLP Policy, Guidance, and Responsibilities. The Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 3150.25, "Joint Lessons Learned Program," (reference a), provides the CJCS JLLP policy, guidance, and responsibilities to

the Joint Staff, combatant commands, Services, CSAs, and other joint organizations. This manual provides documentation on JLLP processes and procedures and complements the current CJCSI. It applies to all joint lessons-learned programs. This JLLP manual affirms commander roles in gathering, archiving, and reporting lessons learned, as related to joint training and readiness.

4. Relationships. Effective relationships among JLLP participant organizations promote complementary lesson discovery, validation, and integration throughout the joint force. All organizations participating in the JLLP should coordinate activities and collaboratively exchange observations, lessons, and recommendations to the maximum extent possible.

a. JLLP Organizations. JLLP participants support JLLP priorities, equities, and their participating organizations. While these organizations have primary missions and areas of focus, they are not constrained from investigating other areas when necessary. The JLLP includes lessons-learned organizations within the:

- (1) Joint Staff
- (2) Combatant commands
- (3) Services
- (4) CSAs

b. Interagency (IA) Organizations. U.S. government (USG) organizations participating in joint activities that share and collaborate on lessons learned to support a whole of government effort include, but are not limited to, the following:

- (1) Department of State
- (2) Department of Homeland Security (DHS)
- (3) U.S. Agency for International Development (USAID)

ENCLOSURE B

THE JOINT LESSONS-LEARNED PROGRAM

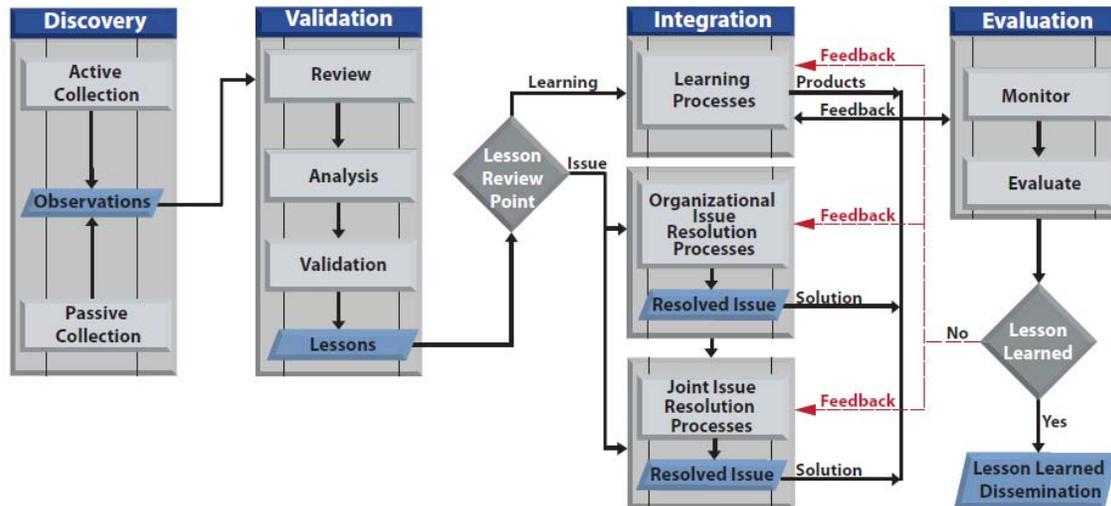


Figure 1. The Joint Lessons-Learned Program Process

1. Overview. The JLLP is composed of the Joint Staff and lessons-learned organizations distributed across the combatant commands, Services, and CSAs. Although each organization possesses discovery, validation, integration evaluation, and dissemination capabilities, a regulated system is required to produce sharable, actionable lessons learned. The process (Figure 1) produces validated information that enables actionable DOTMLPF changes to improve joint capabilities. The JLLP is a crucial element in enabling complex adaptive responses to changes in the military environment.

2. Joint Lessons-Learned Program Process (Figure 1). This enclosure outlines the basic JLLP process and procedures to discover, validate, integrate, and evaluate lessons from joint operations and exercises. The JLLP exists to capture and process observations that improve readiness, capabilities, and combat performance. The JLLP process has four phases:

a. Phase 1, Discovery. The discovery phase is the beginning or entry point of observations, summaries and reports. The output of the discovery phase is one or more observations for follow on validation.

b. Phase 2, Validation. The validation phase analyzes observations to produce lessons for integration into learning and or issue resolution processes in the next phase.

c. Phase 3, Integration. The integration phase forwards validated lessons to the learning and functional issue resolution processes for review and integration. Lessons may be integrated into joint and service doctrine, training and education processes for learning purposes. Other lessons require issue resolution before a solution is monitored for evaluation.

d. Phase 4, Evaluation. The evaluation phase monitors and evaluates lessons from the learning and issue resolutions processes. The output from the evaluation phase is a disseminated lesson learned, or a lesson that is returned for further analyses, action and integration.

3. The following appendixes are organized by phase. Each appendix provides further detail and description of the JLLP process phases

APPENDIX A TO ENCLOSURE B

DISCOVERY PHASE

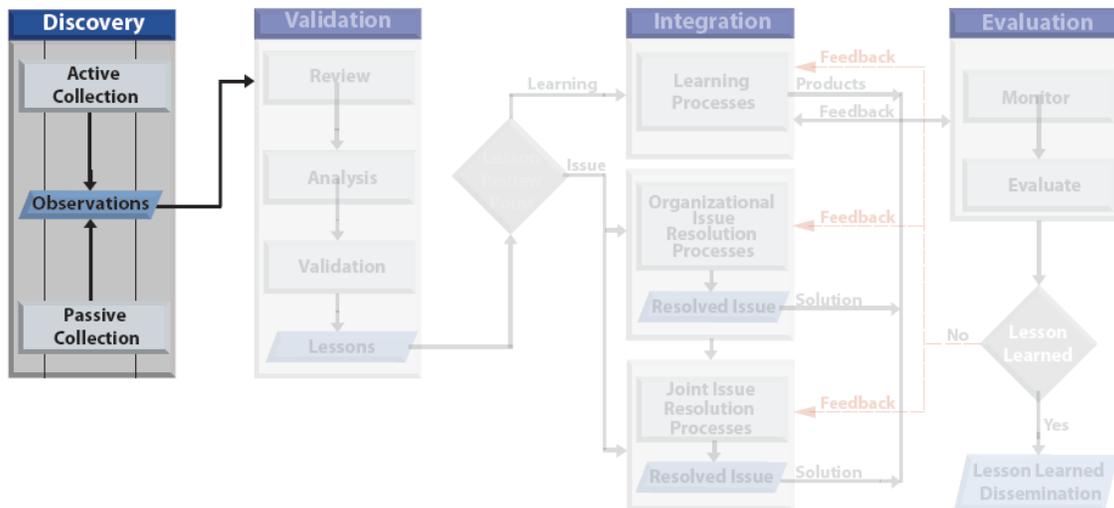


Figure 2. Discovery Phase of the JLLP Process

1. Discovery Phase (Figure 2). The discovery phase is the JLLP foundation phase because activities include initial information gathering using multiple sources and approaches. Typical information exists in initial summaries, reports, and observations including field or headquarters observations, significant operational events, incidents, or activities. If sharing of joint lessons-learned information between the United States and partner nations is required, Appendix H to Enclosure B provides foreign disclosure guidelines. At this entry point in the process, all observations, reports, and summaries are neither refined nor validated, but provide a basis for additional review and analysis. Discovery phase includes both active and passive collection activities that are discussed further below.

a. Active Collection. Active observations come directly from the original observer or a designated individual with access to the original source. Active collection can be accomplished by individuals or teams who collect information on operations, training and real-world events, experiments, or other activities conducted directly at the event. Active collection provides raw collected data from witnesses and participants that can provide direct and immediate feedback to the commander. To increase accurate recording of direct observations, individuals who participate in operations enter their observations

directly into JLLIS, preferably during or immediately after the event. Depending on the collection effort, an organization may deploy members to conduct focused active collection within the organizational area of expertise. Other organizations may embed personnel with the collection teams after coordinating their efforts with the active collection organization.

(1) Request for Active Collection:

(a) A combatant commander may request active collection lessons-learned support, either in the form of augmentation support for internal command collection activities, or from an externally generated active collection lessons-learned activity.

(b) A lessons-learned organization may request active collection lessons-learned support from other organizations. The lessons-learned organization coordinates approval for the collection activity with the supported combatant command or Service component command before developing and deploying an active collection team.

(c) Circumstances may justify establishing externally generated active collection lessons-learned activities within a combatant command. Examples of directed active collections include:

1. The Secretary of Defense
2. The Chairman

(d) Supported combatant commanders approve and authorize active collection teams to operate within their AORs prior to deployment and throughout collection activities. The active collection team and its higher headquarters acknowledge the authority of a geographic combatant commander to direct and control movement of each lessons-learned team and its members operating within their AOR. Except for active collection lessons-learned efforts established by the Secretary of Defense or the CJCS, only combatant commanders may authorize lessons-learned teams to operate in their AORs. Lessons-learned organizations coordinate with the supported combatant command or Service component command before deploying an active collection team.

(2) The Active Collection Team. JLLP organizations deploy collection teams to operational theaters, exercises, and supported organizations to collect observations first-hand. Lessons-learned teams may be established at any level by any organization (e.g., Joint Staff, combatant command, Service, CSA, IA, or multinational organizations).

(a) Various advocates, functional areas, and proponents may deploy subject matter experts (SME) to augment the collection teams. Deployed augmentees should possess expertise in relevant subject matter areas (e.g., logistics, command and control, civil-military operations), as well as the JLLP.

(b) Deployed SMEs should be provided with pre-deployment training designed to assist in their development of analytically supportable observations through field expedient surveys, interviews, collection of source documents, and other proven field techniques.

(c) Deployed SMEs report their observations in accordance with participating organization guidance.

b. Passive Collection. Passive collection consists of reviewing passive sources for the purpose of drawing analytical conclusions.

(1) Passive information source collection may include the following:

(a) Observations, after-action reports (AAR), summaries, and briefings.

(b) Information collected via collection tools.

(c) Information collected via individual inputs (observations) from participants and nonparticipants.

(2) Passive collection provides a mechanism for complex analysis that may provide context and conclusions beyond direct observation. Passive collection may involve JLLP inputs focused on any issue, from any source, at any time, and from any location. Passive collection activities provide the JLLP with general observation inputs that support analytical conclusions by providing context and collateral information relevant to the event.

c. The hotwash, facilitated after-action review (FAAR), and AAR. The hotwash and FAAR are used to collect immediate feedback from leadership and participants and to support a more thorough review and validation process.

(1) The hotwash is normally facilitated by the lead organization with all major participants and leadership at the immediate completion of an operation, exercise, training event, or experiment.

(2) The FAAR is normally facilitated by the lead organization with all major participants as soon as possible following completion of an operation, exercise, training event, or experiment. The FAAR is a structured review or debriefing process for analyzing what happened, why it happened, and how it can be done better by the participants and those responsible for a particular

operation, exercise, event or experiment. FAAR includes information from active and passive collection processes.

(3) The documented results and recommendations of a FAAR or a hotwash are used to create the more detailed and analytical AAR. The AAR identifies key observations and how to correct deficiencies, sustain strengths, and focus on performance of specific mission essential tasks (MET). The AAR may include the proposed assignment of offices of primary responsibility (OPRs) and offices of coordinating responsibility (OCRs) for observation review during the validation process. See Appendix E to Enclosure B for a sample AAR template.

d. Discovery Phase Output. The output from the discovery phase is one or more observations that feed the validation phase. Observations can be restricted for internal collaboration and when appropriate shared with others for collaboration via JLLIS.

e. Lesson Manager (LM) Functions in the Discovery Phase. Joint Staff, Services, combatant commands, CSAs, and other organizations involved in the JLLP designate LMs with the authority to review, validate, and release lessons-learned information as appropriate for their organization. The functions of the LM during the discovery phase include, but are not limited to, the following activities:

(1) Participating in or assisting in collection activities for their organization. See Appendixes F and G to Enclosure B for recommended interview procedures and interview summary worksheets.

(2) Performing the required coordination and staffing of lessons-learned information within their organization prior to executing external coordination.

(3) Coordinating lessons-learned information with functional areas and SMEs to ensure complete vetting of issues.

(4) Tracking organization lessons-learned information and issues through to resolution.

(5) Ensuring observation and records are entered into JLLIS and enabling command-vetted direct submission by individual members and organizations.

(6) Providing training and assistance to personnel on how to add, review, search, and coordinate observations within JLLIS.

(7) Facilitating approval of JLLIS records in accordance with their organizational policy and guidance.

f. Establishing a Joint community of practice (COP). The joint COP is visible across all JLLIS sites in the joint COP section of JLLIS. Through a joint COP, organizations or users with similar interests, responsibilities, issues, and concerns can readily communicate and exchange observations, lessons, FAARs, and best-practice activities. Equally as important, the joint COP host/manager can identify COP members or SMEs in a particular area to support sharing, collaboration, and the exchange of information to facilitate the lesson learned process. The process for establishing a joint COP and reporting ongoing lessons-learned collection efforts follows:

(1) Send request for establishing a joint COP to the Joint Staff J-7 global JLLIS coordinator e-mail addresses: jlliscoordinator@js.pentagon.mil or jlliscoordinator@js.smil.mil. The request states the purpose of the COP, the type of joint COP, e.g., operational, functional, or a designated specific purpose; the host/manager; and provides recommended operating procedures.

(2) Upon receipt, the Joint Staff J-7 will:

(a) Ensure the request qualifies as a joint COP.

(b) Ensure the site does not currently exist.

(c) Confirm the joint COP host/manager. Normally, the submitting organization is designated as the joint COP host/manager. If the submitting organization is recommending another host organization/manager, the submitting organization will coordinate with and obtain concurrence from the recommended organization ahead of time to be the host organization/manager. The Joint Staff J-7 will confirm concurrence with the nominated organization and notify the JLL COP of the proposed COP and its estimated implementation and completion date.

(d) Notify the joint COP host when approved to start managing the joint COP in JLLIS.

(e) Approve any changes to operating procedures and coordinate with the JLL COP prior to implementation to ensure consistency with established policy and procedures or coordinate changes to policy or procedures.

(f) Coordinate the shutdown or any change to the joint COP.

g. Collection Effort COP (Figure 3). The Joint Staff J-7 manages the JLLIS collection effort COP to track, maintain situational awareness, and update senior leadership on lessons-learned collection efforts. The collection effort COP displays planned and ongoing collection efforts. During an operation (e.g., humanitarian assistance and disaster response (HA/DR)) multiple

organizations may deploy collection teams. The collection effort COP provides one stop visibility of all ongoing collection efforts in relation to the designated operation or event.

(1) Joint Staff J-7, at the outset of an operation or event, announces the posting of an activity summary of lessons-learned collection efforts quad chart (see sample at Figure 3) on the collection effort COP. The quad chart will contain “hot links” to the stakeholders involved in active collection activities for the named operation or event.

(2) Stakeholders participating in the collection effort post collection efforts that are dedicated to an operation or event in the established collection effort COP.

(3) Stakeholders update the collection effort quad chart as directed (date/time) during the first 30-60 days of the operation or event; and then as needed thereafter as requested by Joint Staff J-7.

(4) Joint Staff J-7 in coordination with the stakeholders determines when reporting and updating of the collection effort COP will cease. Joint Staff J-7 announces to the JLL community when the collection effort COP for a specific operation or event is terminated.

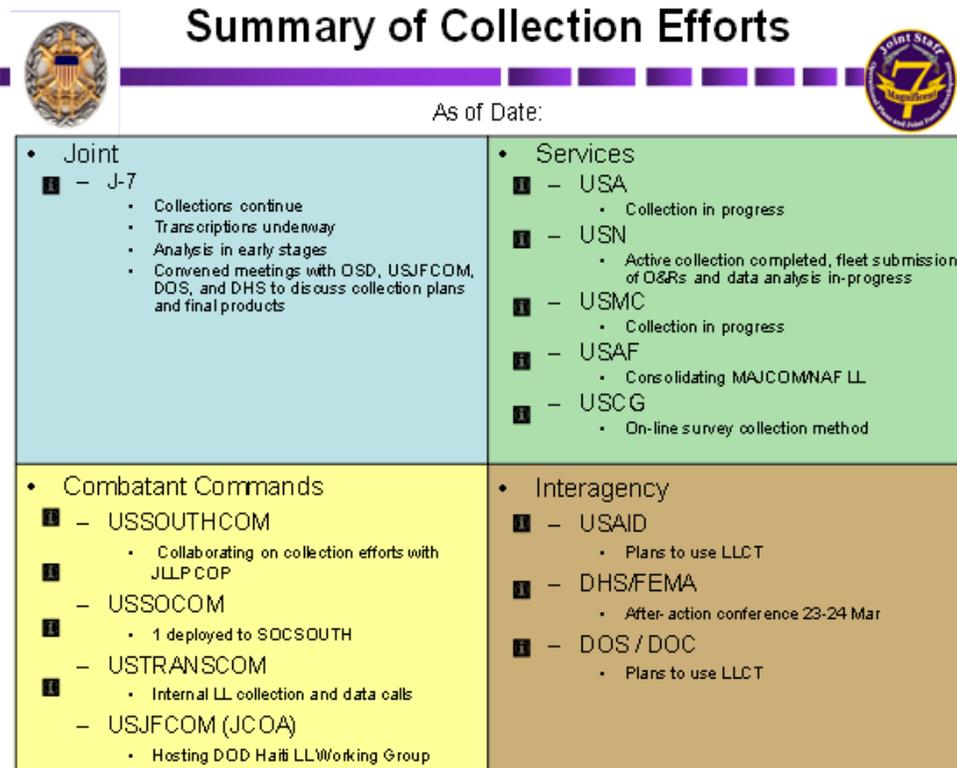


Figure 3. Example: Summary of Collection Efforts

APPENDIX B TO ENCLOSURE B

VALIDATION PHASE

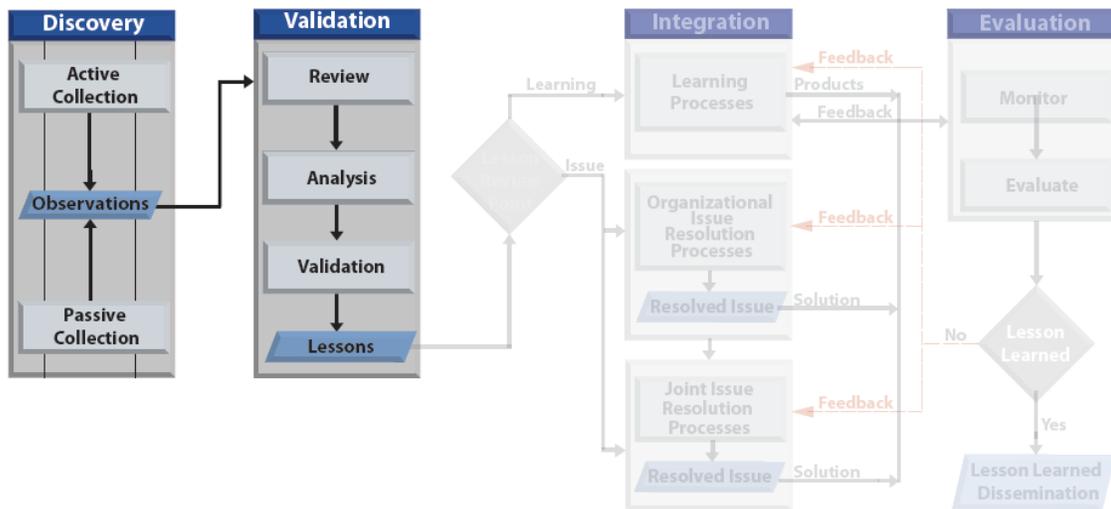


Figure 4. Validation Phase of the JLLP Process

1. Validation Phase (Figure 4). Validation consists of a series of review, analytical and validation activities that convert observations into lessons. Organizational and SME review and analyze raw data to ensure observational completeness, functional relevance, credibility, and applicability. Validation Phase activities include the following processes:

a. Review. LM in coordination with SMEs, analysts, and participating organization representatives should ensure observations are complete and relevant during the review phase.

b. Analyze. The analytical process transforms observations into lessons. The analytical review may group common observations into organizational functions such as DOTMLPF, Universal Joint Task List (UJTL), Joint Mission Essential Tasks (JMET), Joint Capability Areas (JCA), Integrated Priority Listing (IPL), and other taxonomies as required.

c. Validate. Validation qualifies observations as being suitable for use by the participating organization as lessons, which can be defined as findings, issues, recommendations, and best practices. Validated lessons have undergone a review process intended to establish their relevance and suitability to potentially influence DOTMLPF. JLL validation occurs via review

by a designated validation authority empowered to represent the participating organization. Information from hotwashes and FAARs in the form of observations support further review during the validation phase.

d. Validation Phase Output. The output from the validation phase is a lesson that may be forwarded to functional SMEs for further review and recommendation.

e. LM Functions in the Validation Phase. During the validation phase, LM functions include but are not limited to:

(1) Reviewing initial observations for completeness and accuracy, and then determining the appropriate SMEs to review the observations.

(2) Forwarding the observations to the appropriate SMEs for review, analysis, validation, and release to the local organization and lessons-learned community when appropriate.

(3) Releasing individual and consolidated observations as identified lessons for dissemination to the local organization and lessons-learned community as required.

(4) Determining the appropriate time to change the status of an observation from pending to active within JLLIS.

(5) Providing training and assistance to personnel on how to add, review, search, and coordinate observations using the JLLIS tool.

APPENDIX C TO ENCLOSURE B

INTEGRATION PHASE

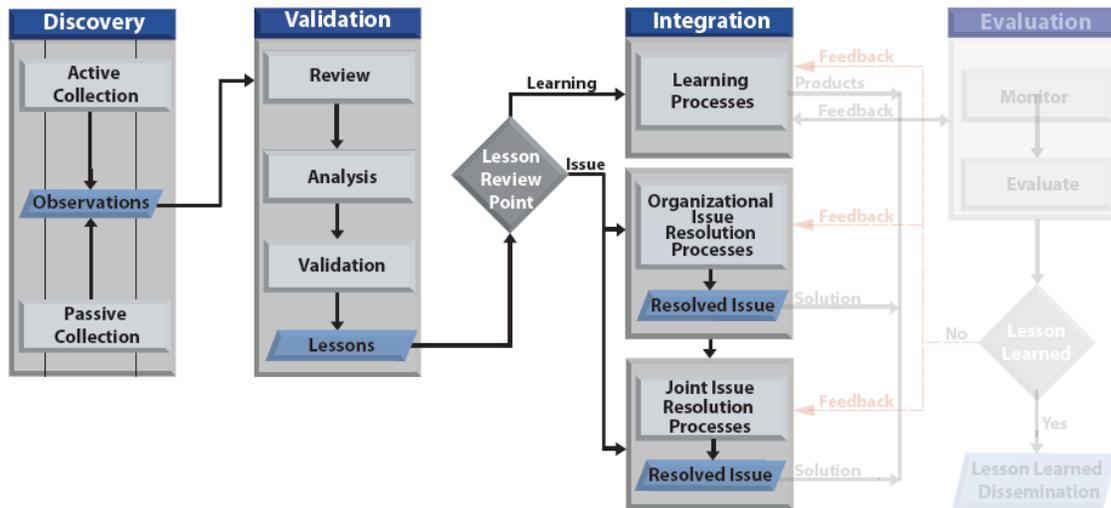


Figure 5. Integration Phase of the JLLP Process

1. Integration Phase (Figure 5). The integration phase takes lessons from the validation phase and integrates them into learning or issue resolution processes. As lessons leave the validation phase, they are reviewed to determine whether they are a lesson requiring resolution, a best practice, or a sustainment item that should be forwarded to the learning processes.

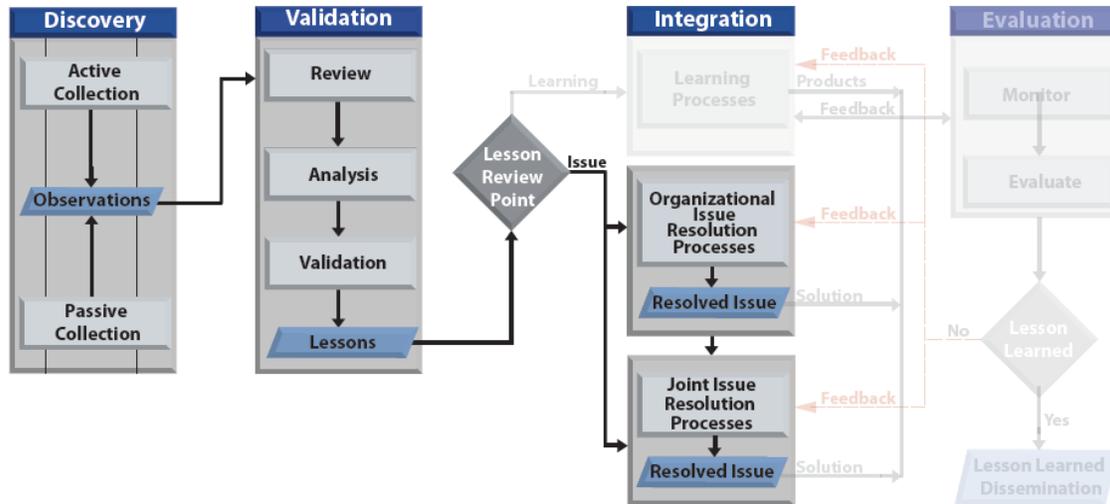


Figure 7. Integration With Issue Resolution Processes

b. Integration with Issue Resolution Processes (Figure 7). Processes supporting issue resolution occur both internally and externally between collaborating organizations. Issue resolution should take place at the lowest organizational level possible, with corrective action taken as close to the occurrence as possible. Integration with issue resolution processes consists of publishing and disseminating released lessons in the form of observations, reports, summaries, and briefings to support the issue resolution processes.

(1) Issue Resolution (Internal to Organization). Issue resolution is initiated when the participating organization determines the appropriate process and venue to address an issue. In general terms, this process commonly consists of action officer (AO) level working groups, O-6 level boards, and general officer/flag officer/senior executive service (GO/FO/SES) executive level steering committees, but it will be defined by the requirements of each organization. Reference to procedures within the subject of issue resolution should be recognized as being performed in accordance with higher headquarters policy and guidance, and will be unique to each organization. An example of an internal issue resolution process follows:

(a) The participating organization identifies the OPR to work the selected issue(s) through issue resolution.

(b) The OPR accepts the issue for action, develops recommended courses of action (COAs), and accomplishes the required staffing action to gain approval from the appropriate authority on the selected COA.

(c) OPRs are encouraged to coordinate issue resolution recommendations with functional counterparts. The authority to make disposition decisions for an issue may remain internal to an organization. The OPR may collaborate with the staff of another organization to obtain the necessary information for issue resolution.

(d) The AO-level working group reviews the issues, recommends a solution, and determines which issues should be forwarded on to the O-6 Board for consideration. The group may recommend OPRs as necessary.

(e) The O-6 level board reviews issues forwarded from the AO working group for accuracy, completeness, and appropriateness of assigned OPRs. This board recommends and may approve closure of issues, or it may forward the issue to other venues for resolution. The board also determines issues for GO/FO/SES executive steering committee review.

(f) The GO/FO/SES executive steering committee determines final disposition on issues forwarded by the O-6 level board. Final disposition includes the approval of issues for closure; the approval to combine or split issues; the approval of recommended COA; and the approval to continue tracking. Final disposition may also include forwarding issues to other issue resolution venues and processes, or to other headquarters for assistance in resolving the issue.

(g) Issues are tracked through the various issue resolution processes by the OPRs in accordance with the host organization policy and guidance. After recommended actions are implemented, the corrective action is verified, ensuring that the originally identified issue is resolved and no longer requires resolution activity. Issues warranting higher-level or joint resolution activity may be forwarded to joint issue resolution processes.

(h) Participating organizations use the JLLIS as the tool to track, monitor, and collaborate on JLL issues. Issues are tracked through the issue resolution process by the LM and OPR.

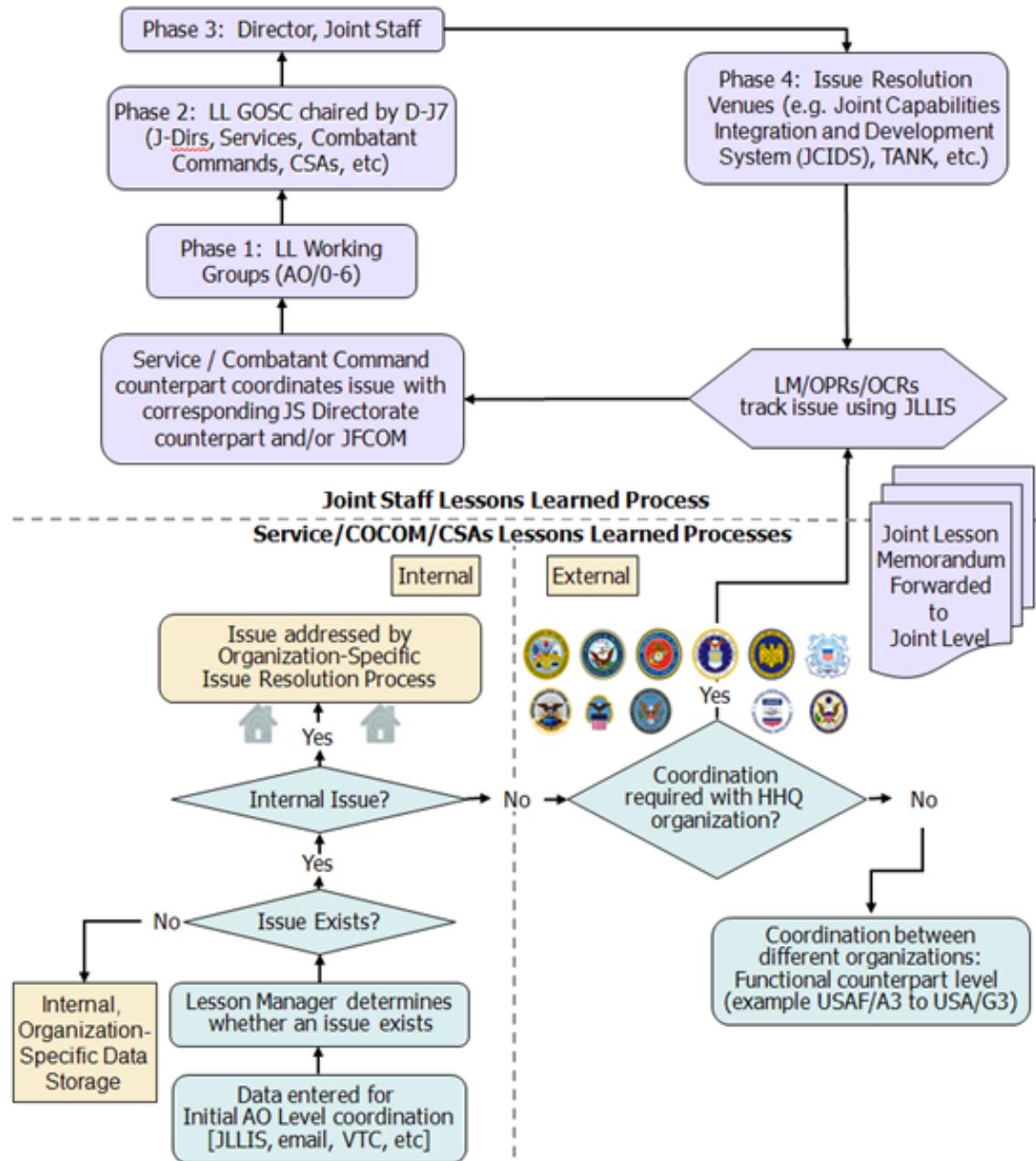


Figure 8. Integration With Joint Issue Resolution Processes

(2) Issue Resolution (Joint) (Figure 8). Joint issue resolution processes are used to resolve issues with joint implication among two or more Services, combatant commands, CSAs, IA organizations, or multinational organizations. Collaboration, with the intent to resolve issues at the lowest level possible, is the desired outcome. When an issue needs to be formally nominated into a joint issue resolution process, it is introduced only after it is vetted through the internal organization process and cleared for release.

(a) Service, combatant command, or CSA. Between the Services, combatant commands, CSAs, or Joint Staff, validated issues are forwarded to the functional counterpart utilizing the JLLIS tracking system. Collaboration occurs with the issue continuing to be elevated until it is either resolved or entered into the Joint Staff Lessons-learned General Officer Steering Committee (LL GOSC) through the process described below.

(b) IA Organizations. Issues identified from the Joint Staff LL GOSC process are forwarded from the Joint Staff through OSD to IA organizations for whole-of-government efforts where a DOD coordinated response is required. DOD components share and collaborate with interagency organizations to address lessons that do not require a DOD response.

(c) Multinational. Issues identified from the Joint Staff LL GOSC process are forwarded from the Joint Staff through OSD to multinational organizations when a DOD coordinated response is required. Joint Staff Directorates provide coordinated DOD responses in forums and venues where they are designated OPRs. DOD components share and collaborate with multinational organizations to address lessons that do not require a coordinated DOD response.

(d) Joint Staff LL GOSC. The integration of validated lessons into the Joint Staff LL GOSC is intended to produce a comprehensive and fully staffed product to senior leaders in order to accomplish issue resolution in a timely manner. To accomplish that, an issue that is being introduced should have already been extensively collaborated on, with the history of these interactions recorded in JLLIS.

1. Phase 1 (LL Working Groups, AO/O-6). The purpose of Phase 1 is to ensure that issues have been staffed appropriately and continue to attempt to resolve issues at the lowest possible level.

a. Regularly scheduled AO working groups between LMs and appropriate SMEs and hosted by Joint Staff J-7 Joint Lessons-learned Branch (JLLB) will continue collaborating on issues that have been elevated to each functional area.

b. Quarterly O-6 boards, with planner-level functional area representation will review issues presented by the AO working groups and either direct them into the appropriate issue resolution venue, refer them to another organization for more collaboration, close them out, or nominate issues for inclusion in Phase 2 (the LL GOSC).

2. Phase 2 (LL GOSC). The purpose of the LL GOSC is to review and address strategic-level lessons learned and issues identified by operations, campaigns, exercises, and real-world events, e.g., OPERATION IRAQI

FREEDOM (OIF), Hurricane Katrina (Domestic Disaster Response (DDR)), National Level Exercises (NLEs), the Lebanon Noncombatant Evacuation Operation (NEO), the Haiti earthquake, and other major events, as required. The LL GOSC provides advice and direction on the integration of critical issues across the DOTMLPF spectrum. The Director J-7 hosts the LL GOSC with principals (O-7 and above or designated representatives) from OSD and Joint Staff J-Directorates. Principals from the Services, combatant commands, and CSAs participate as required. Issues that are introduced at the LL GOSC are sent to appropriate issue resolution venues, elevated to the attention of the Director, Joint Staff (DJS) or resolved.

3. Phase 3 (DJS). Issues raised to the level of the DJS follow the DJS directed COA. This COA may include, but is not limited to joint issue resolution venues, the Joint Capabilities Integration and Development System (JCIDS) process, the Joint Chiefs of Staff TANK process, or other general officer steering forums.

4. Phase 4 (Issue Resolution Venues). Lessons that enter the issue resolution venues continue to be tracked by the appropriate OPR, with updates posted in JLLIS. The outcomes of issues that enter issue resolution venues enter the Evaluation Phase of the JLLP Process.

a. Final issue resolution may involve increased funding initiated through an IPL, Joint Urgent Operational Needs (JUON), program objective memorandum (POM) additions or plus-ups, or other reprogramming to prioritize funds to correct the lesson-learned deficiency or provide needed improvements. Some issues require the primary organization to initiate action through JCIDS. The JCIDS process is outlined in CJCSI 3170.01G, 1 March 2009 (reference b). CJCSM 3170.01C, 1 May 2007 (reference c) provides specific DOD procedures for materiel or procedural changes. Urgent materiel changes should be accomplished through the joint urgent operational need process, CJCSI 3470.0, 15 July 2005, Rapid Validation and Resourcing of Joint Urgent Operational Needs (JUON) in the Year of Execution (reference d).

c. Integration Phase Output. The output from the integration phase includes products from the learning processes and solutions from the issue resolution processes.

d. LM Functions in the Integration Phase. During the integration phase, LM functions include but are not limited to:

(1) Support issue resolution processes to which they are assigned by their organization.

(2) Designate AOs as the primary points of contact (POC).

(3) Develop a mechanism for the identified POCs working each issue to document the detailed information required for that particular issue.

(4) Recommend, at each update, the disposition of each item to which they are assigned (open, verify, close, or change OPR, etc.).

(5) Review the assigned items and coordinate an appropriate COA and response with all the applicable stakeholders.

(6) Nominate to joint resolution processes issues that have applicability to other combatant commands, Services, and CSAs, as appropriate.

APPENDIX D TO ENCLOSURE B

EVALUATION PHASE

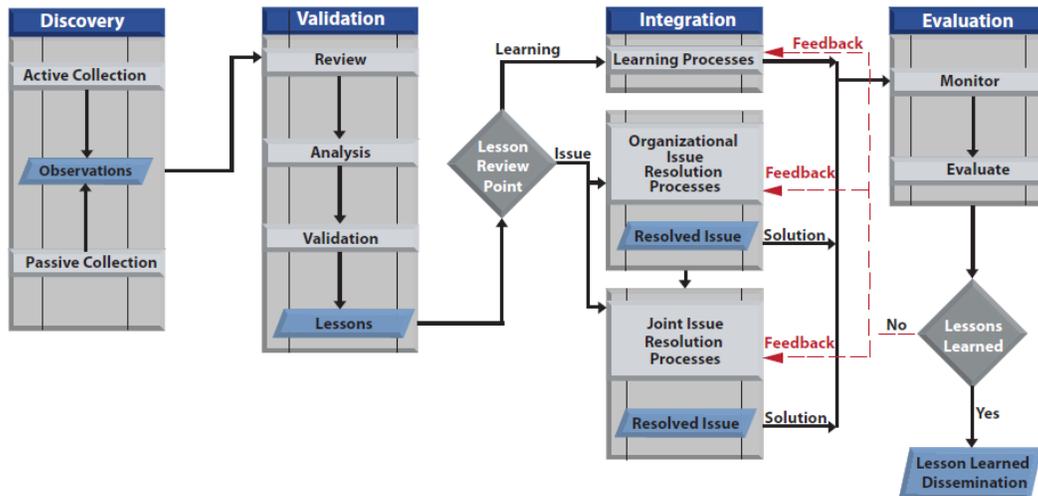


Figure 9. Evaluation Phase of the JLLP Process

1. Evaluation Phase (Figure 9). The JLLP evaluation phase focuses on monitoring and evaluating lessons identified as products of the learning process or solutions to issues/lessons. The participating organization accomplishes these evaluations internally and makes them available to external organizations for collaboration, review, and use.

a. Monitoring. Monitoring occurs as lessons work through the integration processes. The LM/OPR monitors assigned lessons to track their progress through the integration processes. When a product from the learning processes or solution to a lesson is determined, the LM/OPR moves the lesson to the evaluation step. This step determines if the product is captured as a best practice for sustainment and improvement or the solution corrects and addresses the lesson.

b. Evaluation. As products and solutions to lessons exit the monitoring process the LM/OPR evaluates the lesson to determine if the product from the learning process, or solution to a lesson, leads to a lesson learned. Based upon the LM/OPR evaluation, the learning products and issue solution for a lesson may be processed in the following two ways:

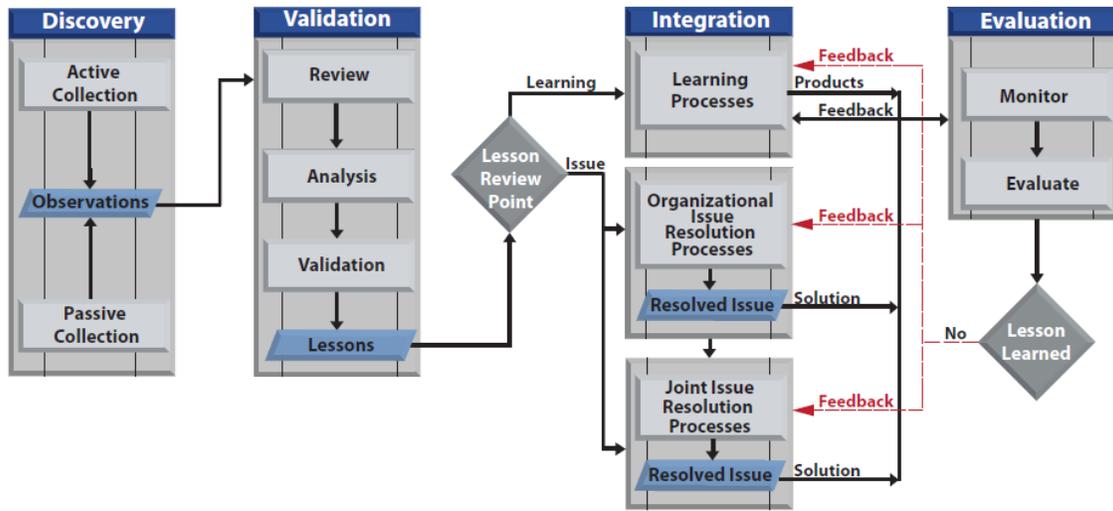


Figure 10. Evaluation Phase (Lesson identified for further work)

(1) If the product from the learning process or solution from issue resolution processes is determined not to be a lesson learned then it is fed back into the integration processes for further work and integration (Figure 10).

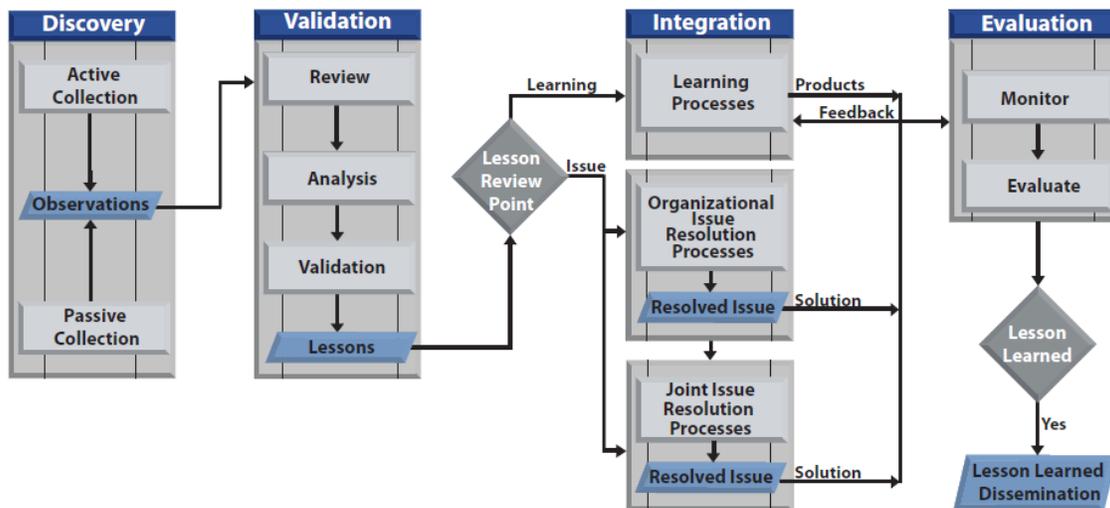


Figure 11. Evaluation Phase (Lesson Learned)

(2) If the product from the learning process or solution from the issue resolution processes is determined to be a lesson learned then it is published

and disseminated to all JLLIS users for further research, analysis, integration, and learning to improve the operational effectiveness of the DOD (Figure 11).

c. Evaluation Phase Output. The output from the evaluation phase is a lesson learned or a lesson identified for further work and reintegration.

d. LM Functions in the Evaluation Phase

(1) Monitor and coordinate updates to issue statuses for reporting in accordance with established organizational procedures.

(2) Responsible for coordinating and monitoring issues through joint, IA, and multinational issue venues.

(3) Verify corrective actions during appropriate venues to include but not be limited to exercises, training events, operational events, experiments, and other events as required.

(4) Monitor issues identified for re-observation and coordinate status updates for reporting in accordance with established organizational procedures.

(5) Ensure monitoring and evaluations are accomplished by SMEs and their recommendation to continue or to halt the evaluations are captured and incorporated into the lesson/issue updates.

(INTENTIONALLY BLANK)

APPENDIX E TO ENCLOSURE B

JLLP AFTER-ACTION REPORTING TEMPLATE (EXAMPLE)

1. After-Action Report (AAR) Template. The AAR template/format is determined by the participating organization. The following template is just one example, provided for reference purposes only as the format for AAR formats vary.

CLASSIFICATION

DATE

MEMORANDUM FOR:

Subject: AFTER ACTION REPORTING TEMPLATE (Optional)

Reference: CJCSM 3150.25, dated DD MMM YY

1. (U / FOUO / S) General: This report includes the observations and findings of the participants/participating organizations of exercise/ operation, date. All XXX participating in this XXX shall provide their feedback through their joint Directorate / functional lessons-learned manager as appropriate.

2. (U / FOUO / S) Observations and Findings:

a. Topic/Issue: (U / FOUO / S) – Name the issue.

b. Observation: (U / FOUO / S) – Explain the issue. What is it?

c. Discussion: (U / FOUO / S) – Provide background and rationale.

d. Recommendation: (U / FOUO / S) – What is your recommendation / course of action for improvement?

e. Implication: (U / FOUO / S) – What could happen if the recommendation is / is not adopted?

f. Submitter: (Optional): Name, Office Symbol, contact information.

3. (U / FOUO / S) Conclusion:

4. (U / FOUO / S) POC: Point of contact on this report is action officer, contact information.

{NAME, RANK}
{TITLE}

Enclosures

(U / FOUO / S) – Attach photos and other documents as required.

(INTENTIONALLY BLANK)

APPENDIX F TO ENCLOSURE B

RECOMMENDED JLLP INTERVIEW PROCEDURES

Begin the interview by reading the following introductory statement (Recording of this statement must be in accordance with local policy).

This is (Interviewer's Name) _____. The date is: (Month, Day, Year) _____. This interview is with (Subject's Rank, First name (spell out); Last name (spell out) _____ who has served as (Billet) _____ for (Name of organization/command) _____ since (Month/year) _____. We are conducting this interview at (HQ Name) _____ in (City/State/Country) _____. This interview will address the topic(s) of (list major topics of discussion) _____.

The purpose of this interview is to collect information based on needs, recommendations and suggestions that can be used to improve the capabilities of the participating organization. This information may be shared with the organization title/commander in the execution of responsibilities to organize, train, equip, and provide operating forces to the Combatant Commander.

This interview is being recorded and may be transcribed and released for review by authorized individuals. [If applicable: "The information from this interview may be made available to other NATO countries and allies."] The topics in the interview should be limited to unclassified information. If there is a need to provide classified information, we will stop recording and make the required arrangements. If you prefer, we can conduct the interview on a non-attribution basis, meaning the interview is recorded and transcribed, but identifying information is removed to ensure your anonymity.

Do I have permission to record this interview and associate your name with it? (Subject Response: Yes/No) _____.

Your candidness during the interview is appreciated, but understand that we cannot offer legal immunity for information you disclose.

Do you have any questions before we start the interview? (Subject Response: Yes/No) _____. Conduct the Interview

Closing statement: "Thank you for your participation. This concludes the interview."

(INTENTIONALLY BLANK)

APPENDIX G TO ENCLOSURE B

RECOMMENDED JLLP INTERVIEW SUMMARY WORKSHEET

1. Summary Form Instructions:

a. Indicate whether the interview is to be transcribed or summarized and indicate the priority.

b. Summaries are to be completed by the interviewer. Be sure to indicate the classification. The results of this summary should be uploaded into the JLLIS.

Category of Interview: <input type="checkbox"/> Interview to be transcribed <i>(Complete top part of Summary Worksheet only)</i> Priority for transcription: <input type="checkbox"/> High <input type="checkbox"/> Med <input type="checkbox"/> Low	<input type="checkbox"/> Interview to be summarized <i>(Interviewer writes a brief summary of the highlights of the interview below)</i>
---	---

Classification of Interview:

Unclassified Classified *(Confidential or Secret)*

Identifying Information:	
Date <i>(of interview)</i> :	
Location:	
Interviewer's Name <i>(Rank, First, MI, Last)</i> :	
Subject's Name: <i>(Rank, First, Last, MI)</i> :	
Unit:	
Branch:	Billet:
Operation (e.g., OIF, OEF, etc.)	

(INTENTIONALLY BLANK)

APPENDIX H TO ENCLOSURE B

FOREIGN DISCLOSURE AND THE SHARING OF JOINT LESSONS-LEARNED
INFORMATION WITH PARTNER NATIONS

1. Overview. The sharing of joint lessons-learned information between the U.S. and partner nations occur in accordance with DOD and CJCS guidance. More specifically, information contained within the JLLIS is also governed by DOD and CJCS policy regarding information sharing and network security (references e through j).

a. Foreign Disclosure and Network Security. Access to the information contained within NIPRNET JLLIS is granted in accordance with Joint Staff policy and guidance, reference g, and is limited to Australia, Canada, Great Britain, and U.S. personnel, as well as foreign exchange and liaison officers sponsored and/or assigned to DOD organizations only, in accordance with DODI 8110.1, "Multinational Information Sharing Networks Implementation," reference h. The USG has a national disclosure policy for SIPRNET. The following information is provided in accordance with Joint Staff guidance pending release of DOD guidance for JLLIS:

(1) The classification of JLLIS information is considered as marked by the originator (reference i).

(2) DOD Instruction 8110.1, "Multinational Information Sharing Networks Implementation," (reference h), implements policy and establishes the Multinational Information Sharing (MNIS) Program within the DOD; and designates the MNIS Combined Enterprise Regional Information Exchange System (MNIS CENTRIXS) as the DOD standard for multinational information sharing networks using the Global Information Grid (GIG). This standard enables U.S. forces to flexibly, reliably, and securely exchange information with foreign nations on a worldwide basis, reducing the number of duplicate, non-interoperable networks with similar functions.

(3) Coalition personnel assigned to or sponsored by a DOD organization and issued a common access card (CAC) permitting access to the DOD computer network/system are authorized access to NIPRNET JLLIS. These members are authorized to register in JLLIS as members of their assigned/sponsoring DOD organization.

(a) Registration is validated and controlled by the JLLIS administrator through the participating organization security office and approved by the Service, combatant command, CSA, or other participating organization lessons-learned program manager.

(b) Coalition personnel are validated and authorized access to JLLIS on SIPRNET in accordance with DODD 8500.01 (reference j).

b. JLLP and NATO Lessons Learned.

(1) Supreme Allied Commander Transformation (SACT). SACT has the lead for the overall NATO lessons-learned process when dealing with those lessons that are addressed and resolved at the Strategic Command level and below. SACT is supported by Allied Command Operations (ACO) in the planning and execution of this task. Reciprocally, Allied Command Transformation supports ACO with the overall output of the NATO lessons-learned process for the planning and execution of operations, military exercises, training, and experimentation.

(2) NATO Joint Analysis and Lessons-Learned Centre (JALLC). The NATO JALLC is the lead agency for the analysis of operations, exercises, training, and experiments, collection, and communication of lessons learned for NATO. The JALLC deploys teams worldwide to support NATO, analyzing all aspects of the alliance's work at the operational and strategic levels. Headquartered at Monsanto, Portugal, the JALLC hosts and maintains NATO's lessons-learned database, where lessons are captured, stored, and processed.

ENCLOSURE C

THE JOINT LESSONS-LEARNED INFORMATION SYSTEM (JLLIS)

1. Overview. The focus of JLLIS is to support the JLLP in its goal to enhance joint force capabilities. The JLLIS is the JLLP's knowledge management and information technology support suite. The JLLIS is a comprehensive information system based on the latest net-centric, nonproprietary, open architecture technologies, which enable a wide range of users to contribute, validate, identify, share, and access valuable information about lessons learned, best practices, and related activities.

a. The JLLIS is comprised of an input and management support tool and a joint search capability. The input and management support tool allows any approved user to submit observations via a Web-enabled user interface. It includes an observation management capability that provides collaborative resolution, administrative and SME review, functional classification, and lesson-learned release, and publishing to the JLLIS database. The joint search provides authorized users access to joint observations, validated and released observations, issues, and lessons.

2. The JLLIS Requirements Development Document (RDD). The JLLIS RDD provides a description of operational performance attributes necessary to support the joint force's lessons-learned program knowledge management and information technology (KM/IT) requirements. It reflects current JLLIS capabilities, gaps, and provides the recommended modernization to JLLIS architectural requirements and capabilities to meet the JLLP objectives. JLLIS at the maturation level should be a single interoperable tool with a multi-customizable user interface that is accessible to the DOD, non-DOD agencies, and multinational partners to capture observations, best practices, lessons learned, and issue resolution.

3. The JLLIS Implementation Plan (I-Plan). The JLLIS I-Plan (reference k), describes the system for deploying the JLLIS to the Joint Staff, combatant commands, Services, CSAs, and other joint organizations in the JLLP. The JLLIS I-Plan contains detailed guidance on the task of implementation, and considers all elements essential to maintaining and ensuring continuity of operations of the JLLP system of record with regard to development, modification, maintenance, and security management of the JLLIS. For additional information on this document, see the JLLIS Program Manager (PM).

4. The JLLIS Configuration Management (CM) Process. The JLLIS CM process, documented within the JLLIS I-Plan, reference k, systematically controls changes made to the JLLIS while maintaining the integrity of the system and

ensuring the JLLIS capabilities continue to support the objectives of the overall JLLP. It is through the configuration review board (CRB) process that the JLLP COP identifies and votes on improvements to the JLLIS. This process is managed by the JLLIS PM.

ENCLOSURE D

JLLP INTEGRATION WITH JOINT AND NATIONAL TRAINING
AND EXERCISE PROGRAMS

1. Overview of the Joint Training System (JTS). The JTS provides an integrated, requirements-based methodology for aligning joint training programs with assigned missions, consistent with command priorities and available resources. The purpose of the JTS is to improve joint readiness. Combatant commanders achieve “joint readiness” by focusing on integration and synchronization of individual capabilities that other stakeholders bring in conjunction with the combatant command’s inherent capabilities (references l and m).

2. Integration of Lessons Learned into the JTS Process. The JTS process is a cycle composed of four phases: requirements, plans, execution, and assessment. Lessons learned integrate into each phase of the process. The JTS is an interrelated series of disciplined, logical, and repeatable processes to continuously improve joint training and readiness. The JTS is supported by the JTIMS.

a. The JTS Phases and Associated Activities

(1) Phase I: Requirements. Capabilities required for joint force organizations to accomplish their assigned missions are identified and lessons learned are reviewed.

(2) Phase II: Plans. Relevant lessons learned are applied as commands, and CSAs develop their joint and/or agency training plans that define their training requirements and contain the preliminary development of training event design, estimation, scheduling of resources, and general timelines of training events.

(3) Phase III: Execution. Potential DOTMLPF issues and lessons learned are identified. The outputs of Phase III are Training Proficiency Evaluations (TPE), supporting the assessments in Phase IV, and AAR, which provide event results as well as potential issues and lessons learned.

(4) Phase IV: Assessment. Observations are collected, reviewed, and eventually translated into future requirements. These observations are further analyzed to determine validity as issues or lessons learned. The JTIMS has the capability of exporting an observation record in automated fashion to the organization’s JLLIS.

3. National Exercise Program (NEP) After Action Activities. After an NEP exercise concludes, participating DOD components provide hotwash lessons learned to CJCS or a designated representative (reference n). The DHS NEP Executive Steering Committee (ESC) is composed of Deputy Assistant Secretary of Defense Homeland Defense and Defense Support to Civil Authorities (DASD HD&DSCA) and the CJCS or his or her representative. These activities contribute observations and input to the JLLP processes and are graphically represented in Figure 13, with key decision points emphasized in Figure 14.

a. Functions. NEP activities that interface with the JLLP include the following:

(1) After a Tier 1 NLE exercise concludes, participating DOD components accomplish the following:

(a) Conduct the DOD FAAR under the LL GOSC and the CJCS JLLP using JLLIS.

(b) Use the hot wash meeting or video teleconference to decide on the primary DOD lessons learned to forward for inclusion in the NEP AAR.

(c) Provide hot wash lessons learned to the DASD (HD&DSCA) and the CJCS or their representative.

(d) Report all observations from NEP exercises into the JLLP.

(2) The ESC accomplishes the following tasks after an NEP exercise:

(a) Reviewing all participating DOD and Agency lessons-learned reports and determining high-priority issues.

(b) Compiling high-priority issues into an NEP exercise AAR.

(c) Providing high-priority NEP lessons learned for DOD to the LL GOSC for review and resolution. (Note: NEP corrective actions assigned to the DOD by the Exercise and Evaluation sub-Policy Coordinating Committee (E&E sub-IPC) as well as Domestic Readiness Group Policy Coordinating Committee (DRG IPC), and/or the Homeland Security Council Deputies Committee (HSC DC) are also forwarded to the LL GOSC for review and resolution.)

(d) Collecting issues requiring DOD and Agency improvements into an NEP exercise Improvement Plan (IP) and entering those issues into the DHS Corrective Action Program (CAP).

(3) The LL GOSC may address corrective actions assigned to the DOD and forward the OPR and timeline for implementation back to the E&E sub-IPC, DRG IPC, and/or the HSC DC, through the ESC.

(4) The combatant commands, CSAs, and Services participating in an NEP exercise:

- (a) Collect task performance observations in JTIMS.
- (b) Determine which performance observations are considered to be lessons learned.
- (c) Include observations in the JLLP via JLLIS.
- (d) Assign corrective actions to one of their components along with a responsible POC in that component for each lesson learned they enter into the JLLP through JLLIS.

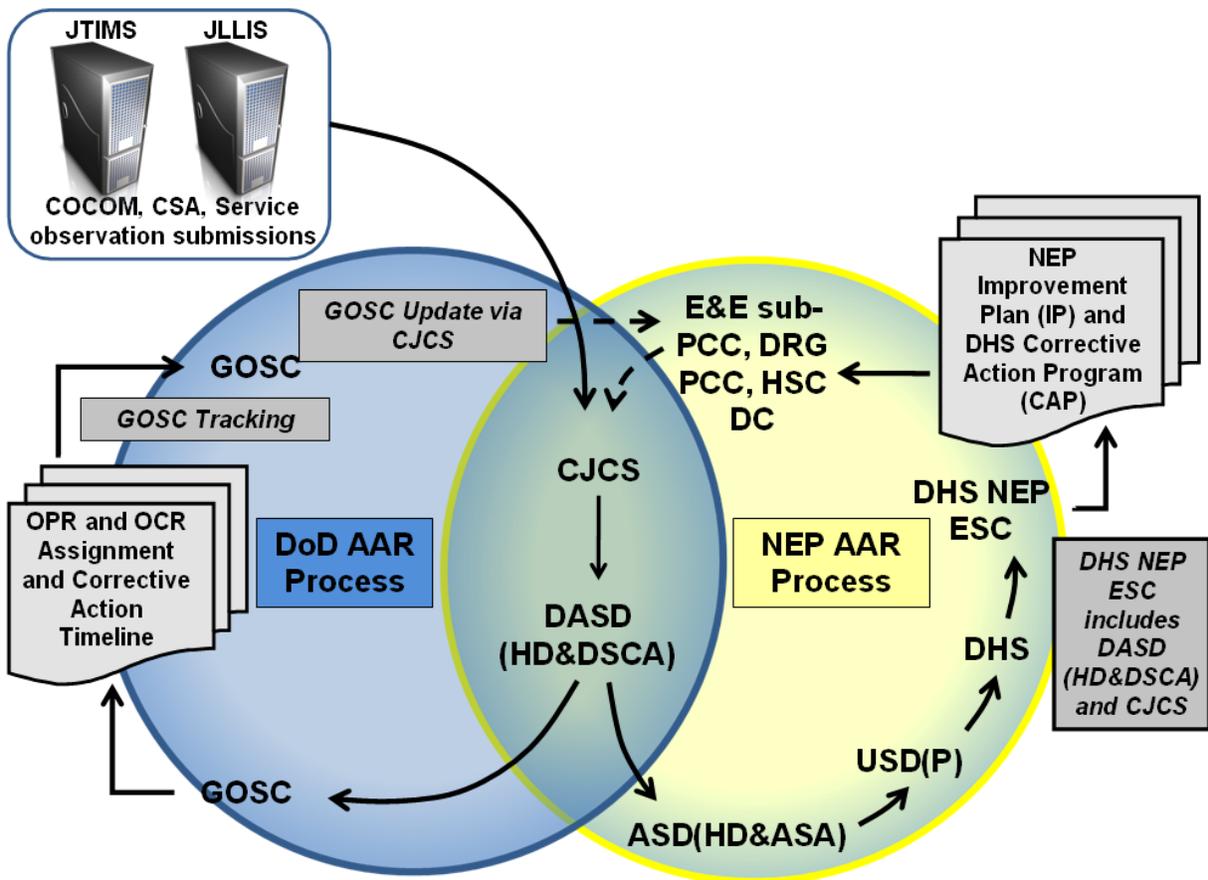


Figure 13. NEP After-Action Process

Decision Points

- ★ COCOM, CSA, Service submit issues with joint applicability to JS JLLIS
- ★ JS (ESC) approves joint issues for formal resolution
- ★ JS (ESC) routes approved joint issues accordingly
- ★ DOD issues submitted to GOSC and assigned OPRs/OCRs
- ★ GOSC approves completion of issues, updates NEP if necessary
- ★ Issues from NEP requiring DOD action submitted to GOSC

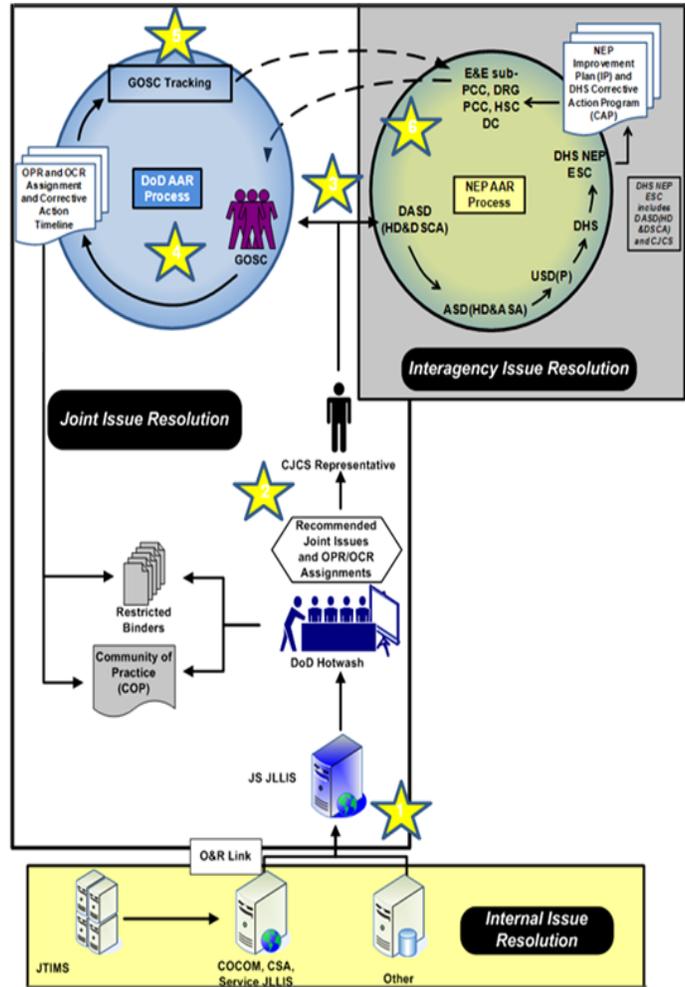


Figure 14. Decision Points Within the NEP After-Action Process

ENCLOSURE E

REFERENCES

- a. CJCSI 3150.25 series, “Joint Lessons Learned Program”
- b. CJCSI 3170.01 series, “Joint Capabilities Integration and Development System (JCIDS)”
- c. CJCSM 3170.01 series, “Manual for the Operation of the Joint Capabilities Integration and Development System”
- d. CJCSI 3470.01 series, “Rapid Validation and Resourcing of Joint Urgent Operational Needs (JUON) in the Year of Execution”
- e. DOD Information Sharing Strategy, 4 May 2007.
- f. DOD(CIO) memorandum, 2004, “Guidance to Facilitate Information,”.
- g. CJCSI 5714.01 series, “Policy for the Release of Joint Information”
- h. DODI 8110.1, 6 February 2004, “Multinational Information Sharing Networks Implementation”
- i. DOD 5200.1-R, 14 January 1997, “Information Security Program”
- j. DODD 8500.01E, 24 October 2002, “Information Assurance”
- k. “The JLLIS Implementation Plan (I-Plan)” (maintained by the JLLIS Program Manager, Joint Staff J-7/JETD)
- l. CJCSI 3500.01 series, “Joint Training Policy and Guidance for the Armed Forces of the United States”
- m. CJCSM 3500.03 series, “Joint Training Manual for the Armed Forces of the United States”
- n. DODI 3020.47, 29 January 2009, “DOD Participation in the National Exercise Program (NEP)”

(INTENTIONALLY BLANK)

GLOSSARY

Unless otherwise stated, these terms and their definitions are for the purpose of this manual only.

Part I—ABBREVIATIONS AND ACRONYMS

AAR	After-Action Report
AO	Action Officer
AOR	Area of Responsibility
CD-ROM	Compact Disc Read-Only Memory
CE2T2	Combatant Commander Exercise Engagement and Training Transformation
CJCS	Chairman of the Joint Chiefs of Staff
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
CJCSM	Chairman of the Joint Chiefs of Staff Manual
CM	Configuration Management
CMT	Configuration Management Tool
COA	Course of Action
COP	Community of Practice
CRB	Configuration Review Board
CSA	Combat Support Agency
DCR	DOTMLPF Change Recommendation
DDR	Domestic Disaster Response
DHS	Department of Homeland Security
DJ-7	Director for Operational Plans and Joint Force Development, Joint Staff
DJ-8	Director for Force Structure, Resources, and Assessment, Joint Staff
DASD	Deputy Assistant Secretary of Defense
DOD	Department of Defense
DODD	DOD Directive
DODI	DOD Instruction
DOS	Department of State
DOTMLPF	Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, Facilities
DR	Disaster Relief

DRRS	Defense Readiness Reporting System
DRG PCC	Domestic Readiness Group Policy Coordinating Committee
E&E sub-PCC	Exercise and Evaluation sub-Policy Coordinating Committee
ESC	Executive Steering Committee
FAAR	Facilitated After-Action Review
FOUO	For Official Use Only
GOSC	General Officer Steering Committee
HA	Humanitarian Assistance
HD	Homeland Defense
HQ	Headquarters
HITR	High Interest Training Requirements
HSC DC	Homeland Security Council Deputies Committee
IA	Interagency
IPL	Integrated Priority Listing
JCA	Joint Capability Area
JCIDS	Joint Capabilities Integration and Development System
JCOA	Joint Center for Operational Analysis
JCS	Joint Chiefs of Staff
JLL	Joint Lessons Learned
JLLIS	Joint Lessons-Learned Information System
JLLP	Joint Lessons-Learned Program
JMET	Joint Mission Essential Tasks
JROC	Joint Requirements Oversight Council
JROCM	Joint Requirements Oversight Council memorandum
JSAP	Joint Staff Action Process
Joint Staff	Joint Staff
JTIMS	Joint Training Information Management System
JTS	Joint Training System
JUON	Joint Urgent Operational Need
LM	Lesson Manager
METL	Mission Essential Task List
MET	Mission Essential task

NATO	North Atlantic Treaty Organization
NEO	Noncombatant Evacuation Operation
NEP	National Exercise Program
NGB	National Guard Bureau
NLE	National Level Exercises
OCR	Office of Coordinating Responsibility
OEF	Operation ENDURING FREEDOM
OGA	Other Government Agencies
OIF	Operation IRAQI FREEDOM
OPR	Office of Primary Responsibility
OSD	Office of the Secretary of Defense
PM	Program Manager
POC	Point of Contact
POM	Program Objective Memorandum
SME	Subject Matter Expert
SOP	Standard Operating Procedures
SSTRO	Stabilization, Security, Transition, and Reconstruction Operations
T2	Training Transformation
TPE	Training Proficiency Evaluation
TTP	Tactics, Techniques, and Procedures
UJTL	Universal Joint Task List
USA	U.S. Army
USAF	U.S. Air Force
USAID	U.S. Agency for International Development
USCG	U.S. Coast Guard
USG	U.S. government
USJFCOM	U.S. Joint Forces Command
USMC	U.S. Marine Corps
USN	U.S. Navy
USTRANSCOM	U.S. Transportation Command

(INTENTIONALLY BLANK)

Part II—TERMS AND DEFINITIONS

active collection. Consists of activities specifically generated to collect information on specific operations, training events, or other activities and is conducted on scene through direct observation, interviews, surveys, and collection of focused information. The on-site collectors also have the capability to perform an initial analysis of collected data and provide direct and immediate feedback to the commander on their initial observations.

after-action report (AAR). The result or summary of a facilitated after-action review (FAAR) is the after-action report (AAR). The AAR identifies key observations and how to correct deficiencies, sustain strengths, and focus on performance of specific mission essential tasks (MET). The AAR may include the proposed assignment of an office of primary responsibility (OPR) and office of coordinating responsibility (OCR) for observation review during the validation process.

best practice. A nondoctrinal tactic, technique, or procedure that is in current field use and appears to be potentially worth of replication. All best practices should be critically considered in light of the local situation and capabilities prior to implementations. A validated best practice may eventually lead to an issue for DOTMLPF resolution.

community of practice (COP). Within the Joint Lesson Learned Program, a COP is a population within the joint force that demonstrates or employs like core competencies. A COP typically meets regularly to discuss and explore methods and processes for improving processes. The JLLP COP meets, on a formal basis, twice annually at the Worldwide Joint Training and Scheduling Conference to discuss JLLP knowledge management and information sharing.

corrective action board (CAB). A review body, usually chaired by an O-6, that addresses lessons learned resulting from analysis of operations, exercises, and events and validates lessons for submission to an executive level CAB.

DOTMLPF. Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, Facilities.

facilitated after-action review (FAAR). The FAAR is normally facilitated by the lead organization with all major participants as soon as possible following completion of an operation, exercise, training event, or experiment. The FAAR may consist of a panel of representatives or the event may be led by a facilitator to review observations recorded for validation. The FAAR is a structured review or de-brief process for analyzing what happened, why it happened, and how it can be done better by the participants and those responsible for a particular

operation, exercise, event or experiment. The FAAR includes information from active and passive collection processes. The result or summary of an FAAR is an after-action report (AAR).

finding. A concise statement that summarizes a capability to be sustained, improved, or developed or a deficiency requiring corrective action. A negative finding may be labeled an issue if the finding indicates substandard performance requiring resolution or focused problem solving.

General Officer Steering Committee (GOSC). The GO/FO/SES executive steering committee determines final disposition on issues forwarded by lower level review boards. This occurs at the Joint Staff, combatant commands, Services, and CSAs. The GOSC is usually chaired by a GO/FO/SES, which directs key staff elements, proponents or advocates to take corrective action or to implement identified successes into plans of instruction. The GOSC provides advice and direction on the integration of critical issues across the DOTMLPF spectrum.

hotwash. A comprehensive debriefing comprised of “after-action” discussions and evaluations of an agency's (or multiple agencies’) performance immediately following an exercise, training session, or major event. The purpose of the hotwash is to allow participants to identify systemic weakness in plans and procedures and to recommend revisions to current plans and procedures. The hotwash is normally facilitated by the lead organization with all major participants and leadership in attendance at the immediate completion of an operation, exercise, training event, or experiment.

immediate warfighter need (IWN). A JUON requiring a timely (goal 120 days to 2 years) materiel, services, and/or logistics solution that, if left unfulfilled, will seriously endanger personnel and/or pose a major threat to ongoing operations.

insight. SME-intuitive products derived from empirical factual information determined through lessons not yet thoroughly vetted within the DOD community to be offered as “best practices.”

issue. An observed, analyzed, interpreted, and evaluated shortcoming, deficiency, or problem that precludes performance to standard and requires resolution. Issues are also deficiencies or shortfalls identified during joint activity that preclude training or operating to joint mission essential tasks standards and require focused problem solving.

issue resolution. An improvement process to address issues and take corrective actions as needed.

joint doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) change recommendation (DCR) process. The joint DCR process is an evolving process that enables new innovations, new technologies, experimentation, and other assessments to be analyzed at the Functional Process Owner level, and the GO/FO/SES level before being submitted for review, validation, and approval. The joint DCR process focuses primarily on joint transformation efforts and changes that are primarily non-materiel in nature, although there may be some associated materiel changes (commercial and non-developmental) required. Joint DCRs may be submitted to change, institutionalize, and introduce new DOTMLPF and policy resulting from an output of joint experimentation, lessons learned, or other assessments to meet operational needs.

joint urgent operational need (JUON). A combatant command-certified and prioritized urgent operational need, outside DOD 5000/Military processes, requiring a DOTMLPF solution that, if left unfulfilled, will seriously endanger personnel and/or pose a major threat to ongoing operations.

lessons. Validated observations, insights, issues, findings, recommendations, and best practices from the validation phase. A lesson summarizes either a capability, concept, process, or procedure to be sustained, improved, or developed or a capability shortfall requiring corrective action.

lesson learned. Results from an evaluation or observation of an implemented corrective action that contributed to improved performance or increased capability. A lesson learned also results from an evaluation or observation of a positive finding that did not necessarily require corrective action other than sustainment. An insight gained that improves military operations or activities at the strategic, operational, or tactical level and results in long-term, internalized change to an individual or an organization.

lesson manager (LM). An LM is the individual or designated office of primary responsibility for the organization's lessons-learned program. The LM is responsible to the organization's commander for managing the observations and recommendations, and lessons learned of that organization (e.g. major command; J-Dir; combatant command; CSA, etc), and manages lessons-learned information via the JLLIS as the JLLP information system of record. The LM assists in identifying and documenting issues, coordinates on and tracks their progress towards resolution as appropriate.

observation. An observation is the record of an event from the perspective of the person(s) who saw it. Observations contain information regarding specific events, activities, circumstances, or outcomes and include sufficient factual and contextual information to support validation and analysis of the

observations. An observation is considered “documented” when it has been entered into the JLLP through the JLLIS.

passive collection. Such collection may be conducted via onsite observation, direct participation, or offsite information collection. Passive collection activities are not limited by time, location, personnel training, or event and provide the JLLP with a flexible, adaptive, responsive, and pervasive source of observations and inputs. Passive collection consists of reviewing information from outside sources generally focused in three information classes: (1) AARs; (2) information collected via collection tools; and (3) information collected via individual inputs from observers, trainers, and operators.

product. An observation, finding, finding with joint implications, issue, recommendation, report, briefing, insight, AAR, DCR input, and paper suitable for dissemination to the joint force.

published finding. A published finding has undergone JLLP validation and been released by a designated authority. Once published, a finding is considered appropriate for use by the joint force.

small-scale active collection. Onsite collection conducted immediately before, during, or immediately after a joint operation, training event, or exercise. Such collection activities: (1) involve collectors who directly observe performance, to include being on hand to review activities focusing on that performance and interview participants, (2) are relatively small in scope, and (3) operate intermittently or for a short period of time.

validation. Within the JLLP, validation consists of recognition of a JLLP observation as a valid finding. Validation does not qualify the finding as “resolved, solved, or closed” but rather validates an observation for inclusion in JLLP products and databases. Validation consists of review by a functional expert to confirm an observation contains identifiable lessons to be processed through the JLLP.