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# The Leader's Guide to After-Action Reviews (AAR)

An AAR is a professional discussion of a training event that enables Soldiers/units to discover for themselves what happened and develop a strategy for improving performance. Facilitators provide an overview of the event plan (what was supposed to happen) and facilitate a discussion of what actually happened during execution. This leader's guide supports the Army training doctrine in [ADP 7-0](#) and [ADRP 7-0](#) (Training Units and Developing Leaders) and [The Leader's Guide to Unit Training Management \(UTM\)](#). The concepts and processes in this manual are applicable to the Active Army, Army National Guard/Army National Guard of the United States, and United States Army Reserve unless otherwise indicated. It supersedes the Leader's Guide to After-Action Reviews (AAR) dated August 2012.

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NOTE: This leader's guide is also available in [The Leader's Guide to Unit Training Management \(UTM\)](#) dated December 2013, appendix D.

This leader's guide is formatted to optimize 2-sided printing.

The proponent for The Leader's Guide to After-Action Reviews (AAR) is the United States Army Combined Arms Center (CAC). The preparing agency is the Training Management Directorate (TMD) within CAC-Training (CAC-T). CAC-T is subordinate to the United States Army Combined Arms Center. TMD is the Army lead for training management. Send comments through the Army Training Network (ATN) at <https://atn.army.mil> using the "[Ask-A-Trainer](#)" feature and using the term "AAR" in the subject line.

## After-Action Reviews (AAR)

### Purpose

AARs are “a guided analysis of an organization’s performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers ([ADRP 7-0](#)). The AAR provides valuable feedback essential to correcting training deficiencies. Feedback must be direct, on-the-spot and standards-based.

AARs are a professional discussion of a training event that enables Soldiers/units to discover for themselves what happened and develop a strategy for improving performance. They provide candid insights into strengths and weaknesses from various perspectives and feedback, and focus directly on the commander’s intent, training objectives and standards. Leaders know and enforce standards for collective and individual tasks. Task standards are performance measures found in the respective training and evaluation outlines (T&EO) found on the Army Training Network (ATN), the Digital Training Management System (DTMS) and the combined Arms Training Strategies (CATS – all available on [ATN](#)).

Leaders avoid creating the environment of a critique during AARs. Because Soldiers and leaders participating in an AAR actively self-discover what happened and why, they learn and remember more than they would from a critique alone. A critique only gives one viewpoint and frequently provides little opportunity for discussion of events by participants. The climate of the critique, focusing only on what is wrong, prevents candid and open discussion of training events and stifles learning and team building.

Leaders make on-the-spot corrections and take responsibility for training Soldiers and units. This occurs when leaders understand the commander’s intent, the tasks to be trained and exercise the principles of mission command to improve Soldier, leader, and unit performance. Units that conduct AARs and empower subordinates to make on-the-spot corrections are more effective.

Effective AARs are a reflection of the commander and his active role in unit training. AARs foster an environment of trust, collaboration, initiative, and cohesion necessary among Soldiers and leaders in decentralized operations. Soldiers learn and understand the commander’s intent and act decisively while accepting prudent risks.

AARs conducted during training include the same four parts as AARs conducted during operations:

- **Review what was supposed to occur.** The facilitator, along with the participants, reviews what was supposed to happen. This review is based on the commander’s intent, training objectives and tasks to train. This information is usually found in the operations order or on the training schedule.

- **Establish what happened.** The facilitator and participants determine what actually occurred during the training event, phase or the operation. The leader attempts to gather as many views or perspectives (OPFOR, squad leader, team leader, rifleman, etc) as feasible and possible. This helps to establish a common understanding of the operation/event. Leaders then understand the complexity of an event and work to solve complex, ill-defined problems quickly.
- **Determine what was right or wrong with what happened.** Participants then establish the strong and weak points of their performance based on the commander's intent and performance measures. The facilitator guides discussions to ensure maximum input that is operationally sound and relevant to the training event.
- **Determine how the task should be done differently next time.** The facilitator guides the unit in self-determining how the task(s) might be performed more effectively in the future. The unit identifies problems and provides solutions as well as identifies who is responsible for making the recommended changes. Additionally, the facilitator guides the discussion to determine if there is a more effective way to train the tasks to achieve the commander's intent.

## Types of AARs

There are two types of AARs, formal and informal. A formal AAR is resource-intensive and involves the planning, coordination, and preparation of the AAR site, supporting training aids, and support personnel. Informal AARs require less preparation and planning.

### Formal

Leaders plan formal AARs at the same time they finalize their training plan (six to eight weeks before execution). Formal AARs require more planning and preparation than informal AARs. They require site reconnaissance and selection, coordination for training aids (terrain models, map blow-ups, etc), and selection, set up, and maintenance of the AAR site.

During formal AARs, the AAR facilitator (unit leader or observer-controller/trainer (OCT)) identifies and facilitates a discussion of specific event(s) based on training objectives, performance measures and the commander's intent. The facilitator provides an overview of the event(s) plan (what was supposed to happen) and facilitates a discussion of actually what happened during execution, the identification of strengths, weaknesses and issues. Participants are then able to identify what retraining needs to be conducted, and how to conduct the tasks differently to achieve the desired outcomes. At the end of the AAR, the facilitator reviews key points and issues, and summarizes observed strengths and weaknesses and the plan to train tasks differently to meet the commander's intent.

## Informal

Leaders and OCTs use informal AARs in much the same way as the formal AAR. Leaders conduct the informal AAR after previously identified events or as on-the-spot coaching tools while reviewing Soldier and unit performance during training. Both AARs involve all Soldiers and focus on what was planned, what happened, what worked and a determination of how to improve performance and increase complexity within the commander's intent.

The most significant difference between the formal and informal AAR is that informal AARs require fewer training aids. Informal AARs provide immediate feedback to Soldiers, leaders, and units during training. Ideas and solutions gathered during informal AARs can be put to use as the unit continues its training. Due to time constraints and other limitations, conducting informal AARs at appropriate times as the training event progresses allows for on-the-spot corrections that improve performance now, while improving the overall performance of the unit as it progresses toward to conclusion of the training event, or scenario.

For example, after destroying an enemy observation post (OP) during a movement to contact, the squad leader conducts an informal AAR to make corrections and reinforce strengths. Using nothing more than pinecones to represent squad members, the squad leader and squad members discuss the contact from start to finish. The squad quickly:

- Identifies what was supposed to happen
- Establishes what happened from all levels
- Evaluates performance against the Army standard (as stated in the task's T&EO)
- Identifies strengths and weaknesses
- Identifies opportunities to improve performance within the commanders intent when training continues

## Summary of the types of AARs

Formal AAR	Informal AAR
Conducted by either internal or external leaders and external observer-controllers (OC)	Conducted by internal chain of command
Takes more time to prepare	Takes less time to prepare
Uses complex training aids	Uses simple training aids
Scheduled - events and/or tasks are identified beforehand	Conducted as needed. Primarily based on leader assessment
Conducted where best supported	Held at the training site

### AAR Fundamentals:

- Conducted during or immediately after each event
- Focused on commander's intent, training objectives and standards
- Focus is on Soldier, leader, and unit performance
- Involves all participants in the discussion
- Uses open-ended questions
- Encourages initiative and innovation in finding more effective ways to achieve standards and meet training objectives and commanders intent
- Determines strengths and weaknesses
- Links performance to subsequent training

### AAR Format:

- Review what was supposed to happen:
  - State the training objectives and tasks to train
  - Review OPFOR (if used) mission and purpose
  - Review unit leader mission, intent and concept of operations

- Review what happened for a particular event (all levels). A technique is to approach chronologically, eg:
  - Review actions before first detection
  - Review report of first detection or contact
  - Review reaction to detection or contact
  - Review any FRAGO's if used
  - Review events during engagement
- Review what went right and wrong (all levels):
  - Review extent to which unit met training objectives
  - Review extent that the commander's intent was met
  - Have participants summarize the major learning points
  - Identify training deficiencies
  - Identify unit's ability to perform task and meet commander's intent
  - Identify safety risks and measures employed to mitigate the risks
- Determine how the event or task should be done next time
  - Identify if retraining should occur
  - Identify the conditions to modify
  - Identify which tasks to retrain to meet the commander's intent
  - Identify a more effective way to meet the commander's intent

## **AAR Planning and Execution**

To maximize the effectiveness of AARs, formal or informal, leaders must plan and prepare to execute AARs. AAR planning is part of each training event. All leaders must understand the unit's mission and the commander's intent for the operation (event). During planning, commanders identify opportunities to conduct AARs and assign observer-controller/trainer (OCT) responsibilities, and ensure the allocation of time and resources to conduct AARs. As

training is conducted, subordinate leaders assess unit and leader proficiency on collective and individual tasks and conduct on-the-spot coaching/informal AARs. This requires that leaders understand the commander's intent, concept of operations and task(s) to be trained during an event.

The amount and level of detail needed during the planning and preparation process depends on the type of AAR to be conducted and available resources. The AAR process has four steps:

Step 1. Planning

Step 2. Preparing

Step 3. Conducting

Step 4. Follow-up

## Step 1: Planning the AAR

Commanders are responsible for training their units. They hold subordinate leaders responsible for training their respective organizations. Commanders instill *mission command* ([ADRP 6-0](#)) by using orders for events to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders. The AAR helps Soldiers develop a mutual understanding of the unit's strengths and weaknesses. Commanders issue guidance and specify their intent for an upcoming event's AAR.

The AAR plan provides the foundation for successful AARs. Commanders provide their intent and guidance to develop an AAR plan for each training event. Subordinates then determine how to achieve the commander's intent. The guidance applies for formal and informal AARs and should contain:

- Which tasks are trained and are the focus of the AAR?
- In which events/phases of the operation are AARs conducted?
- Who observes the training and who conducts the AAR?
- Who attends?
- When and where does the AAR occur?
- What training aids are required?



Leaders or observer-controller/trainers (OCTs) use the AAR plan to identify critical places and events they must observe to provide the unit a timely and valid assessment; examples include unit maintenance collection points, passage points, and unit aid stations. The AAR plan also includes who (either internal or external to the unit) facilitates the AAR for a particular event. The leader or OCT is the individual tasked to observe training, provide control for the training, and lead the AAR.

### **Selecting and Training Observer-Controller/Trainer (OCT)**

When planning an AAR, commanders select leaders/OCTs who:

- Demonstrate proficiency in the tasks to be trained
- Are knowledgeable of the duties they are to observe
- Are knowledgeable of current doctrine and TTPs

When using external OCTs, commanders strive to have OCTs that are at least equal in rank to the leader of the unit they will assess. If commanders must choose between experience and an understanding of current TTPs or rank, they should go with experience. A staff sergeant with experience as a tank platoon sergeant is a better platoon OCT than a sergeant first class who has no platoon sergeant experience.

Commanders are responsible for training and certifying OCTs to include providing training on how to conduct an AAR. Ideally, inexperienced OCTs should observe properly conducted AARs beforehand.

### **Reviewing the Training & Evaluation Outline (T&EO)**

T&EOs are the source for understanding performance measures and step for all individual, and collective tasks. Additionally, T&EOs state the Army performance standards for these tasks (T&EOs can be access through the Army Training Network (ATN) at <https://atn.army.mil>). They can also be accesses via the Digital Training Management System (DTMS) and the Combined Arms Training Strategies (CATS), both available through ATN. The commander must specify the intent for the event along with the objectives and tasks to be trained. The commander also states the operational environment that is to be replicated during the event and the focus of the tasks trained. The leaders review the T&EO which provides the conditions, and standards for the respective collective or individual tasks. Leaders use the T&EOs to measure unit and Soldier performance.

Leaders and OCTs must review the tasks to be trained as specified in the commander's guidance and intent for an upcoming event. The respective T&EOs are not only provided to remaining OCT team members, but also to the Soldiers in the unit. The T&EO states the performance measures and the order specifies the commander's intent. All members of the unit

must review these documents to gain a complete and mutual understanding of the critical places and phases to assess task performance.

### **Schedule Stopping Points**

Commanders schedule the time and place to conduct AARs as an integral part of training events. Commanders plan for AARs during and at the end of each critical phase or major training event. For example, a leader may plan a stopping point after issuing an OPORD, when the unit arrives at a new position, after consolidation on an objective, etc.

Commanders plan to allow approximately 30-45 minutes for platoon-level AARs, 1 hour for company-level AARs, and about 2 hours for battalion-level and above, but training to standard takes priority over training to time. Soldiers receive better feedback on their performance and remember the lessons longer as result of a quality AAR.

### **Determining Attendance**

The AAR plan specifies who attends each AAR. At each echelon, an AAR has a primary set of participants. At squad and platoon levels, everyone attends and participates. At company or higher levels, it may not be practical to have everyone attend because of continuing operations or training. In this case, unit and OPFOR commanders, unit leaders, and other key players may be the only participants. Leaders or OCTs may recommend additional participants based on specific observations.

### **Choosing Training Aids**

Training aids add to AAR effectiveness. Training aids should directly support discussion of the training and promote learning. Local training support center (TSC) catalogs list training aids available. Home station TSC support and training aids are available within the Army Training Support System (TSS).

Dry-erase boards, video equipment, digital maps, terrain models, and enlarged maps are all worthwhile, under the right conditions. For example, if reconnaissance reveals there are no sites which provided a view of the exercise area, the AAR facilitator may want to use a terrain table, or digital map.

Terrain visibility, group size, suitability to task, and availability of electrical power are all things to consider when selecting training aids. The key is planning and coordination, but only use a training aid if it makes the AAR better.

### **Reviewing the AAR Plan**

The AAR plan is only a guide. Commanders issue their intent, and subordinates determine how to achieve that intent. Commanders, leaders and OCTs should review the AAR plan regularly

during training meetings to make sure it is on track and meets the units training needs. The plan may be adjusted as necessary, but changes take preparation and planning time away from subordinate leaders or OCTs. The purpose of the AAR plan is to allow OCTs and leaders as much time as possible to prepare for the AAR.

## **Step 2: Preparing the AAR**

Preparation is the key to the effective execution of any plan. Preparing for an AAR begins before the training and continues until the actual event.

### **Review Training Objectives, T&EO's, Orders, and Doctrine**

Leaders and OCTs must review the commander's intent, operations order, training objectives and T&EOs before training, and again immediately before the AAR. The commander's intent and training objectives are the basis for observations and the focus of the AAR. Leaders and OCTs review current doctrine, technical information, and applicable unit SOPs to ensure they have the tools to properly observe unit and individual performance.

Leaders and OCTs read and understand all WARNOs (warning order), OPORDs (operations order) and FRAGOs (fragmentary order) the unit issues before and during training to understand what is supposed to happen. The detailed knowledge OCTs display as result of these reviews adds credibility to their assessments.

### **Identify Important Training Events**

Based on the commander's intent, leaders or OCTs identify which training events (KCT, or as identified by the commander) are critical, and make sure they are positioned in the right place at the right time to observe the unit's actions. Examples of critical events include:

- Training events that demonstrate KCT proficiency
- Issue of OPORDs and FRAGOs
- Military Decisionmaking Process (MDMP) or Troop Leading Procedures (TLP)
- Contact with opposing forces
- Resupply and reconstitution operations
- Passage of lines

## **Observe the Training and Take Notes**

AAR facilitators are either internal (participating in the training) leaders or external (eg. OCTs) to the organization. Both have the requirement to make and consolidate insights, observations, and lessons to facilitate the discussion of what happened. The OCT keeps accurate records of what they see and hear, and records events, actions, and observations by time sequence to prevent loss of valuable information and feedback. OCTs can use any recording system (notebook, mobile device, prepared forms, 3x5 cards, etc) as long as it is reliable, sufficiently detailed (identifying times, places, and names). They include the date-time group (DTG) of each observation so it can be easily integrated with observations of other OCTs. This provides a comprehensive and detailed overview of what happened. When the OCTs have more time, they review the notes and fill in any details not written down earlier.

At times, this may be challenging for leaders actively participating in the event and also facilitating the AAR. But this can be mitigated through professional discussions, feedback and involvement of all participants in the AAR to develop a clear understanding of the event. The observations of all participants during the event not only allow for an understanding of the execution of the task(s) but also the impact of the operational environment. This sharing of observations allows Soldiers and leaders to develop mutual trust through a common understanding of the unit's strengths and weaknesses.

One of the most difficult OCT tasks is to determine when and where to observe training. The OCT does not always need to stay close to the unit leader. The best location is where the OC can observe the performance of critical tasks and the overall flow of unit actions. The position cannot be a training distracter; look and act like a member of the unit (using individual and vehicle camouflage, movement techniques, cover and concealment, etc). The OCT cannot compromise the unit's location or intent by being obvious. They are professional, courteous, and as unobtrusive as possible at all times.

## **Selecting AAR Sites**

AARs occur at or near the training exercise site. During formal AARs, leaders identify and inspect designated AAR sites and prepare a site diagram showing the placement of training aids and other equipment. Designated AAR sites also allow pre-positioning of training aids and rapid assembly of key personnel, minimizing wasted time.

During informal AARs, leaders also conduct the AAR at or near the training site. The primary difference is that the training aids are minimal and often found on the ground (rocks, twigs, etc). Based on the commander's intent the leader makes a determination of the time and location of the AAR site.

The AAR site needs to allow Soldiers to see the terrain where the exercise or training took place. If this is not possible, the trainer finds a location that allows them to see the terrain where the most critical or significant actions occurred. Time and resources determine the type and complexity of the terrain model or enlarged map or sketch and a copy of the unit's graphics.

The leader or OCT makes Soldiers attending the AAR as comfortable as reasonably possible by removing helmets, providing shelter from the elements, having refreshments (coffee, water). This creates an environment where participants can focus on the AAR without distractions. Participants should not face into the sun, and key leaders should have seats up front. Vehicle parking and equipment security areas should be far enough away from the AAR site to prevent distractions.

### **Collect Observations**

Leaders and senior OCTs need a complete picture of what happened during the training to conduct an effective AAR. The Army problem solving process can assist leaders and OCTs and helps establish the base logic for gathering information and observation.

During the informal AAR the leader or facilitator can rely upon the input from the unit during the AAR or gather observations from his subordinates and OPFOR (if applicable). The observations gathered assist the leader with gaining an understanding of the operation from subordinate leaders which will help drive the AAR.

During the formal AAR the senior OCT receives input from subordinates, and supporting and adjacent units provide the senior OCT a comprehensive review of the unit they observed and their impact on the higher unit's mission. The senior OCT also receives input from OPFOR leaders, players, and OCTs. The OPFOR perspective is critical in identifying why a unit was or was not successful. During formal AARs, the OPFOR leader briefs his plan and intent to set the stage for a discussion of what happened and why.

### **Organize the AAR**

OCTs gather all the observation information and organize notes in a chronological sequence in order to understand the flow of events. The leader or OCT selects and sequences key events or the operation in terms of their relevance to the commander's intent, training objectives, tasks to train and identifying key discussion and/or teaching points.

The purpose of the discussion is for participants to discover strengths and weaknesses, propose solutions, and adopt a course of action to correct problems. Leaders and OCTs organize the AAR using one of three techniques:

- **Chronological Order of Events:** This technique is logical, structured, and easy to understand. It follows the flow of training from start to finish. By covering actions in the order they took place, Soldiers and leaders are better able to recall what happened.
- **Warfighting Functions (WfF):** This technique structures the AAR using the WfF. The focus is on each WfF and their associated systems (people, organizations, information, and processes) and linked to the commander's intent

and training objectives. Participants can identify strengths and weaknesses across all phases and recommend solutions. This technique is useful in training staff sections.

- **Key Events/Themes/Issues:** Key events discussion focuses on critical training events, which directly support training objectives. This technique is effective when time is limited.

## Rehearse

**Formal AARs.** After thorough preparation, the OCT reviews the AAR format and gets ready to conduct the AAR. The OCT then announces to unit leaders the AAR starting time and location. This allows enough time for the OCTs to prepare and rehearse at the AAR site while unit leaders account for personnel and equipment, perform actions which their unit SOP requires, and move to the AAR site.

**Informal AARs.** Often leaders have minimal time to prepare for AARs and as time permits they identify and prioritize key observations. They then mentally review the training event in light of the observations gathered personally and from subordinates, based on one of the three techniques discussed previously. This allows the leader to mentally step through the AAR.

## Step 3: Conducting the AAR

The training exercise has reached a stopping point, AAR preparation is complete, and key players are at the designated AAR site. The leader or OCT reviews the purpose and sequence of the AAR to ensure everyone understands why an AAR is conducted. It is now time to conduct the AAR.

### Introduction and Rules

The introduction should include the following:

- **Everyone must participate** if they have an insight, observation, or question which will help the unit identify and correct deficiencies or sustain strengths. The AAR is a dynamic, candid, professional discussion of training that focuses on unit performance measured against the task standards (T&EO).
- **The AAR is not a critique.** No one, regardless of rank, position, or strength of personality, has all of the information or answers. AARs maximize training benefits by allowing Soldiers to learn from each other.
- **The AAR does not evaluate success or failure.** There are always weaknesses to improve and strengths to sustain.

Soldier participation is directly related to the atmosphere created during the introduction and command climate. The AAR leader makes a concerted effort to draw in Soldiers who seem reluctant to participate. The following techniques can help the leader or OCT create an atmosphere conducive to maximum participation:

- Reinforce the fact that it is permissible to disagree respectfully.
- Focus on learning and encourage people to give honest opinions.
- Use open-ended and leading questions to guide the discussion of Soldier, leader and unit performance.
- Enter the discussion only when necessary.

### **AAR Agenda**

Begin by stating the commander's mission, intent and concept of the operation (what was supposed to happen).

The leader or OCT reviews the commander's training objectives and restates the tasks being reviewed, including the conditions and standards for the tasks.

Using maps, operational graphics, terrain boards, sticks, rocks, etc., the commander/leader restates the mission, intent and concept of the operation. The leader or OCT may guide the discussion to ensure everyone understands the plan and the commander's intent. Another technique is to have subordinate leaders restate the mission and discuss the commander's intent and concept of operation.

In a formal AAR, the OPFOR commander explains his plan and actions. He uses the same training aids as the friendly force commander, so that participants can understand the relationship between both plans.

### **Summarize Events (what actually happened)**

The leader facilitator guides the review using a logical sequence of events to describe and discuss what happened. The facilitator (leader or OCT) and participants determine to the extent possible what actually happened during the training event, phase or the operation. The leader gathers as many views or perspectives (OPFOR, squad leader, team leader, rifle man, etc.) as possible. This helps to establish a common understanding. Leaders then understand the complexity of an event and work to solve complex, ill defined problems.

A discussion of the unit's risk assessment conducted prior to the event and how the Soldiers applied measures to mitigate the risks. This is critical in helping Soldiers understand risk, act decisively and accept prudent risk in the future.

The facilitator does not ask yes or no questions, but encourages participation and guides discussion by using open-ended, leading questions. An open-ended question allows the person answering to reply based on what was significant to the soldier. Open-ended questions are also much less likely to put Soldiers on the defensive; these questions are more effective in finding out what happened.

As the discussion expands and more Soldiers add their perspectives, a clearer picture of what really happened emerges. The leader or OCT does not tell the Soldiers or leaders what was good or bad. The leader or OCT ensures specific issues are revealed, both positive and negative. Skillful guidance of the discussion will ensure the AAR does not gloss over mistakes or unit weaknesses.

### **Identify what went right or wrong**

The unit must discuss both success and failure in the context of the mission, objectives and performance measures. To sustain success, the unit needs to know what it is doing well. Also, concentrate on identifying what went wrong and not on the person responsible. If necessary, it is better to identify the duty position rather than the person, eg, "*the platoon leader*" versus "*2LT Wilson*".

### **Determine how the task should be done differently**

The facilitator (leader or OCT) helps the unit in determining how the task(s) might be performed more effectively in the future. The unit identifies the conditions to modify to increase complexity, challenges leaders and subordinates to identify opportunities to take prudent risk within the commander's intent. Additionally, the facilitator guides the discussion to determine if there is a more effective way to train the tasks to achieve the commander's intent.

### **Closing Comments (Summary)**

During the summary, the facilitator reviews and summarizes key points identified during the discussion. The AAR ends on a constructive note and links conclusions to future training. The facilitator then leaves the immediate area to allow unit or subordinate leaders and Soldiers time to discuss the training in private.

## **Step 4: Follow-up**

AARs are the link between task performance and execution to standard. They provide commanders a critical assessment tool to plan Soldier, leader, and unit training. Through the professional and candid discussion of events, Soldiers can compare their performance against the standard and identify specific ways to improve proficiency.

Leaders should not delay retraining. If the leader delays retraining, the Soldiers and unit must understand they did not perform the task to standard and that retraining will occur later.



The benefits of AARs come from applying results in developing future training. Leaders can use the information to assess performance and to plan future training to correct deficiencies and sustain task proficiency.

### **Retraining**

A lack of resources may prevent retraining on some tasks during the same exercise. When this happens, leaders must reschedule the mission or training. Leaders must ensure that a lack of proficiency in supporting collective and individual tasks found during the AAR are also scheduled and retrained.

### **Revised Standing Operating Procedures**

AARs may reveal problems with unit SOPs. If so, unit leaders must revise the SOP and ensure units implement the changes during future training.

### **Additional Supporting Resources (also see the [UTM page](#) on ATN)**

PDF            [Leader's Guide to AARs](#)

Video         [How to Conduct an AAR](#)

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