



CHAIRMAN OF THE JOINT CHIEFS OF STAFF MANUAL

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CJCSM 3150.25A
12 September 2014

JOINT LESSONS LEARNED PROGRAM

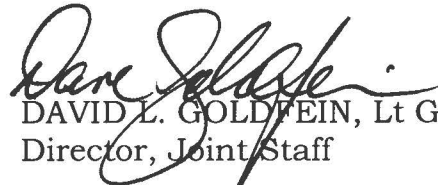
References: Enclosure E.

1. Purpose. Set forth guidelines and procedures for operation of the Joint Lessons Learned Program (JLLP) in support of reference a. Provides the framework for implementing the Chairman of the Joint Chiefs of Staff (CJCS) Instruction, establishing guidelines and procedures for executing the JLLP in support of section 153, USC Title 10, reference b.
2. Cancellation/Superseded. CJCSM 3150.25 dated 15 Feb 11, "Joint Lessons Learned Program," is superseded by this publication.
3. Applicability. This manual applies to the Joint Staff (JS), combatant commands (CCMD), Services, the National Guard Bureau (NGB), combat support agencies (CSA), JS directorates and other joint organizations. This manual is provided as guidance and information to Office of the Secretary of Defense (OSD) and DoD Components, and other United States (U.S.) government organizations involved in lessons learned programs, such as the United States Coast Guard (USCG).
4. Procedures. This manual provides processes and procedures for all organizations participating in the JLLP. See enclosures A through E.
5. Summary of changes
 - a. Incorporates CJCS guidance provided within CM-0028-14, "Lessons Learned Collection Efforts for Military Operations," dated 4 Feb 14, (reference c). Specifically, "after-action reviews should be conducted after every significant military operation." (See Appendix A to Enclosure B).
 - b. Updates procedures and provides guidance on the conduct of the JLLP; analyses, release, and sharing of lessons; and issue resolution and incorporation into the JS lessons learned issue resolution process (IRP).

- c. Incorporates JLLP process workflow changes into text.
- d. Introduces the joint lesson advisory (JLA) and clarifies the use of the joint lesson memorandum (JLM).
- e. Introduces the issue coordinator (IC) as a role within the JLLP.
- f. Clarifies and outlines process workflow through charts and diagrams.
- g. Outlines the process of elevating lessons learned issues to the JS.
- h. Introduces the Collection Analysis Plan feature within the Joint Lessons Learned Information System (JLLIS).
- i. Incorporates JLLP integration with operations.
- j. Reflects a broadened Joint Force Development (JFD) effort of which the JLLP is an integral part.
- k. Incorporates JLLP integration across JFD.
- l. Reflects USC Title 10 designation of responsibility for formulating policies for gathering, developing, and disseminating joint lessons learned as a specific function assigned to the Chairman, Joint Chiefs of Staff, reference c.
- m. Introduces the Senior Lesson Manager (SLM) in accordance with (IAW) DoDD 3020.ab, reference d.

6. Releasability. This manual is approved for public release. Distribution is unlimited. Department of Defense (DoD) Components, other Federal agencies, and the public may obtain copies of this manual through the Internet from the CJCS Directives Home Page--http://www.dtic.mil/cjcs_directives.

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


DAVID L. GOLDFEIN, Lt Gen, USAF
Director, Joint Staff

Enclosures:

- A – Introduction
- B – The Joint Lessons Learned Program (JLLP)
- C – The Joint Lessons Learned Information System (JLLIS)
- D – JLLP Integration
- E – References
- GL – Glossary

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ENCLOSURE A

INTRODUCTION

1. Purpose. This manual describes procedures for executing the JLLP in accordance with policy and guidance promulgated in references a - x (Enclosure E). This manual provides guidance on how to collect observations and identify lessons learned to support sustainment and improvement of joint force readiness and effectiveness via refinements in doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) and policy through lessons learned.

2. Scope. The JLLP provides both, a vehicle for facilitating awareness of observations, issues, best practices, and lessons learned across the DoD, and a forum for institutionalization of lessons learned across the Joint Force (reference c). 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 overall performance. This manual outlines processes and procedures necessary to provide an effective system that captures, records, and disseminates lessons learned from operations, events, and exercises throughout the DoD to accomplish the following:

a. Integrate lessons learned across the JS, CCMDs, Services, CSAs and other government agencies to enhance joint operations and support strategic planning and leadership initiatives for future JFD, (reference c).

b. Develop and manage communities of practice (COP) to address DOTMLPF and policy considerations.

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

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

e. Provide situational awareness of planned and published collection efforts.

f. Establish constructive links between lessons learned and JFD elements.

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

involved in lessons learned programs. This manual provides documentation on JLLP processes and procedures and complements the current CJCSI. It applies to all joint activities with joint lessons learned programs.

4. Relationships. Effective relationships among JLLP participant organizations promote discovery, validation, resolution, evaluation, and dissemination of lessons learned throughout the Joint Force. All organizations participating in the JLLP should coordinate activities and collaboratively exchange observations, insights, best practices, lessons, and recommendations to the maximum extent possible.

5. JLLP Organizations. JLL participants support JLLP priorities, equities, and their participating organizations. While these organizations administer their respective lessons learned programs IAW their primary missions and areas of focus, they are not constrained from investigating other areas when necessary. The JLLP includes lessons learned efforts conducted within OSD, JS, CCMDs, Services, and CSAs, along with interagency, multinational partners, and non-governmental organizations (NGOs).

ENCLOSURE B

THE JOINT LESSONS LEARNED PROGRAM

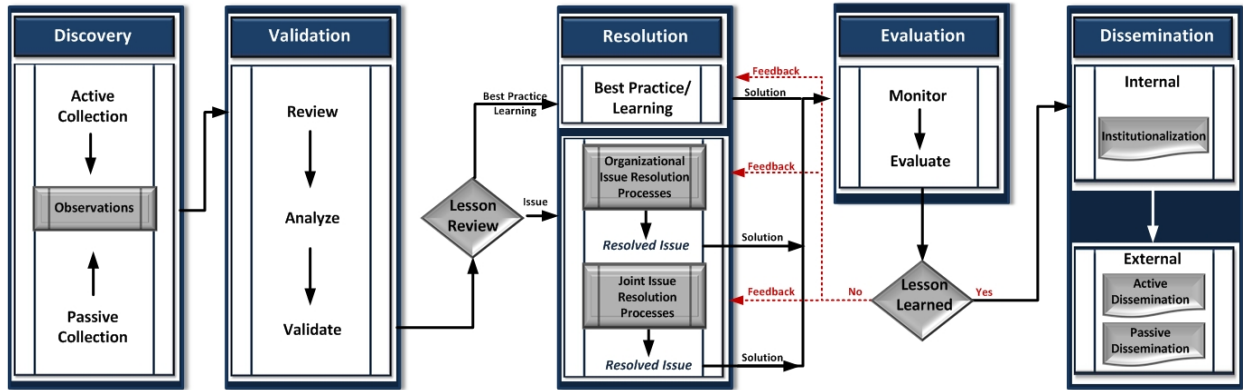


Figure 1. The Joint Lessons Learned Program Process

1. Overview. The JLLP is led by the JS and is a network inclusive of all elements of DoD. The JLLP supports the interagency, intergovernmental, multinational, and NGO communities as appropriate to foster mutual understanding and enhance interoperability. Although each organization possesses discovery, validation, resolution, evaluation, and dissemination capabilities, effective programs consists of mutually supporting processes with a regulated information system that produces relevant, timely, and shareable lessons learned. The process produces validated information that enables forces to operate more effectively and efficiently while institutionalizing actionable DOTMLPF and policy changes to improve joint capabilities. The JLLP is a crucial element in enabling complex adaptive responses to changes in the military environment.

2. JLLP Process. This enclosure outlines the basic JLLP process and procedures to discover and validate observations, resolve issues, evaluate lessons, and disseminate lessons learned from operations, events, and exercises. The JLLP exists to capture and process observations; leverage change mechanisms; and institutionalize and disseminate lessons to improve readiness, capabilities, and combat performance. The JLLP process (Figure 1) has five phases:

a. Discovery Phase. The discovery phase is the start of the lessons learned process. Activities in this phase include collecting information, summaries, and reports. The output of the discovery phase includes one or more observations for follow-on validation.

b. Validation Phase. During the validation phase, observations are reviewed and analyzed to determine if there are potential lessons (issues and best practices) requiring further action through the JLLP process. Validation analysis should include the preliminary validity of the observation, identification of the root cause(s) of the collected observation, recommended resolution actions to correct the issue, and identification of a potential OPR for stewarding the lesson through the JLLP process. Validated lessons (best practices and issues) proceed forward to the resolution phase.

c. Resolution Phase. During the resolution phase, issues are taken through issue resolution processes for further analysis by the OPR and subject matter experts (SME), and development of solutions to address the root cause of the issue. Best practices or issues not requiring resolution, proceed to the evaluation phase.

d. Evaluation Phase. During the evaluation phase, solutions are monitored and evaluated against established criteria identified by organization SMEs. Issues or best practices meeting established criteria are forwarded as lessons learned for dissemination, while those not meeting the criteria are returned to the resolution phase for further analysis, integration, and resolution action.

e. Dissemination Phase. During the dissemination phase, lessons learned issues and solutions that have gone through the lessons learned process are distributed and shared. Internal dissemination will facilitate proper organizational institutionalization. External dissemination, which uses passive or active dissemination methods, or a combination of both, will provide, distribute, and share lesson learned information with other organizations throughout the Joint Force for institutionalization consideration. Properly disseminating and sharing lessons learned information with others, at the appropriate level, is an essential element to the overall success and benefit of the JLLP.

APPENDIX A TO ENCLOSURE B

DISCOVERY PHASE

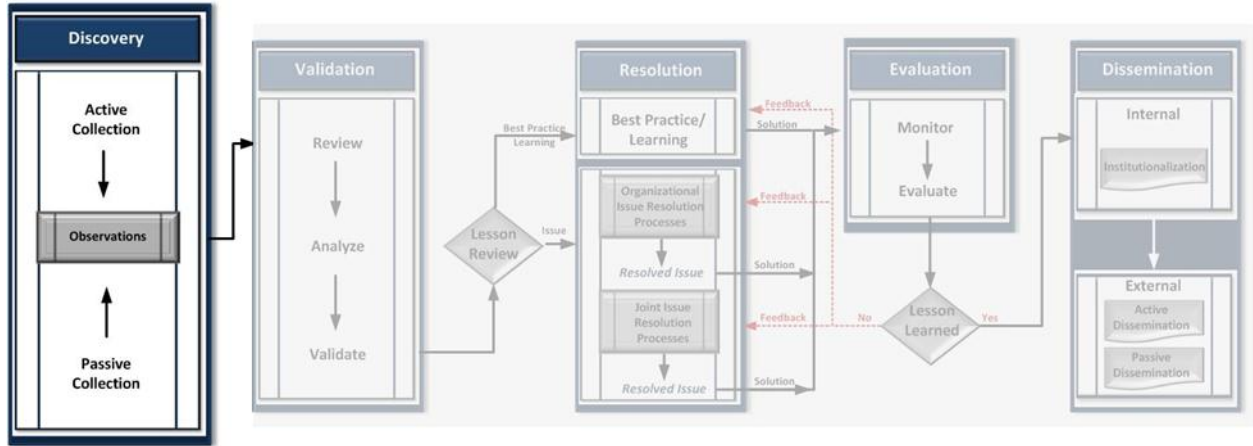


Figure 2. Discovery Phase of the JLLP Process

1. Discovery Phase (Figure 2). The discovery phase is the foundation phase of the JLLP. Activities within this phase focus on initial information gathering using multiple sources and approaches. Typically, information exists in initial summaries, reports, and observations including field or headquarters (HQ) observations, operational events, incidents, or activities. At this entry point in the process, observations, reports, and/or summaries are neither refined nor validated, but provide a basis for additional review and analysis. Discovery phase activities include both active and passive collections 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, events, and exercises. Active collection provides raw collected data from participants and observers that can provide direct and immediate feedback to the commander. To facilitate the recording of observations, observers or other designated individuals can enter their observations directly into the Joint Lessons Learned Information System (JLLIS), preferably during, or immediately after the event. Additionally, task performance observations and training proficiency evaluations can be recommended and approved for export from the Joint Training Information Management System (JTIMS) into the JLLIS during evaluation of a joint training 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 team after coordinating their efforts with the active collection organization.

(1) Request for Active Collection:

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

(b) An organization may request support for active collection of observations from other organizations. The lessons learned organization creates a collection analysis plan within JLLIS and coordinates approval for the collection activity with the appropriate command levels before developing and deploying an active collection team.

(c) Circumstances may justify establishing externally generated active collection lessons learned activities.

(d) The active collection team and its higher HQ acknowledge the authority of a geographic CCDR to direct and control movement of each lessons learned team and its members operating within their area of responsibility (AOR). Lessons learned organizations coordinate with the supported CCMD and Service component command before deploying an active collection team.

(2) The Active Collection Team. 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., JS, CCMD, Service, CSA, interagency, or multinational organizations).

(a) Various advocates, functional areas, and proponents may deploy SMEs 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) Deploying SMEs should be provided pre-deployment training designed to assist in their development of analytically supportable observations through field surveys, interviews, collection of source documents, and other proven field techniques. Recommended JLLP interview procedures can be found at Annex B to Appendix A to Enclosure B.

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

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

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

(a) Observations, the hot-washes, facilitated after action reviews (FAAR), after action reports (AAR), summaries, and briefings.

(b) Information collected via collection tools.

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

(2) Passive collection provides a mechanism for complex analysis that may provide context and recommendations 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.

(3) The hot-wash and FAAR are used to collect immediate feedback from leadership and participants, and supports a more thorough review and validation process.

(a) The hot-wash is normally facilitated by the lead organization with all major participants and leadership at the immediate completion of an operation, event, or exercise.

(b) The FAAR is normally facilitated by the lead organization with all major participants as soon as possible following completion of an operation, event, or exercise. 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, event, or exercise. The FAAR includes information from both active and passive collection processes.

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

c. Collection Analysis Plans. Prior to active and passive collection activities, organizations define the requirements; determine the scope, tasks and objectives to maximize the effectiveness of limited collection resources; and document coordination actions with appropriate collection sources or agencies.

These requirements include the tools, plans, and personnel needed to effectively collect data and analyze information. Plan development occurs after completion of analysis strategy, but before deployment to an operation, event, or exercise.

(1) Scope. The scope of collection analysis plans should consist of, but not be limited to, the number of days, the location, the number of participants, and the collection effort type (i.e., operations, events, or exercises). Defining the scope helps determine the objectives, resource requirements, and coordinating organizations. Multiple organizations can collaborate on planning collection and analysis efforts such as during a contingency operation (e.g., , conflict, domestic, or humanitarian assistance and disaster relief (HA/DR)) where multiple organizations may deploy collection teams. JS J-7 will maintain situational awareness and update senior leadership on planned/ongoing lessons learned collection efforts.

(2) Objectives. The objectives of a collection analysis plan should reflect the capabilities an organization seeks to demonstrate or analyze, as well as the activities and tasks to be observed. By identifying the objectives and associated capabilities, activities, and tasks for evaluation, this step allows planners to determine the subject matter expertise required of collection team members.

(3) Joint Lessons Learned Information System (JLLIS):

(a) Provides the mechanism to develop collection analysis plans; and improves the transparency, integration, and effectiveness of organizational collection analysis plans and processes across the lessons learned community.

(b) Provides the capability to document the description, objectives, collection dates and milestones, points of contact (POC), team composition, and locations.

(c) Provides the ability to associate collection efforts to CJCS focus areas, high interest training issues (HITI), high interest training requirements (HITR), and other senior leader priorities.

(d) Provides the ability to upload questionnaires, surveys, or interview forms required for collection activities.

(e) Provides JLLIS users with situational awareness and common visual representations (thematic, calendar, and geographic), of planned/published JLLIS collection efforts across all organizations.

(f) Provides the JLLIS Collection Analysis Plan feature, which provides one-stop visibility of all ongoing and planned collection efforts for the

designated operation or event, and can be used to maintain situational awareness and provide updates to senior leadership on collection efforts. The supported CCMD, or Service component command for any given operation, event, or exercise, should coordinate with JS J-7 and other supporting organizations, in the development and execution of the JLLIS collection analysis plan.

(4) JS J-7: Will maintain situational awareness on planned/ongoing lessons learned collection efforts. The Collection Analysis Plan feature within JLLIS will provide one-stop visibility of all ongoing collection efforts in relation to the designated operation or event.

(a) JS J-7, at the outset of a crosscutting joint operation or event, announces the development of a JLLIS Collection Analysis Plan.

(b) Stakeholders participating in the collection efforts can contribute and update plan content and supporting products.

(c) Stakeholders, in coordination with JS J-7, determine when the collection effort is complete and posts finished products to the JLLIS Collection Analysis Plan for further dissemination and use by the joint force as required.

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

e. Establishing a JLLIS Joint Community of Practice (COP). A joint COP, and its content will be visible to all JLLIS users. A COP allows organizations or users with similar interests, responsibilities, issues, and concerns to readily communicate and share information. Equally important, the COP manager can add contributors from JLLIS to support sharing, collaboration, and the exchange of information to facilitate the lesson learned process. The process for establishing a JLLIS joint COP follows:

(1) To request a joint COP, the submitting organization will:

(a) Ensure the request states the purpose of the COP; recommended host/manager; and recommended operating procedures.

(b) If the submitting organization is nominating another organization to host/manage the proposed COP, the submitting organization shall obtain the nominated organization's concurrence prior to submission.

(c) Send the joint COP request to the JS J-7 global JLLIS coordinator e-mail addresses: js.pentagon.J7.mbx.jllis-coordinator@mail.mil or js.pentagon.J7.mbx.jllis-coordinator@mail.smil.mil.

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

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

(b) Ensure the site does not currently exist.

(c) Confirm the host organization/manager. Normally, the submitting organization is designated as the default host/manager, unless otherwise coordinated, in which case the JS J-7 will confirm concurrence with the nominated organization, as well as provide an estimated implementation and completion date.

(d) Notify the host/manager when the request is approved and JLLIS changes are complete.

(e) Coordinate the termination closure or any change to the joint COP.

ANNEX A TO APPENDIX A TO ENCLOSURE B

RECOMMENDED JLLP INTERVIEW PROCEDURES

Begin the interview by reading the following introductory statement (Note: 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 Ccdr.

“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 North Atlantic Treaty Organization (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. Your candidness during the interview is appreciated, but understand that we cannot offer legal immunity for information you disclose. If you prefer, we can conduct the interview on a non-attribution basis, meaning that 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) _____.

“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.”

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ANNEX B TO APPENDIX A TO ENCLOSURE B

JLLP AFTER ACTION REPORT TEMPLATE (EXAMPLE)

1. Overview. The AAR template/format is determined by the participating organization. The following template is just one example, provided for reference purposes only, since formats for AAR vary.

CLASSIFICATION

DATE

MEMORANDUM FOR:

Subject: AFTER ACTION REPORTING TEMPLATE (Optional)

Reference: CJCSM 3150.25, dated DD MMM YY

1. (U/FOUO/C/S) General: This report includes the observations 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 manager as appropriate.

2. (U/FOUO/C/S) Observations:

- a. (U/FOUO/C/S) Topic/Issue: Name the issue.
- b. (U/FOUO/C/S) Observation: Explain the issue. What is it?
- c. (U/FOUO/C/S) Discussion: Provide background and rationale.
- d. (U/FOUO/C/S) Recommendation: What is the recommended course of action for improvement?
- e. (U/FOUO/C/S) Implication: What could happen if the recommendation is/is not adopted?
- f. Submitter: (Optional): Name, office symbol, contact information.

3. (U/FOUO/C/S) Conclusion:

4. (U/FOUO/C/S) Point of contact on this report is name, office symbol, contact information.

{NAME, RANK}
{TITLE}

Enclosures

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

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APPENDIX B TO ENCLOSURE B

VALIDATION PHASE

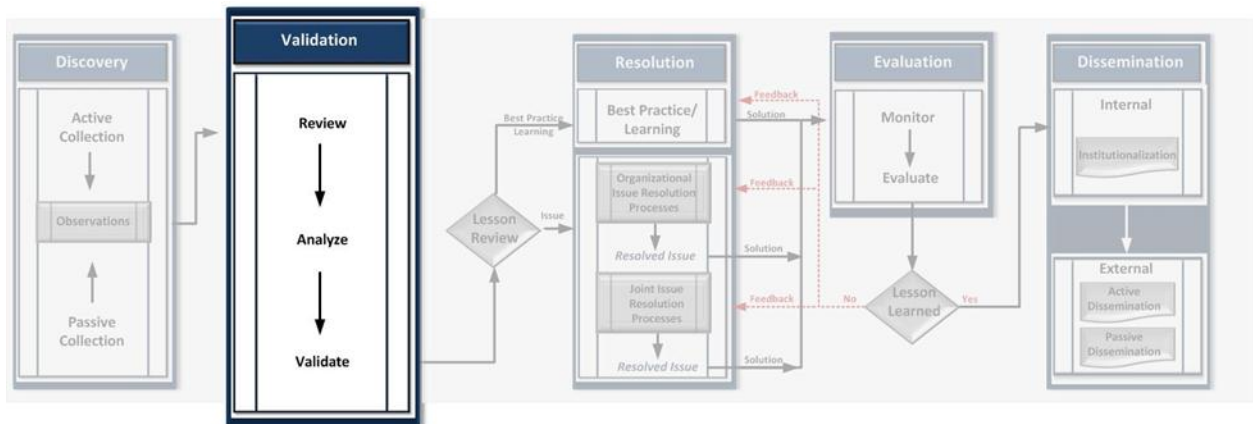


Figure 3. Validation Phase of the JLLP Process

1. Validation Phase (Figure 3). The validation phase consists of a series of reviews, analysis, and validation activities to determine if observations will be converted to lessons. Organizational and SME review and analysis of raw data should be performed to ensure full understanding and agreement on the observation, functional relevance, credibility, and applicability. Once validated, observations are converted to issues or best practices. While an issue is a shortcoming, deficiency or problem requiring resolution, a best practice is a method or procedure, which has consistently shown results worthy of replication. Validation phase activities include the following processes:

a. Review. The lesson managers (LM), in coordination with SMEs, analysts, and participating organization representatives ensure observations are complete, relevant, and properly meta-tagged for future processing.

b. Analyze. The analytical process facilitates the detailed review of observations to support validation, recommendation for transforming observations into lessons, and identification of OPRs. The analytical review may group common observations into organizational functions or by taxonomy, such as DOTMLPF and policy, Universal Joint Task List (UJTL), Joint Mission Essential Tasks (JMET), Joint Capability Areas (JCA), Integrated Priority Listing (IPL), and other taxonomies as required, (reference f – g).

c. Validate. Validation qualifies observations as being appropriate for use by the participating organization as lessons, which can be defined as issues or best practices. Lessons have undergone a review process intended to establish their relevance and suitability to potentially improve force capabilities and

influence DOTMLPF and policy. JLLP process validation occurs via review by a designated validation authority empowered to represent the participating organization. Information from hot-washes 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, which may be forwarded to the OPR and to functional SMEs for further review and recommendation for proper routing within the resolution phase. Observations not meeting validation criteria should be updated accordingly in JLLIS and remain as an observation data point for historical value and potential later consideration when combined with other future observation analysis and validation. For example, the update in JLLIS could read, "Observation does not meet lesson validation criteria but will be retained as a data point to support future validations."

APPENDIX C TO ENCLOSURE B

RESOLUTION PHASE

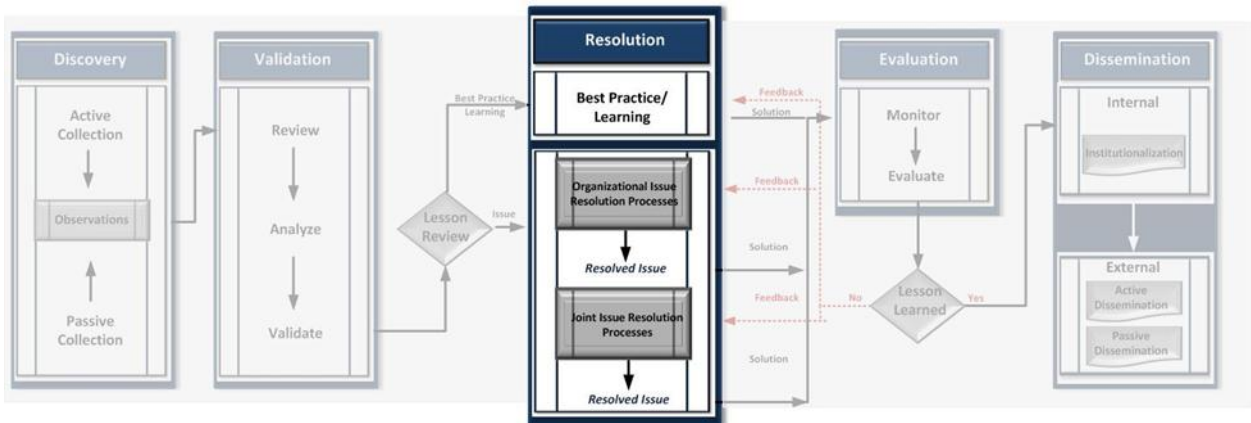


Figure 4. Resolution Phase of the JLLP Process

1. Resolution Phase (Figure 4). During the resolution phase, best practices are reviewed for Joint Force applicability, adjusted accordingly, and forwarded for evaluation and institutionalization. Issues requiring resolution are entered into issue resolution processes. Internal organizational issues should be addressed and resolved at the lowest possible level. This allows organizations the ability to handle/resolve internal issues. Issues with potential Joint Force or cross-cutting implications may be submitted to the JS through senior command channels. Issues forwarded to the JS for resolution should come through the CCMDs (not subordinate commands or individuals), Service HQs (not Service components), or CSAs via JLM. This process must follow the guidance for JLMs to ensure timely action, as stated in Annex A to Appendix C of this enclosure.

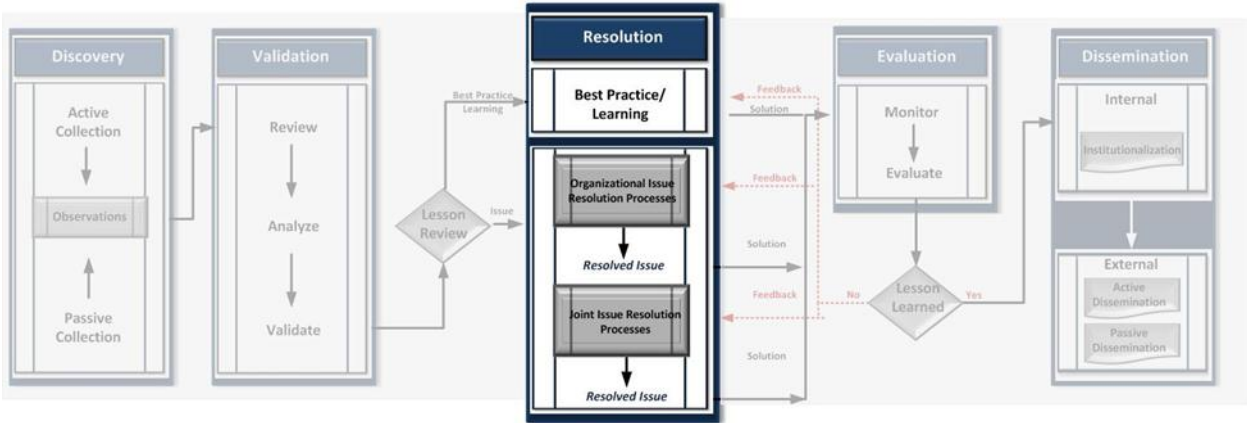


Figure 5. Best Practice/Learning Processes

a. Best Practice/Learning Processes (Figure 5). In this process, a lesson that has been identified as a best practice, or one that does not require further resolution, is assigned to an OPR for further analysis. The OPR will also determine the appropriate scope and level of applicability for the lesson, and what, if any, needed modifications should be made prior to the lesson continuing through the JLLP process. For example, if a best practice is identified at the tactical level, the OPR and SME should determine if the lesson should be addressed at other appropriate levels within the force and if so, they may adjust lesson scope as needed.

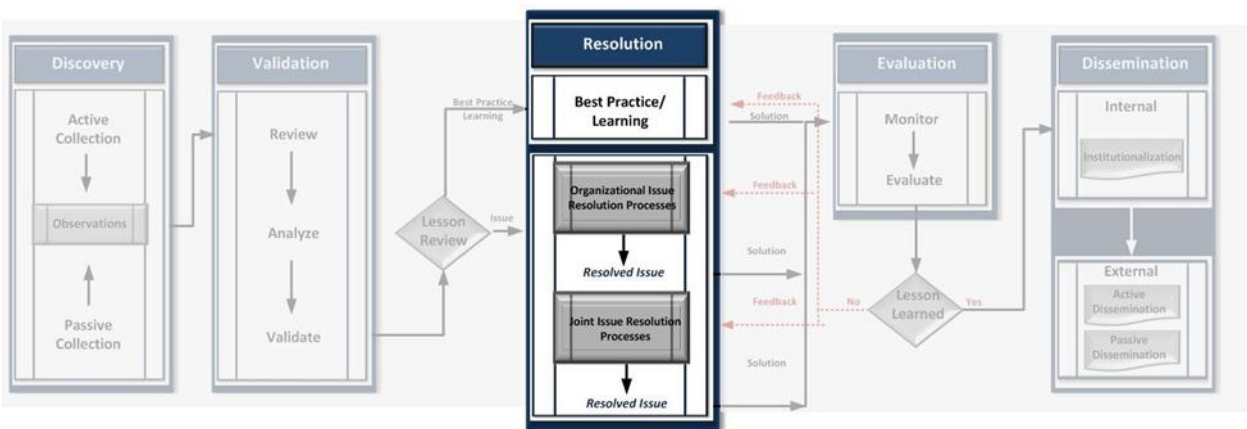


Figure 6. Issue Resolution Processes

b. Issue Resolution Processes (Figure 6). 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, within issue resolution processes, consists of determining proper issue resolution venues, determination and implementation of solutions, and finally, disseminating lessons in the form of issues in order to support coordination and collaboration of issue resolution efforts.

(1) Issue Resolution (Organizational). Issue resolution is initiated when the organization determines the appropriate process and venue to address an issue. In general terms, this process commonly consists of AO level working groups, O-6 level boards, and General Officer/Flag Officer/Senior Executive Service (GO/FO/SES) level steering committees, but 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 HQ policy and guidance, and will be unique to each organization. An example of an organizational issue resolution process follows:

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

(b) The OPR accepts the issue for action, develops recommended courses of action (COA), 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 remains internal to the 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 (AO WG) reviews the issues, recommends solution(s), and determines which issues should be forwarded to the O-6 board for consideration. The AO WG may adjust OPR assignments as necessary.

(e) The O-6 board reviews issues forwarded from the AO WG for accuracy, completeness, and appropriateness of assigned OPRs. The O-6 board recommends, and may approve closure of issues, or forwards issues to other venues for resolution. The O-6 board also determines which issues require GO/FO/SES steering committee review.

(f) The GO/FO/SES steering committee determines final disposition on those issues forwarded by the O-6 board. Final disposition may include the approval of issues for closure; the approval to combine or split issues; the approval of a recommended COA; or the approval to continue monitoring resolution efforts of other venues. Final disposition may also include

forwarding issues to other issue resolution venues and processes, or to other HQ 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 may use JLLIS to track, manage, monitor, and collaborate on issues. Issues are tracked through the issue resolution process by the LM, OPR, OCRs, and other vested participants.

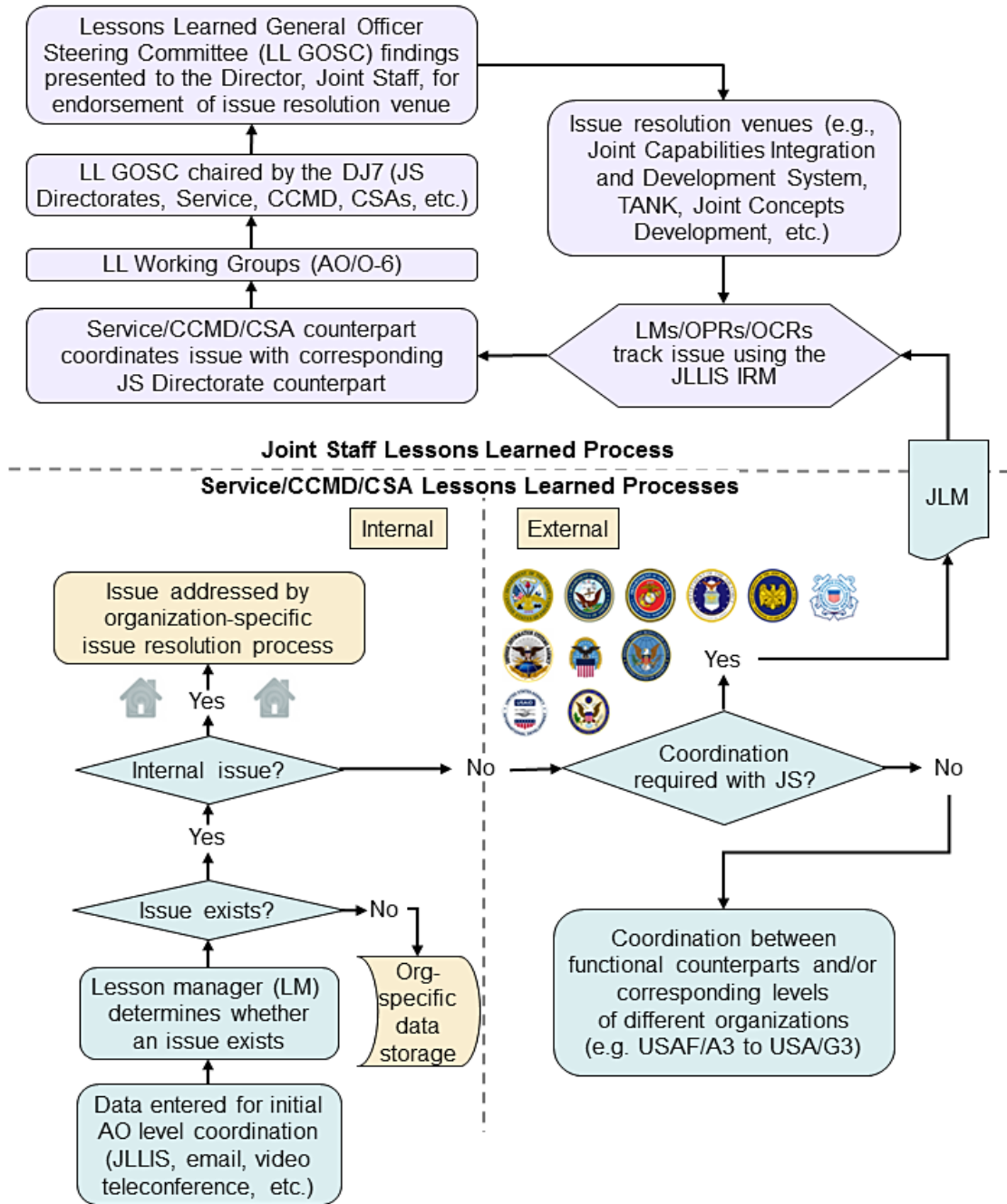


Figure 7. Joint Issue Resolution Processes

(2) Joint Issue Resolution (Figure 7). Joint issue resolution processes are used to resolve issues with joint implication among two or more Services, CCMDs, CSAs, interagency organizations, or multinational partners. Collaboration, with the intent to resolve issues at the lowest level possible, is the desired outcome. An issue may be formally nominated into the JS IRP only after being vetted and cleared for release through the internal organization.

(a) Service, CCMD, or CSA. Between the Services, CCMDs, CSAs, and JS, issues are forwarded to the functional counterpart utilizing the JLLIS tracking system. Collaboration occurs with the issue continuing to be elevated until either resolved or entered into the JS Lessons Learned General Officer Steering Committee (LL GOSC) for further interagency and / or multinational coordination as described in the processes below.

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

(c) Multinational. Issues identified from the JS LL GOSC process are forwarded from the JS through OSD to multinational organizations when a DoD coordinated response is required. JS 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.

(3) JS LL GOSC. The integration of lessons into the JS 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 this, an issue that is being introduced should have already been extensively collaborated on, with the history of these interactions recorded in JLLIS.

(a) Step 1 (JS LL WGs, AO/O-6). The purpose of this step is to verify issues have been staffed appropriately through this point and that every attempt has been made to resolve issues at the lowest possible level.

1. Regularly scheduled AO WGs between LMs, appropriate SMEs, and JS J-7 JLLD, which hosts the AO WGs, will continue collaborating on active issues within the JS IRP.

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

(b) Step 2 (JS LL GOSC). The purpose of the JS LL GOSC is to review and address joint, strategic, and operational level issues identified through operations, events, and exercises. Examples of these include, but are not limited to combat, counterinsurgency, peacekeeping/enforcement and

humanitarian assistance/disaster response operations, exercises, and other major events, as required. The JS LL GOSC provides advice and direction on the integration of issues across the DOTMLPF and policy spectrum. The Director JS J-7 hosts the JS LL GOSC with principals (O-7 and above or designated representatives) from OSD and JS J-Directorates, (reference h – i). Principals from the Services, CCMDs, and CSAs participate as required. Issues introduced at the JS LL GOSC are resolved at the GOSC level, sent to other appropriate issue resolution venues, elevated to the attention of the Director, Joint Staff (DJS) or returned to the AO/O-6 level for further work as directed.

(c) Step 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.

(d) Step 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. 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 3170.01H (reference i), and CJCSI 5123.01F, (reference j) and provides specific DoD procedures for materiel or procedural changes.

c. Resolution Phase Output. The output from the resolution phase includes issues not requiring resolution, best practices, and solutions from the issue resolution processes. Output lessons are forwarded on to the evaluation phase.

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ANNEX A TO APPENDIX C TO ENCLOSURE B

JOINT LESSON MEMORANDUM (JLM)

1. Overview. The JLM is a document used by organizational leadership to inform the JS of cross-cutting, joint, operational, or strategic lessons requiring JS analysis and potential assignment into the appropriate issue resolution venue.

2. Policy. For submission of lessons to the JS lessons learned IRP, a GO/FO/SES certification is required using the JLM. (Figure 8)

a. Prior to JLM submission:

(1) The submitting organization shall capture the detailed lesson in JLLIS.

(2) Based on the level of leadership submitting the lesson to the JS, a JLM should be directed as follows:

(a) Requests from CCDRs, Service Chiefs and Vice Chiefs, or CSA Directors and Deputies: CJCS or VCJCS.

(b) Requests from Deputy Commanders, Service Operations Deputies, or CSA Chiefs of Staff: Director, Joint Staff (DJS), or Director, J-7 (DJ-7).

(c) Requests from CCMD, Service, and/or CSA Staff Directorate Directors or Vice-Directors or equivalent GO/FO/SES: VDJ-7 or the Deputy Director for Future Joint Force Development (DD FJFD).

(d) The JS J-7 Joint Lessons Learned Division (JLLD) shall coordinate with the submitting organization to reassign the OPR, within JLLIS, to the JS J-7 and identify a JS J-7 JLLD AO as the Issue Coordinator (IC).

(3) The JLM may be sent directly via e-mail attachment to the appropriate principal. Service, CCMD, and CSA Lessons Learned Directors or LMs should courtesy copy the JS J-7, JLLD Chief or Deputy Chief on the email to ensure timely response.

b. After submission of a lesson to the JS, JLLD will manage these cross-cutting and / or joint operational and strategic lessons accordingly within the JS lessons learned IRP, assign OPRs and OCRs, and develop action plans with an end state, milestones, estimated completion date, recommended actions, and corrective actions.

c. Progress of JS resolution actions can be monitored by selecting the issue title within the JLLIS Issue Resolution Module (IRM).



ABCXYZCOM STAFF
Letterhead

Reply ZIP Code:
#####-####

Date

MEMORANDUM FOR DIRECTOR JOINT FORCE DEVELOPMENT
JOINT STAFF J7

Subject: (U) Operation XXXXXXXXXXXX Joint Lessons

1. This memorandum identifies lesson(s) collected and analyzed by ABCXYZCOM personnel involved in Operation XXXXXXXXXXXX. ABCXYZCOM has reviewed, validated, and approved lesson(s) for collaboration with the Joint Staff.
2. The lesson is contained in SIPRNET JLLIS using tracking number xxxxx. My staff will continue to monitor and work with the Joint Staff to address this issue.
3. The ABCXYZCOM point of contact for this action is Rank, Name, Service; ABCXYZCOM/J#; XXX-XXX-XXXX; firstname.lastname@ABCXYZCOM.smil.mil.

NAME
Rank, Service
Position

Figure 8. Sample Joint Lesson Memorandum (JLM)

APPENDIX D TO ENCLOSURE B

EVALUATION PHASE

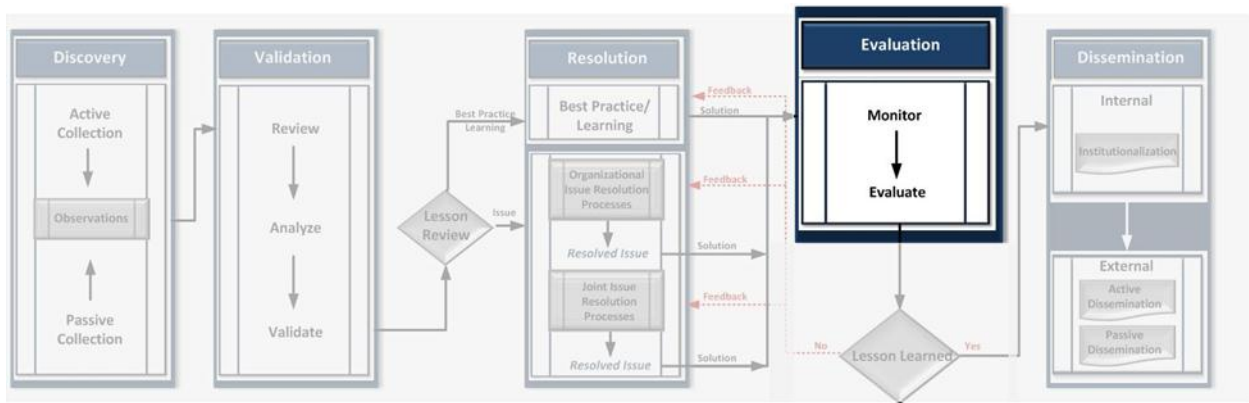


Figure 9. Evaluation Phase of the JLLP Process

1. Evaluation Phase (Figure 9). During the JLLP evaluation phase, output lessons from the resolution phase are monitored and evaluated to determine the impact of resolution actions. During this phase, issue resolution solutions and best practices are evaluated against criteria identified by the appropriate subject matter expertise. The participating organization may accomplish these evaluations internally, or seek external help to conduct an evaluation during operations, events, or exercises. In either case, the organization will share the evaluation outcome with other JLLP organizations for collaboration, review, and use.

a. Monitor. Monitoring occurs as lessons work through the evaluation processes and are awaiting action from evaluation venues. The LM/OPR monitors assigned lessons, tracking their progress. When an evaluation venue has been identified, the LM/OPR moves the issue to the evaluation step and updates the issue status within JLLIS. This step determines if the identified solution corrects and addresses the lesson appropriately to enhance joint force capabilities.

b. Evaluation Phase Output. The output from the evaluation phase is a lesson identified for further work or a lesson learned. Based upon LM/OPR evaluation, the product is processed in one of the following two ways:

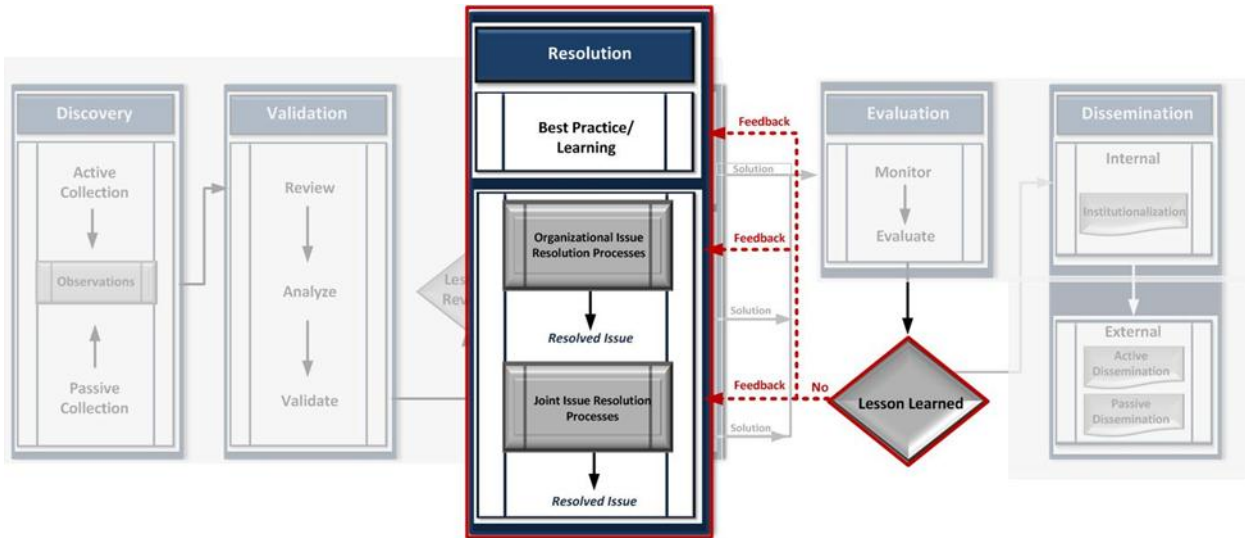


Figure 10. Feedback into the Resolution Phase
(Lesson identified for further work)

(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 resolution processes for further work and the issue status is updated in JLLIS (Figure 10).

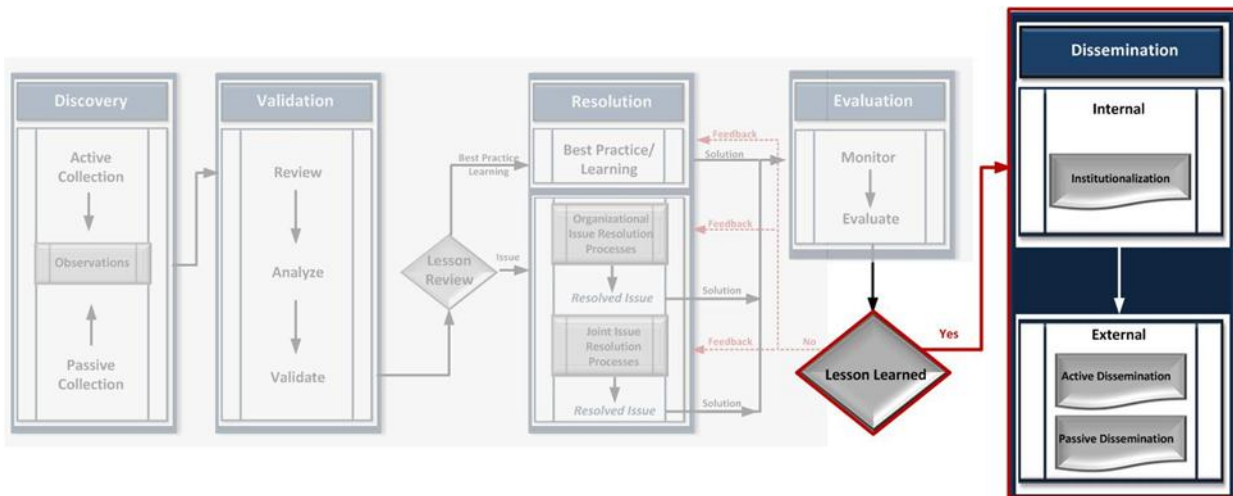


Figure 11. Evaluation Phase (Lesson Learned)

(2) If the product from the learning process or solution from the issue resolution processes is determined to be a lesson learned then the status is updated in JLLIS and is published and disseminated to all JLLIS users for proper institutionalization and learning to improve the operational effectiveness of the joint force (Figure 11).

APPENDIX E TO ENCLOSURE B

DISSEMINATION PHASE

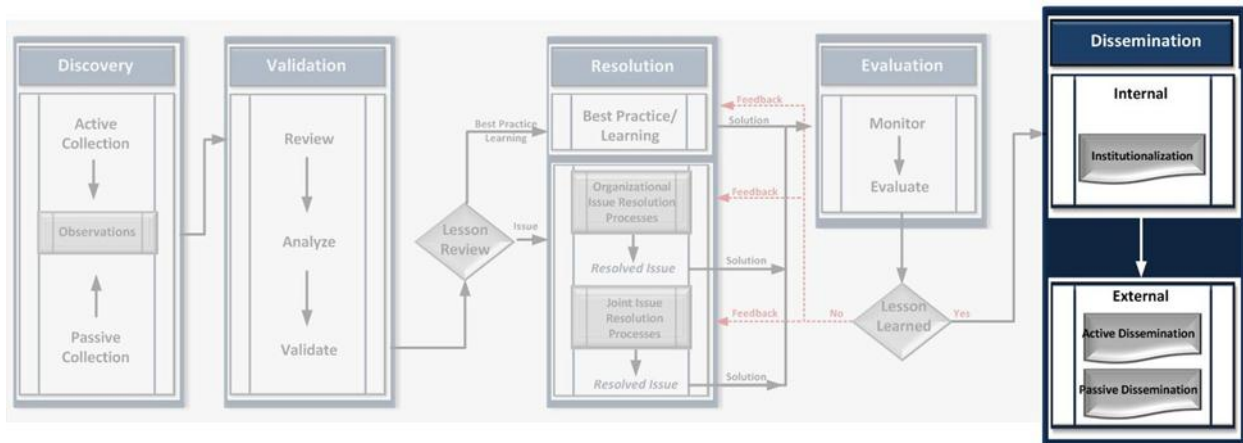


Figure 12. Dissemination Phase of the JLLP Process

1. Dissemination Phase (Figure 12). During the dissemination phase, various activities facilitate the further institutionalization of lessons learned outcomes within key elements of the organization to affect lasting change, improve capabilities or performance, and promote learning of the lesson. The goal of this phase is to communicate lessons learned data through a range of mechanisms to properly institutionalize those lessons, effectively enable joint force capabilities, enhance interagency and multinational coordination, and advance the development of the Joint Force. This is accomplished through both internal and external dissemination methods:

a. Internal Institutionalization. LMs, in coordination with SMEs, analysts, and participating organization representatives, should identify specific relevant organizational elements (such as DOTMLPF and policy, warfighting functions, or other metadata tags) and what level of integration within that element is needed for adequate institutionalization to occur. Using previously established and well-defined organizational processes such as the Joint Doctrine Development Process (JDDP) or JCIDS to conduct required institutionalization is highly recommended.

b. External. In today's environment, operations are commonly joint, often involve coordination and collaboration with the interagency, and may include multinational involvement. Accordingly, lesson learned data should be communicated externally, at the appropriate levels and methods, for the benefit of the Joint Force, the interagency, and our multinational partners. Just as initial observations are discovered through active and passive methods, so are the resulting lesson learned data provided for external organizations, agencies, and partners:

(1) Active Dissemination. Active dissemination is the method of pushing focused lesson learned products, such as the JLA, newsletters, weekly/monthly lessons learned roll ups, periodicals, lessons learned white papers, and targeted analysis reports, to specific target audiences.

(2) Passive Dissemination. Passive dissemination is the method of using a data repository, such as JLLIS, to capture and store lesson learned data, while allowing that data to be accessible throughout the Joint Force and among authorized partners. This requires audiences to pull data from the repository.

c. Dissemination Phase Output. The outputs from the dissemination phase are both internal and external lesson learned products (i.e., JLAs, periodical publications, and/or targeted analysis products) that disseminate lesson learned for the benefit of the Joint Force, our interagency and other partners. Dissemination processes must be flexible and adapt to available dispersal mechanisms. As the JLLP provides lesson learned data to the Joint Force to validate justification for changing the way we do business and as our ever-dynamic environment continues to change, similar or continued discrepancies and gaps will be identified through collected observations during the discovery phase and the JLLP cycle.

ANNEX A TO APPENDIX E TO ENCLOSURE B

JOINT LESSON ADVISORY (JLA)

1. Overview. The purpose of the JLA is to provide a concise summary of the lesson description, process history, resolution efforts, and institutionalization efforts taken across applicable areas of the DOTMLPF and policy spectrum. This tool is designed to facilitate dissemination and leadership reporting. (Figure 13.)

2. Policy. The JLA may accompany JLM issue submissions, as part of the JS IRP, detailing what steps organizations external to the JS have taken to institutionalize the lesson, as well as any recommended corrective actions and other key milestones necessary to address the lesson.

a. Prior to JLA submission to the JS:

(1) The submitting organization captures the detailed issue in JLLIS, populates the applicable fields on the JLA, and ensures the JLA is uploaded as an issue attachment within JLLIS. The JS J-7 JLLD will review the JLA to determine the status of the lesson and what actions have been accomplished.

(2) The minimum background information includes:

- (a) The issue, insight, or best practice.
- (b) Discussion, recommendations, and lessons identified.
- (c) Original and additional source documents linked to the lesson.
- (d) DOTMLPF and policy metadata tags as well as any other identified metadata tags (i.e., UJTL, JMETL, warfighting functions).

(3) Additional information may include:

- (a) Reference publications where recommended changes have been implemented.
- (b) Reference publications where updates and revisions are in progress.
- (c) Reference publications where there is a known shortfall or gap.
- (d) Reference to known activities, exercises, or events, which were, or may be used as, a possible evaluation event to demonstrate institutionalization of the lesson.

b. After submission of a JLA, the JLLD will accomplish a detailed review of the lesson. Periodic updates can be made to the appropriate JLA fields to support staffing and leadership awareness.

c. When a joint lesson learned is deemed institutionalized; a JLA should be produced and disseminated detailing JLLP activities; including levels of institutionalization, and uploaded as an issue attachment in JLLIS.

(U) Joint Lesson Advisory (JLA)

(U) Observation/IRM #14-XXXXX: Title of Issue

Issue: Concisely identify the issue in one sentence.

Discussion: Discuss the lesson or best practice to be addressed

Analysis:

1. Provide analysis of the lesson or best practice that indicates a lesson either is, is not, or will be institutionalized across DOTMLPF-P.
2. The analysis may include, but is not limited to, a review of key policies, strategies and objectives; review and comment on materiel and non-materiel solutions; joint force development activities; and any other pertinent information.

Recommendation(s): Provide recommended action(s) to address the lesson, or recommend course(s) of action to institutionalize the best practice.

Lesson(s) Learned: Provide or state the lesson to be learned or the lesson learned. This may be provided before, during or after the issue resolution process or integration of best practices into the learning processes as part of the evaluation to determine if the lesson has been institutionalized.

Original Source: Site the original source documentation of the lesson: observation, issue, or JLLIS CDR #; article, report, etc. and location.

Additional Sources:

- (A) Site additional sources of documentation from your organization's perspective.
- (B) Add additional sources as needed.

DOTMLPF: Mark appropriate metadata tagging categories that applicable to the lesson.

Note: UJTL, JMETL, AMETL, and other metadata tags may be identified.

- | | | |
|---------------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Doctrine | <input type="checkbox"/> Materiel | <input type="checkbox"/> Facilities |
| <input type="checkbox"/> Organization | <input type="checkbox"/> Leadership/Education | <input type="checkbox"/> Policy |
| <input type="checkbox"/> Training | <input type="checkbox"/> Personnel | |

Corrective Actions:

Doctrine (D):

1. Identify publications where the lesson(s) HAVE BEEN added, updated, and institutionalized for dissemination.
2. Identify publications where the lesson(s) SHOULD BE added and updated as an identified shortfall or gap to be addressed.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

Organization (O):

1. Identify changes to organizational structures as a result of lesson(s) HAVING BEEN added, updated, and institutionalized.
2. Identify changes to organizational structures that SHOULD BE made, updated, and institutionalized to address an identified shortfall or gap.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

Figure 13. The Joint Lesson Advisory (JLA)

Training (T):

1. Identify publications/courses where changes HAVE BEEN added, updated, and institutionalized for standardization and dissemination.
2. Identify publications/courses where changes SHOULD BE made and updated to address an identified short fall or gap.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

Materiel (M):

1. Identify materiel solutions as a result of lesson learned recommendations.
2. Identify materiel solutions that SHOULD BE explored to address an identified short fall or gap.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

Leadership/Education (L):

1. Identify publications/courses where changes HAVE BEEN added, updated, and institutionalized for standardization and dissemination.
2. Identify publications/courses where changes SHOULD BE added, updated, and institutionalized to address an identified short fall or gap.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

Personnel (P):

1. Identify personnel solutions as a result of lesson learned recommendations.
2. Identify personnel solutions that SHOULD BE explored to address an identified short fall or gap.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

Facilities (F):

1. Identify facility solutions as a result of lesson learned recommendations.
2. Identify facility solutions that SHOULD BE explored to address an identified short fall or gap.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

Policy: TBD

1. Identify publications where policy changes that HAVE BEEN added, updated, and institutionalized for standardization and dissemination.
2. Identify publications where policy changes SHOULD BE added, updated, and institutionalized to address an identified short fall or gap.
3. Identify other locations where lesson(s) have been evaluated or could be evaluated in known studies, collection efforts, operations, exercises, experiments, or other known evaluation events.

This document was produced by YOUR ORGANIZATION. It is designed to provide a summary analysis and documentation of the institutionalization of lessons and identify shortfalls and gaps in DOTMLPF categories.

Participate in discussions and see updates for this JLA at JLLIS Observation/IRM #XXXXXX. Any feedback or questions about this document should be directed to john.q.doe.civ@mail.mil (NIPRNET), john.q.doe.civ@mail.smil.mil (SIPRNET).

Figure 13. The Joint Lesson Advisory (JLA) (Cont'd)

APPENDIX F TO ENCLOSURE B

LESSON MANAGER (LM) DUTIES AND RESPONSIBILITIES

1. Overview: DoD Components, as defined in reference d, designate SLMs and LMs to manage organization input into the JLLP and JLLIS, ensuring that operationally relevant observations are reviewed and recommended for resolution, as required. SLMs are critical to ensuring the Chairman's JLLP is institutionalized throughout their respective component organizational structure and provide senior leader oversight of an organizations' lesson learned program. LMs play a key role in ensuring that formally designated lessons learned are correctly stewarded through internal lessons learned processes and properly institutionalized. JS, Services, CCMDs, CSAs, and other organizations involved in the JLLP, designate personnel within their organization, directorate, or office as LMs with the authority to review, validate, and manage lessons learned information as appropriate for their organization, (reference k). The designated LMs will obtain chain of command GO/FO/SES coordination/approval as needed for JLLP tasks. This appendix addresses SLM (reference d), and LM duties and responsibilities that pertain to the JLLP process and does not preclude refinement to meet specific organizational command and control structures and additional leadership requirements.

2. Senior Lesson Manager (SLM) Duties and Responsibilities. In organizations where a senior level member (e.g., GO/FO/SES) is appointed to oversee the organization's participation in the JLLP, their duties and responsibilities, as outlined in reference d, include the following:

a. Manage and actively encourage component personnel to fully participate in the JLLP by entering observations, issues, best practices, recommendations, lessons learned, and AARs in JLLIS or an appropriate adjunct component system that supports JLLIS data collection.

b. Ensure that all appropriate issue solutions and institutionalization activities are documented within JLLIS, or within an appropriate adjunct component system that supports JLLIS data collection.

c. Schedule and attend as required, or designate a fellow SES or GO/FO, to attend component senior-level meetings in support of the JLLP.

3. LM Duties and Responsibilities

a. LM Functions throughout all JLLP Phases. The functions of the LM throughout all JLLP phases include, but are not limited to:

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

(2) Providing JLLP process and procedure SME support as required to meet process requirements in accordance with established organizational procedures.

(3) Monitoring and coordinating updates to JLLIS records and issue status for reporting in accordance with established organizational procedures.

(4) Tracking organization lessons learned information and issues through all phases of the JLLP process.

(5) Ensuring OPR representation is provided at all working groups in accordance with established organizational procedures.

b. LM Functions in the Discovery Phase. During the discovery phase, LM functions include, but are not limited to:

(1) Participating in and/or assisting in collection activities for their organization. See Annex B to Appendix A to Enclosure B for recommended interview procedures.

(2) Supporting development and management of collection analysis plans within JLLIS.

(3) Ensuring observation and records are properly entered into JLLIS and enabling direct submission by individual members and organizations.

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

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

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

(1) Reviewing initial observations for completeness, accuracy, and appropriate meta-tagging, and making a determination of 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) Determining the appropriate time to change the status of an observation from pending to active within JLLIS.

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

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

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

(2) Designating AOs as the ICs and primary points of contact (POC).

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

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

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

(6) Nominating to joint issue resolution processes, any issues that have applicability to other CCMDs, Services, and CSAs.

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

(1) Coordinating and monitoring issues through organizational, joint, interagency, and multinational issue venues.

(2) Verifying corrective actions during appropriate venues to include operations, events, exercises, training, experiments, or other activities as required.

(3) Monitoring issues identified for re-observation and coordinating status updates for reporting in accordance with established organizational procedures.

(4) Ensuring 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.

f. LM Functions in the Dissemination Phase. During the dissemination phase, LM functions include, but are not limited to:

(1) Coordinating with the OPR, OCRs, and SMEs to determine adequate levels, methods, and use of available processes for proper institutionalization of lessons learned.

(2) Monitoring progress of lessons learned integration through identified institutionalization processes.

(3) Coordinating with SMEs to provide amplifying information to support the creation of active dissemination products, such as the JLA, newsletters, lessons learned roll-ups, periodicals, white papers, and targeted analysis reports.

(4) Coordinating with SMEs to provide amplifying information, as required, to external organizations seeking further clarification and understanding of lesson learned.

APPENDIX G TO ENCLOSURE B

JOINT STAFF ISSUE RESOLUTION PROCESS

1. Overview. The JS lessons learned IRP manages joint operational and strategic issues requiring resolution at the JS level. The focus of the IRP is to produce a comprehensive and fully staffed product to senior leaders for their review and action. To ensure information is properly prepared for senior leader review, issues must be established in JLLIS prior to submission to the JS J-7. All issues introduced to the JS, and reaching the level of the LL GOSC, should have already been extensively collaborated on, with the history of these interactions recorded within the JLLIS IRM.

2. Terms of Reference

a. Action Officer Lessons Learned Working Group (AO LLWG): The AO LLWG is coordinated and chaired by the JLLD and conducted on a periodic basis as determined by JLLD.

(1) The purpose of the AO LLWG is to review, analyze, validate, track, monitor, and ensure effective resolution of joint operational and strategic level issues, which include those submitted via a JLM to the JS for resolution action.

(2) The participants in the AO LLWG include LMs assigned by their JS Directors IAW DJSM 0564-10 (reference k). The LMs, or their designated alternates, attend the AO LLWG to review, collaborate, coordinate, and track the progress of issues assigned to their Joint-Directorate. Upon request, OSD provides SMEs to attend LLWGs to facilitate JFD holistic solutions. As the process evolves, other DoD and government entities are invited to participate as deemed necessary.

(3) LMs and their designated alternates receive a coordination copy of the WG agenda and draft brief to ensure earliest possible notification. LMs receive assignment of new issues through the JLLIS IRM notification process upon validation completion by JS J-7.

(a) JS J-7 JLLD conducts initial OPR assignment of issues using the JCAs as the baseline.

(b) Disputes on initial OPR assignments are discussed and resolved at the AO LLWG. Resolved assignments are effective immediately and recorded in JLLIS by JLLD. Unresolved OPR assignment issues are referred to the next O-6 Planner LLWG for resolution.

(c) LMs are responsible for coordinating analysis, recommended end states, and a Plan of Action and Milestones (POA&M) for accomplishing the end state(s) (not necessary for best practices) at the AO level with further review, discussion, and recommendation(s) for approval or refinement at the O-6 Planner level, and, if required, decision at the GOSC level.

b. O-6 Planner LLWG: The O-6 Planner LLWGs are chaired by the JLLD and conducted on a periodic basis as determined by the JLLD.

(1) The purpose of the O-6 Planner LLWG is to review and oversee all actions related to the resolution, evaluation, and institutionalization of open issues referred by the AO LLWG.

(2) During the LLWG, the O-6 Planners adjudicate outstanding OPR assignment issues; decide which issues are to be recommended for closure at the O-6 level; determine those issues that have sufficient analysis and actions in work to warrant monitoring at the O-6 level; and recommend issues requiring GO/FO/SES level review and decision to the LL GOSC. Unresolved O-6 Planner LLWG OPR disputes will be referred to the LL GOSC for resolution.

c. LL GOSC: The LL GOSC is chaired by the DJ-7 or delegate and conducted periodically as determined by DJ-7.

(1) The purpose of the LL GOSC is to review and address joint operational and strategic level lessons and issues recommended by the O-6 Planners LLWG or those issues specifically requested by the LL GOSC or DJ-7.

(2) The LL GOSC recommends guidance on issue resolution and the integration of issues across the DOTMLPF and policy spectrum.

(a) The LL GOSC reviews previous issues presented to the LL GOSC for progress on POA&M, reviews updates or changes, approves updates or changes, and provides guidance based on input and feedback presented.

(b) The LL GOSC reviews new issues and provides guidance, direction, and decisions based on each issue presented. Issues introduced at the LL GOSC are sent to appropriate issue resolution venues, elevated to the attention of the DJS or resolved.

3. Entry into the JS Lessons Learned Issue Resolution Process. In order to enter an issue into the JS lessons learned IRP, the submitting organization:

a. Determines whether an issue is joint, strategic, or operational in nature. This determination is verified by a GO/FO/SES within the submitting organization and is provided to the JS using the JLM described in Annex A to Appendix C to Enclosure B.

b. Creates the issue in the JLLIS IRM. A new issue can be created separately or it can be created directly from an observation previously captured in JLLIS on the SIPRNET.

(1) For a new issue:

(a) The issue, discussion, and recommendation tabs are completed within JLLIS by the submitting organization. The information should clearly define the issue, support determination of an OPR, and support eventual completion of the analysis tab by JS J-7.

(b) The appropriate metadata fields are marked, with at least one applicable DOTMLPF and policy area selected, thereby allowing the issue to be successfully saved within the JLLIS IRM.

(2) For issues created from an existing JLLIS observation:

(a) The existing observation issue description, discussion, recommendation, and other tab information are automatically incorporated into the new issue tabs.

(b) The appropriate metadata fields are marked, with at least one applicable DOTMLPF and policy area selected, thereby allowing the issue to be successfully saved within the JLLIS IRM.

(c) The original observation is included in the issue under the linked data tab.

c. Identifies a SME and IC within their organization, to serve as the POC for this issue. The SME and IC are the individuals contacted by the JLLD or assigned OPR throughout the IRP.

d. Assigns JS J-7 as the OPR and assigns a JS J-7 LM as an IC for the issues being forwarded for action.

e. Attaches any amplifying information or supporting documents, to include the JLM, under the attachments tab; ensures status is set to active and type is set to issue on the issue tab.

f. Ensures the issue is saved and any errors are corrected prior to forwarding to JS J-7 for action.

4. Issue Management at the JS

a. JS J-7. The JS J-7 JLLD administers the JS IRP. JLLD oversees all issue actions, such as OPR changes, process actions, and closes or cancels issues as appropriate. Once an issue is received by JS J-7, JLLD will:

(1) Review the GO/FO/SES-signed JLM from the submitting organization.

(2) Route the JLM to the appropriate level as per the current CJCSI 3150.25.

(3) Concurrently review the issue within JLLIS for completeness and conduct an initial analysis to support issue validation that clarifies details as necessary, compares issue topic to strategic priorities, determines similarity to other active or historical issues, and identifies potential OPRs.

(4) Assign the initial OPR and assign as an IC the LM for that organization.

b. OPR: The LM serves as the IC at the initial OPR level. They coordinate and manage the issue within their organization to include:

(1) Review and analysis of the issue.

(2) Assignment of a specific IC or SME(s), as appropriate. The LM remains as an IC in order to carry out additional LM responsibilities.

(3) Update the standard issue slide with information to support LLWG discussion and actions. Update JLLIS with slide information as appropriate. Issue slide updates shall include: analysis, resolution level, desired end state, estimated completion date, recommended OCRs, and resolution milestones/dates to the POA&M timeline as appropriate.

(4) Attend as the initial OPR at the AO LLWG where they provide the following:

(a) OPR change recommendation as appropriate.

(b) Recommended action/resolution level (AO, O-6, GOSC, return to submitter, transfer to other organization).

(c) Recommended resolution actions.

(d) POA&M timeline for the issue.

c. AO LLWG. Within the JS IRP, participants review issues and perform the following tasks:

(1) Adjudicate OPR reassignments as able.

(2) Discuss resolution actions and timelines provided by OPR.

- (3) Discuss and come to consensus on level for resolution.
- (4) Prepare issues for review by O-6 Planner LLWG.

d. LM Post AO LLWG. After the AO LLWG, LM actions include the following:

- (1) Make changes to issue resolution actions and POA&M timelines as determined by LLWG.

- (2) Continue steps toward resolution and update issues in JLLIS with new information, analysis, recommendations, and actions completed as they occur. The LM or IC assigned within the LM organization, is responsible for providing these updates.

- (a) The LM or assigned IC shall include SME-provided information, as appropriate, under the appropriate issue tab and add a summary of change discussion thread to provide a chronological record of changes.

- (b) All recommended SME changes or discussion points must be included as a discussion thread within each of the corresponding issue tabs within JLLIS (Discussion, Analysis, Recommendation, End State, and Corrective Action).

- (3) Update the issue slide and upload current versions to the issue attachment within JLLIS.

e. O-6 Planner LLWG. Within the JS IRP, participants review issues forwarded by the AO LLWG and:

- (1) Review issue slide information for accuracy and completeness.
- (2) Adjudicate OPR reassignments, as appropriate.

- (3) Provide direction and guidance of resolution actions and approve POA&M.

- (4) Close issues that have been resolved at the AO and O-6 level.

- (5) Identify issues that require review at the GOSC level. All other issues will be tracked at the O-6 level.

f. LM Post O-6 LLWG. After the O-6 LLWG, LM actions include the following:

- (1) Make changes to issue resolution actions and POA&M timelines as determined by the LLWG.

(2) Continue steps toward resolution and update issue in JLLIS with new information/analysis/action completions as they occur.

(3) Prepare issues identified for LL GOSC review and decision.

g. LL GOSC. Participants review issues forwarded by the O-6 Planner LLWG and:

(1) Recommend issues for closure.

(2) Recommend issues be returned to the O-6 LLWG for further information and tracking.

(3) Adjudicate OPR reassignments, as appropriate.

(4) Recommend approval of way ahead and derived end states for GO/FO/SES level cross-cutting issues.

(5) Review overarching themes across submitted issues to determine what action is required to adjust the Joint Force to address these themes.

h. LM Post LL GOSC. After the LL GOSC, LM actions include the following:

(1) Make changes to issue resolution actions and POA&M timelines as determined by the LL GOSC.

(2) Continue steps toward resolution and update issues in JLLIS with new information/analysis/action completions as they occur.

(3) Prepare issues identified for review at the next LLWG, as required.

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 occurs in accordance with DoD and CJCS guidance. More specifically, information contained within JLLIS is also governed by DoD and CJCS policy regarding information sharing and network security (references 1 – m).

a. Foreign Disclosure and Network Security. Access to the information contained within NIPRNet JLLIS is granted in accordance with DoD and JS policy and guidance. Access is limited to US personnel, as well as foreign exchange and liaison officers sponsored and/or assigned to DoD organizations, in accordance with DoDI 8110.1, *Multinational Information Sharing Networks Implementation* (reference n). The following information is provided in accordance with JS guidance:

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

(2) Foreign representatives assigned to or sponsored by a DoD organization and issued a DoD common access card (CAC) are authorized access to NIPRNET JLLIS as members of their assigned/sponsoring DoD organization.

(a) Activation of foreign representative registration requests is controlled by the JS J-7 JLLIS administrator.

(b) The assigned/sponsoring organization JLLIS administrator should send an encrypted e-mail request to the JS J-7 administrator (js.pentagon.J-7.mbx.jllis-coordinator@mail.mil) and include the following information:

Subject: Foreign Representative JLLIS Account
First Name:
Last Name:
Rank:
E-mail Address:
Commercial Phone:
DSN:
Citizenship:

(c) JS J-7 administrator will contact the foreign representative to obtain the required digital certificate.

(d) JS J-7 administrator will create the JLLIS profile, set the account to an active status, and notify the new JLLIS user and assigned/sponsoring JLLIS administrator.

(e) In compliance with DoD Directive 5230.11 (reference p), foreign representative access to SIPRNET JLLIS is not available. JLLIS does not have mechanisms in place to limit access to classified information to authorized/designated foreign nationals.

(f) The JLLIS FIVE EYES ONLY (FVEY) environment provides a SIPRNET environment for effective lesson learned information exchange and collaboration between DoD and Australia, Canada, Great Britain, and New Zealand. FVEY coalition partners can access this JLLIS environment through the Defense Information System Agency's (DISA) Improved Connectivity Initiative.

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 NATO's Allied Command Operations (ACO) in the planning and execution of this task. Reciprocally, NATO's 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 (legacy) and the NATO Lessons Learned Portal, where lessons are captured, stored, and processed.

(3) Safeguarding and handling of NATO material is governed by the DoDD 5100.55, *U.S. Security Authority for NATO Affairs (USSAN)* (reference q) and material marked "NATO" by the originating nation is controlled under the NATO Security Program. Moreover, the NATO material or the information therein shall **not** be stored in JLLIS. Control mechanisms are not in place to strictly limit access to NATO information (need-to-know verification and NATO briefing certification).

ENCLOSURE C

THE JOINT LESSONS LEARNED INFORMATION SYSTEM (JLLIS)

1. Overview. The Joint Lessons Learned Information System (JLLIS) is the DoD system of record and enterprise solution supporting the Chairman's JLLP. The use of JLLIS facilitates the collection, tracking, management, sharing, collaborative resolution, and dissemination of lessons learned to improve the development/readiness of the Joint Force. The validated information also enables actionable DOTMLPF and policy changes to improve joint and combined capabilities.

2. General. JLLIS provides a standardized tool to facilitate discovery, validation, resolution, evaluation, and dissemination of critical lessons learned data from operations, events, and exercises, and is necessary to implement the JLLP and support the Joint Force.

a. Discovery Phase. JLLIS facilitates the collection of observations and issues and sharing of summaries, studies, and reports. As data is entered or uploaded, it can be made available to the joint lessons learned community via JLLIS.

b. Validation Phase. JLLIS provides the ability to document observation analysis to support the validation of observations to conduct learning and issue resolution processes. The LMs are responsible for reviewing, analyzing, validating, and activating observations placed in JLLIS.

c. Resolution Phase. JLLIS facilitates the IRP and enables coordination with appropriate functional organizations and SMEs for resolution. The JLLIS IRM provides Administrators or LMs with the ability to create a new issue or create an issue from a validated observation. It is the responsibility of the LM to identify the OPR and IC.

d. Evaluation Phase. JLLIS provides the ability to capture and document evaluation and solution monitoring to either accept the lessons as lessons learned or return the lessons to the resolution process for further work. The JLLIS IRM allows ICs the ability to set monitoring or evaluation milestones to help track actions or solutions during the evaluation process.

e. Dissemination Phase. JLLIS provides the ability to publish lesson learned data, making the information accessible throughout the Joint Force and among authorized partners. JLLIS provides a number of features and data repositories to help facilitate information exchange, coordination, and dissemination from communities of practice/binders, published observations, issues, and AARs.

3. JLLIS Information Sharing/Coordination Tools. JLLP participants should post finished products, and collaboration and coordination documentation into JLLIS. JLLP participants are also strongly encouraged to post other important strategic, operational, or tactical records in JLLIS to support lessons learned activities.

a. Community of Practice/Binders: The COP and binder features allow users to create and group a collection of observations, issues, supporting documents, and/or external links around a theme or topic and publish the data for all JLLIS users.

b. Issue Resolution Module: The IRM provides a single location for users to view and monitor the status of issues, to include best practices and lessons learned.

c. Collection Analysis Plan Feature: The JLLIS Collection Analysis Plan feature supports integration and collaboration of organizational collection and analysis plans and processes across the lessons learned community. The JLLIS Collection Analysis Plan feature provides transparency to scheduled collection efforts, to include resource requirements, locations, and milestones.

d. After Action Report: The AAR represents selected after-action comments and recommendations that are designated to assist and benefit future planners and executors of operations, events, and exercises. The JLLIS AAR Feature provides the ability to create an AAR.

ENCLOSURE D

JLLP INTEGRATION

1. Overview. This enclosure provides information pertaining to the integration of the JLLP across operations and JFD. The JLLP facilitates lesson resolution and institutionalization across DOTMLPF and policy.

2. General. Integration of the JLLP throughout the DoD occurs as a cycle of integrating activities. As observations are captured during operations, events, and exercises, and entered into the JLLP via JLLIS, best practices are discovered and issues are identified for action. Through functional, and, as appropriate, JS issue resolution processes of the JLLP, issues are addressed across the spectrum of DOTMLPF and policy. Institutionalized lessons learned enhance joint capabilities as they feed back into operations, events, and exercises, through the elements of JFD (Figure 14).

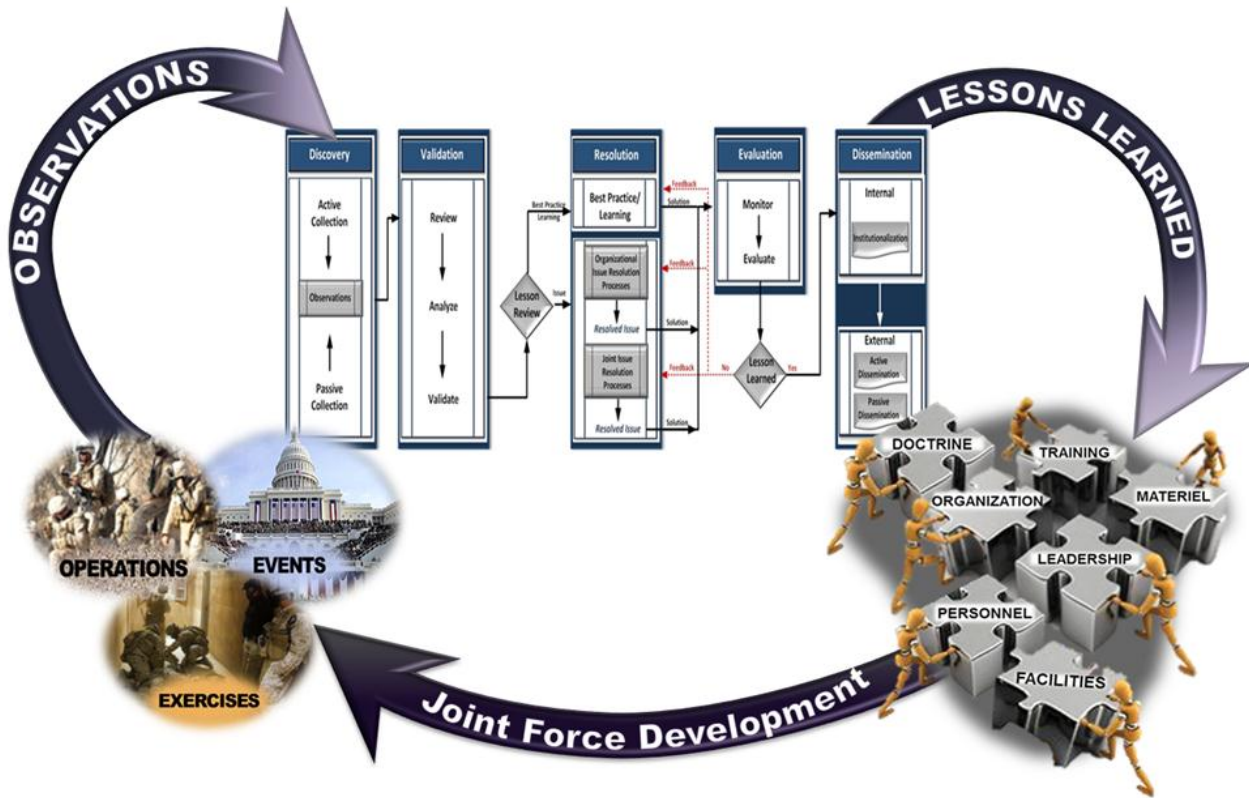


Figure 14. JLLP Integration.

Additional detail on JLLP integration is provided within appendices A (Joint Operations) and B (Joint Force Development) to this enclosure.

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APPENDIX A TO ENCLOSURE D

JOINT OPERATIONS

1. Overview. To support the National Security Strategy, U.S. military forces must be prepared to respond across the full range of potential military operations. The CJCS is committed to instilling the lessons learned from past military operations (reference c). Recent military operations demonstrated the great capabilities of U.S. joint forces. To prepare U.S. forces to respond to such events in the future, comprehensive reviews are critical to ensuring we capture and learn from lessons of the past.

2. JLLP Integration. Feedback from real-world operations is an essential part of the JLLP. After action reviews should be conducted after every significant military operation (reference c). Once observations and insights have been generated from an operation, they should be captured and shared across the defense community (reference c). The JLLP provides a vehicle for facilitating awareness of best practices and issues identified during military operations across the DoD.

a. IRP integration

(1) Observations made by the Joint Force during real-world operations enhance joint issues already being worked in the IRP, creates new issues for entry into the IRP, and helps produce best practice information to be referenced for future operations.

(2) To accomplish integration of best practices and issues from operations, events, and exercises, JLLIS is used to:

(a) Record observations.

(b) Collaborate for issue resolution.

(c) Aggregate all information related to that operation in one location to assist the Joint Force in anticipating the proper response to future events.

1. Once AAR information is received, it is recommended that organizations create a JLLIS COP to serve as a single site for future users to access the operation's lessons learned information.

2. If joint forces were employed in an operation and there is enough material to populate a site with relevant/useful information, the JS will create a parent COP in JLLIS that will include links to, and information from, all DoD Components involved in the operation.

b. Event Management. As with any operation or event, the key to success is for the organization to have as many users as possible entering information into JLLIS as the operation is conducted. When it becomes evident that joint forces will be employed for an operation, the JLLIS Administrator and LM for participating organizations will:

(1) Ensure there is an observation collection plan in place using JLLIS as the system for recording observations.

(2) Create an event name in the appropriate JLLIS domain(s) observation “pull-down menu” so users can properly categorize their entries. NOTE: For major operations and events, the supported CCDR should coordinate with the JS J-7 JLLIS Administrator to establish the event (operation) name for implementation across JLLIS to standardize the name and reduce and/or avoid confusion in JLLIS when adding or searching for observations and lessons.

(3) Facilitate JLLIS registration for organization members, unless a SharePoint/JLLIS interface has been set up for that organization.

(4) Facilitate training of members to make observation entries.

(5) Ensure organization collection plan is implemented.

(6) Review JLLIS entries to ensure users entered as much information as possible for the observations submitted.

(7) Upon completion of the event, facilitate the organization after action review of the operation.

(8) Verify information entered into JLLIS is referenced during the after action review discussion to ensure the organization’s final AAR includes operational information collected along with the FAAR observations.

(9) Confirm AARs from operations are recorded in JLLIS and that capability gaps and shortfalls, best practices, and any other relevant documents are entered into that organization’s lessons learned program.

(10) Forward operational and strategic, cross-cutting joint issues and best practices to the JS J-7 JLLD for entry into the JS IRP via a JLM signed by a GO/FO/SES from that organization.

APPENDIX B TO ENCLOSURE D

JOINT FORCE DEVELOPMENT

1. Overview. The JLLP integrates with other JFD elements by providing input and receiving observations, AARs, and updated reference documentation from training, exercises, doctrine, education, concepts, wargaming, capabilities development, and evaluation processes. Additional detail on JLLP integration with the elements of JFD is provided in the following annexes.

2. General. This appendix provides information specific to the integration of the JLLP and lessons learned with elements of JFD.

a. Joint Doctrine. The lessons learned review is a critical step within the doctrine development process as it relates to the review and revision of joint doctrine publications.

b. Joint Exercises. Lessons learned integration occurs in the early design and planning stages of the joint event life cycle (JELC). Lessons learned are considered in the planning phase, used in the execution phase, and reviewed during the after action phase.

c. Joint Capabilities. Lessons learned are considered during the development of joint capabilities, and through the JCIDS processes.

d. Joint Education and Training. Lessons learned are considered during the curriculum reviews of joint education, and during the development of joint training requirements through the Joint Training System (JTS).

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ANNEX A TO APPENDIX B TO ENCLOSURE D

JOINT TRAINING

1. Overview of the Joint Training System. The JTS provides an integrated, requirements-based methodology for aligning joint training and exercise programs with assigned missions, consistent with command priorities and available resources. The purpose of the JTS is to improve joint readiness. CCDRs achieve joint readiness through the alignment of JMET with the planning and execution of joint individual and collective training events. Based on identified required capabilities, CCDRs will assess the command's current capability against required JMET capability, identify training requirements from that assessment, review lessons learned, and then plan, resource, execute joint training events, evaluate training audience performance, and assess capability and joint readiness as they relate to joint training. Corrective actions from issues identified through the JLLP are considered during command development of joint training strategy (reference r). The JTS is supported by the JTIMS.

a. Integration with the JTS. The overarching JTS process is a cycle composed of four phases: requirements, plans, execution, and assessment, with lessons learned integrated into each phase. This interrelated series of disciplined, logical, and repeatable JTS phases is designed to continuously improve joint training and readiness. The JTS phases include:

(1) Phase I: Requirements. During this phase of the JTS, capabilities required for joint force organizations to accomplish their assigned missions are identified as joint mission essential tasks through the Joint/Agency Mission Essential Task List from the UJTL. Capability requirements are further defined through a review of conditions and standards, lessons learned, and any relevant JS IRP solutions requiring an evaluation. This is a critical step within the first phase of joint event planning.

(2) Phase II: Plans. During this phase of the JTS, relevant lessons learned are applied as commands and CSAs develop their joint training plans to include training requirements, event designs, resource estimates and schedules, and event timelines.

(3) Phase III: Execution. During this phase of the JTS, potential DOTMLPF and policy issues, as well as lessons learned are identified. The outputs of this phase include task performance observations (TPO) and task proficiency evaluations which support the assessments of the next phase (Phase 4). Outputs also include AARs, which provide event results as well as potential issues and lessons learned. The JTIMS has the capability of

exporting an observation record in automated fashion to the organization's JLLIS.

(4) Phase IV: Assessment. During this phase of the JTS, observations are collected, reviewed, and eventually translated into future requirements. These observations are further analyzed to determine validity as issues or lessons learned.

b. Exercise Program Integration.

(1) Joint Exercise Program (JEP). The JEP is a principal means for CCDRs to maintain trained and ready forces, exercise their contingency plans, and support their theater campaign plan. The JLLP is integrated into the JEP via the inputs and outputs of the JTS phases. Under the deliberate observation validation process, CCMDs capture and share key, overarching, and cross-cutting observations and lessons no later than 45 days after the end of an exercise. Observations may be entered directly into JLLIS, or exported from JTIMS into JLLIS, IAW CJCSM 3500.03 series, *Joint Training Manual for the Armed Forces of the United States* (reference s).

(2) Chairman's Exercise Program (CEP). The CEP is the dedicated means for the CJCS, through the JS, to coordinate interagency and CCMD participation in strategic national-level joint exercises designed to examine plans, policies, and procedures under a variety of crises. These strategic, national level joint exercises are intended to improve the readiness of U.S. forces to perform joint operations, integrate non-DoD and interagency partners, and improve overall readiness. Key, overarching, and cross-cutting observations and lessons from these exercises may be entered directly into JLLIS or exported from JTIMS into JLLIS. The AAR output of an exercise contains event results, observations, best practices, and lessons learned.

(3) National Exercise Program (NEP). The NEP is a top-down driven exercise framework under the leadership of the White House that is the basis for coordination of federal exercises across all departments and agencies of the federal government. Under the NEP, specific functional areas must be exercised with regularity as agreed by all departments and agencies. The NEP consists of continuity operations, national planning scenarios, and interagency coordination. DoD participates in the NEP through the CEP. The CJCS, JS, CCMDs, CSAs, and Services shall collect, manage, share, research, and track lessons learned under the JLLP by using JLLIS, (reference t).

c. Integration with the National Exercise Program (NEP) After-Action Process. The AAR output of an NEP exercise contains event results as well as issues and best practices. After an NEP exercise concludes, participating DoD Components will provide hot-wash lessons (issues and best practices) to CJCS

or a designated representative (reference r – t). The Department of Homeland Security (DHS) NEP Executive Steering Committee (ESC) is composed of Deputy Assistant Secretary of Defense (DASD) Homeland Defense (HD) and Defense Support of Civil Authorities (DSCA) and the CJCS or his or her representative. These activities directly interface with the JLLP and provide input into JLLP processes.

(1) DoD post-Tier 1 NEP Exercises

- (a) Conducts the DoD FAAR in accordance with the GOSC and JLLP using the JLLIS, (reference s).
- (b) Determines primary DoD lessons for inclusion in the NEP AAR.
- (c) Provides DoD lessons to the DASD (HD&DSCA) and CJCS or their representative.
- (d) Reports observations from NEP exercises into the JLLP using JLLIS no later than 45 days post exercise, (reference r - s)

(2) ESC Post NEP

- (a) Reviews DoD and agency lessons learned reports.
- (b) Determines high-priority issues and compiles such issues into an AAR.
- (c) Provides high-priority NEP lessons to the DOD to forward to the LL GOSC.

1. NEP resolution actions assigned to the DOD by the Exercise and Evaluation sub-Policy Coordinating Committee (E&E sub-PCC) as well as Domestic Readiness Group Policy Coordinating Committee (DRG PCC), and/or the Homeland Security Council Deputies Committee (HSC DC) are also forwarded to the LL GOSC.

2. 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.

(d) Collects issues requiring department and agency improvements into a NEP exercise improvement plan (IP), entering those issues into the DHS Resolution Action Program.

(3) OCJCS, JS; CCMDs, CSAs, and Services Post-NEP

- (a) Collects TPO in JTIMS.
- (b) Determines which performance observations are considered to be lessons.
- (c) Includes observations in the JLLP via JLLIS no later than 45 days after the end of the exercise.
- (d) Assigns resolution actions to one of their components along with an OPR in that component for each identified issue or best practice entered into the JLLP through JLLIS.

ANNEX B TO APPENDIX B TO ENCLOSURE D

JOINT DOCTRINE

1. Overview. Joint doctrine reflects fundamental principles, based on extant capabilities and incorporating, among many sources, changes derived from lessons learned during operations, events, and exercises; and, when appropriate, inputs from validated concepts. The purpose of joint doctrine is to enhance the operational effectiveness of U.S. joint forces and set the stage for establishing a means to routinely incorporate lessons learned into joint doctrine. Further definition and guidance on assessment, development, and application of joint doctrine is outlined, (references u – v).

2. Policy

a. Joint doctrine consists of authoritative and fundamental principles requiring judgment in application that guide the employment of U.S. military forces in coordinated action toward a common objective. It also provides considerations for the joint force commander when coordinating with the other instruments of national power to attain unified action. Joint doctrine contained in joint publications (JP) may also include terms, tactics, techniques, and procedures.

b. Joint doctrine represents what is taught, believed, and advocated as what is right (i.e., what works best). Joint doctrine is written for those who:

(1) Provide strategic direction to joint forces (the Chairman and CCDRs).

(2) Employ joint forces (CCDRs, subordinate unified commanders, or joint task force (JTF) commanders).

(3) Support or are supported by joint forces (CCMDs, subordinate unified commands, JTFs, Service component commands, the Services, and CSAs).

(4) Train and educate those who will conduct joint operations.

c. Joint doctrine does not establish policy; however, CJCSI 5120.02 (reference u) serves as a bridge addressing policy within a doctrinal context. Joint policy will be reflected in other CJCS instructions (CJCSI) or CJCS manuals (CJCSM). These instructions and manuals contain CJCS policy and guidance that do not involve the employment of forces. Although joint doctrine is neither policy nor strategy, it serves to make U.S. policy and strategy effective in the application of U.S. military power.

Joint Doctrine Development Cycle (Five-year Cycle)

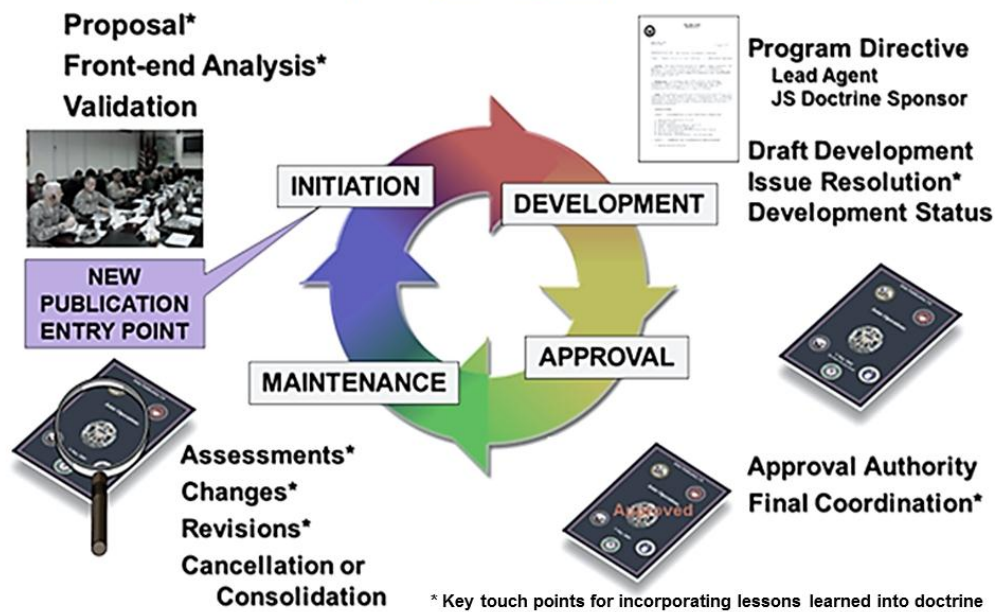


Figure 15. The Joint Doctrine Development Cycle

3. Joint Doctrine Development Process. Joint doctrine continues to evolve as the U.S. military adapts to meet national security challenges and evolve capabilities requiring guidance in application. The JDDP includes four stages: initiation, development, approval, and maintenance. Throughout the process, members of the Joint Doctrine Development Community (JDDC), which includes Services, CCMDs, CSAs, JS, and other organizations or entities, seek to maintain awareness of the forces' operations, application of capabilities, and lessons learned from ongoing actions and events.

a. Assessment. Approved doctrinal publications are formally assessed while in the maintenance stage of the JDDP approximately 24-27 months following publication approval to determine if they require a complete revision or a change in lieu of revision. Doctrine analysts and the community of interest continually assess doctrine to determine the relevance and timeliness of the topics. During the formal assessment phase, analysts leverage databases, exercise observations, meetings, and reports to formulate a series of specific and general questions pertaining to the joint publication (JP) when JS J-7 formally requests feedback from the JDDC on the specific JP.

(1) Database searches. In assessing approved doctrine, the lead analysts from the JS, J-7, Joint Education and Doctrine, Joint Doctrine

Annex B
Appendix B
Enclosure D

Analysis Division (JDAD) will conduct a thorough search of relevant databases to gather as much current information as possible to provide an informed recommendation to the JS J-7. These databases often include lessons learned or insights from exercises or operations and include JLLIS, the Joint Electronic Library Internal (JELINT), and Joint Electronic Library-Plus (JEL+). Analysts also seek lessons from the JS J-7 Joint Coalition Operational Analysis (JCOA) Division studies, Joint Training Division's exercise reports, and doctrine development working group updates.

(2) Request for Feedback (RFF). While conducting the assessment, doctrine analysts will coordinate an RFF through the joint staff action process (JSAP) to the JDDC to gain initial feedback on the efficacy and utility of the JP under assessment. A standard specific question in RFFs, queries the community on specific lessons learned from operations or training. For example, the RFF published on 3 September 2013 included the following specific question: "What areas of JP 3-13.3 can be improved based upon lessons learned from major operations involving irregular warfare (i.e., foreign internal defense, counterinsurgency, counterterrorism, unconventional warfare, and stability operations)? Be specific by providing line out/line in text, where possible." This encourages the community to think upon and provide relevant and timely recommendations based on actual experience to inform updates to processes and/or vignettes.

b. Initiation. Although joint doctrine projects can be proposed by anyone who identifies a doctrinal gap or deficiency, they must be formally sponsored by a Service chief, combatant commander, or Joint Staff Directorate. Proposals may be submitted at any time, but the preferred venue for the initiation stage is the semi-annual Joint Doctrine Planning Conference (JDPC). Each project proposal accepted by JS J-7 will require a front-end-analysis (FEA) which is conducted by a doctrine analyst in JS J-7, Joint Education and Doctrine, JDAD, using many of the same tools listed above during a formal assessment. The analyst will analyze the proposal and present a front-end analysis (FEA) at the JDPC. The FEA must ascertain if the subject meets the definition of joint doctrine; if a doctrinal void actually exists; and if the proposed doctrine is based on extant capabilities.

c. Development. Once the decision has been made to either develop a new JP or to revise an approved JP, the J-7 publishes a program directive, which assigns the lead agent (LA) and Joint Staff doctrine sponsor, establishes the scope, and provides the chapter outline for the new or revised publication. This formally begins the development stage. During this stage, the LA (in cooperation with the JS J-7) will develop the first or revision first draft and distribute the draft publication for review and comment to the JDDC. Lessons learned are routinely sought and incorporated into the draft JPs throughout

the development process through formal staffing (e.g., i.e., JSAP) or informally through JDDC discussion.

4. Doctrine and Lessons Learned. Observations, issues, best practices, and lessons learned from operations, events, and exercises, all exert a considerable influence on joint doctrine assessment and development by providing a database from which to determine which processes, procedures, or operational approaches have proven most effective in mission accomplishment.

a. Responsibilities

(1) JS J-7 JLLD. Identification and cataloging of a lesson is only the beginning of the division's responsibilities to realize improvement in force capabilities and doctrine based on the lesson. JLLD, through their staffing and community of interest governance processes, assigns offices of responsibility to track and focus on informing the community of the requirement to update systems, capabilities, and doctrine. If JLLD believes that doctrine requires updating, the JLLD and/or the OPR will contact the publication's lead agent to provide specific recommendations in line-in/line-out or vignette format. They then participate in all phases of the doctrinal revision by providing feedback to the initial RFF, on the revision first draft, and on the revision final coordination to ensure the community is fully informed of the lesson and the division's recommended changes to the publications.

(2) Joint Doctrine Development Community. Members of the JDDC, including planners and practitioners, are responsible to provide recommendations for doctrinal revision as part of the JDDP or by directly contacting the publication lead agent. The practitioners from the field, whether in CCMDs, Services or CSAs, may be the first to identify a lesson and recommend incorporation into doctrine or other force development processes.

(3) Joint Doctrine and Education (JED). The JS J-7, JED deputy directorate is charged with managing the JDDP and assisting lead agents in conducting analysis and revising their joint publications. Within JED, the Joint Doctrine Analysis Division (JDAD) is responsible for conducting the formal assessments (in maintenance phase) and FEAs. They use the previously discussed processes and databases to seek input from the JDDC and all sources in the community of interest to inform the development process. While JDAD analysts actively seek lessons learned, the community is requested to forward lessons to the analysts to ensure they can be incorporated and promulgated in doctrine.

ANNEX C TO APPENDIX B TO ENCLOSURE D

JOINT EDUCATION

1. Overview. Joint Professional Military Education (JPME) is a CJCS-approved body of objectives, policies, procedures, and standards supporting the educational requirements for joint officer management (reference w). JPME is a three-phase education program taught at Service intermediate or senior level colleges, the Joint Forces Staff College, the National Defense University, and the National Defense Intelligence University. JPME is not intended to be exclusive for topics of joint matters from other Defense or Service learning venues (e.g., Naval Postgraduate School, or Defense Acquisition University) which may incorporate joint topics in curricula, but do not otherwise satisfy legal and/or defense-policy driven requirements for joint officer management. An ongoing review of the joint aspects of professional military education (PME) satisfies CJCS statutory requirements and enhances the effectiveness and relevance of PME. The PME review process is comprised of three components:

- a. Feedback mechanisms.
- b. Update mechanisms.
- c. JPME Assessments.

2. Procedure. LMs are best positioned to affect the PME review process through defined update mechanisms.

a. Policy Review. J-7 Deputy Director (DD) Joint Education and Doctrine (JED) will systematically review standing PME policy on a five-year basis, or as deemed appropriate. Policy review processes will solicit or consider input from the joint community (JS, OSD, the Services, CSAs, CCMDs, PME institutions, etc.). When a prescribed revision process has been initiated by the JS J-7, LMs representing the respective joint community entity can submit policy change recommendations based on lessons learned from operations, events, and exercises.

b. Curricula Review. Each JPME accredited institution will regularly review its curriculum and initiate revisions as needed to remain current, effective, and in compliance with policy guidance. LMs can provide direct reference to individual schools relative to their respective issue(s) or lessons learned.

c. Joint Faculty Education Conference (JFEC). The JS J-7 JPME Division hosts an annual JFEC to present emerging concepts and other material relevant to maintaining curricula currency to the faculties of the PME and

JPME colleges and schools. This group will also conduct an initial assessment of submitted Special Areas of Emphasis (SAE). LMs can make presentations on their respective issue(s) or lessons learned during the JFEC.

d. Special Area of Emphasis (SAE). SAEs highlight the concerns of OSD, the Services, CCMDs, Defense Agencies, and the JS regarding coverage of specific joint subject matter in the PME colleges. They help ensure the currency and relevance of the colleges' JPME curricula. LMs that elect to have their issue considered by the JFEC as an SAE should include sufficient information and POCs to facilitate curricula development and associated research. The annual list of SAEs is presented for CJCS endorsement.

ANNEX D TO APPENDIX B TO ENCLOSURE D

JOINT CONCEPTS

1. Joint Concept Development. Joint concept development is driven by strategic guidance, examination of the future operating environment, study of historical precedent, and joint lessons learned from current and past operations documented in JLLIS or other sources. Joint concepts identify potential problems and propose approaches to solve those problems through joint capability solutions that may lead to DOTMLPF and policy changes. Joint concepts should lead to the development of joint military capabilities that give U.S. joint forces a significant advantage in warfare, and may significantly change the way we measure success in military operations. Joint concepts provide senior leaders a means to develop new joint capabilities. In addition to strategic guidance, joint concept developers use a variety of documents to provide insights into the dominant trends shaping the future security environment and their consequences for military operations, such as Defense Planning Scenarios, the joint operating environment, and other future operational studies.

2. Capstone Concept for Joint Operations (CCJO). The CCJO is the overarching joint concept that guides the development of future joint capabilities. It articulates the CJCS vision for the future joint force, and motivates and guides the study, assessment, and evaluation of joint concepts and capabilities. The CCJO informs joint force development by providing a broad description of how joint forces might operate in the future across a wide range of military challenges in support of strategic objectives. It envisions military operations conducted within a national strategy that incorporates all instruments of national power. Other joint and Service concepts will align with and expand on the CCJO approach.

3. Joint Concepts and Lessons Learned. The process for initiating, writing, assessing, and transitioning joint concepts is detailed in CJCSI 3010.02, (reference x). The JLLP influences the development, evaluation, and implementation of joint concepts through the review of lessons learned, after-action reports, and observations from operations, events, and exercises.

a. Concept writing begins by developing a thorough baseline of knowledge derived from a variety of sources, including strategic guidance, joint doctrine, and lessons learned. Joint concepts apply this baseline to identify operational challenges in the context of the future operating environment, and to propose joint solutions to those challenges.

b. Joint training observations help shape the development of new joint concepts by identifying and analyzing trends, best practices, and insights derived from multiple CCMD exercises across the full range of joint functions and mission sets.

c. Joint and Services' lessons learned help concept writers translate conceptual ideas into operational terms to drive the operational approach for concept evaluation. In turn, observations and lessons learned from concept evaluation activities may be captured within JLLIS to support concept refinement and follow on assessment of potential capability solutions.

ANNEX E TO APPENDIX B TO ENCLOSURE D

JOINT CAPABILITIES

1. The Joint Capabilities Integration Development System

a. JCIDS was established to facilitate a joint focused validation of deliberate requirements in support of the Joint Requirements Oversight Council (JROC), (reference j). Warfighting and exercise lessons may serve as a basis to establish capability requirements, if the documentation indicates sufficient military utility of a certain capability. Lessons may lead to further analysis and development of JCIDS documents for validation in the deliberate, urgent, or emergent staffing processes.

b. Before any action can be taken in the JCIDS process related to reviewing and validating requirements documents, document sponsors must first identify capability requirements related to their functions, roles, missions, and operations, and then determine if there are any capability gaps which present an unacceptable level of risk warranting further action in JCIDS. Identification of capability requirements and associated capability gaps, begins with the sponsor's organizational functions, roles, missions, and operations, in the context of a framework of strategic guidance documents, and if applicable, overarching plans (reference i).

c. The overarching description of the nation's defense interests, objectives, and priorities are provided through the following: the National Security Strategy, the National Strategy for Homeland Security, the National Defense Strategy, the most recent Quadrennial Defense Review Report, and the National Military Strategy. In addition, the Defense Planning Guidance, the Guidance for the Employment of the Force, the Chairman's Risk Assessment, and the Joint Strategic Capabilities Plan, all contain further guidance for objectives and priorities, and provide a framework for assessment.

d. The JUON process was developed as a complement to JCIDS for urgent requirements. JUONs address near term (two years or less) CCMD requirements and are meant to fulfill urgent CCMD requirements needed to fill a shortfall identified in current operations. Joint Emerging Operational Needs (JEON) were introduced to address the gap between JUONs and the deliberate process of JCIDS. JEONs are identified by a CCMD as inherently joint and influencing an anticipated or pending contingency operation. Both processes are designed to support materiel requirements identified by CCDRs and can evolve from lessons collected through operations, events, and exercises.

e. JCIDS processes are managed through the Knowledge Management/Decision Support (KM/DS) system. KM/DS is an authoritative KM system designed for processing, coordinating, tasking, and archiving JCIDS related documents and actions associated with joint capability requirements. It serves as a repository for all JCIDS documents, for staffing JCIDS documents, and for recording coordination actions/comments on JCIDS actions. It also displays all JROC related information (e.g., , calendar, document status, etc.), and can be used to search for new lesson submissions. The JCIDS process is detailed in CJCSI 3170.01H (reference i).

2. Joint Capabilities and Lessons Learned

a. Lessons already addressed in JCIDS can be monitored through the JS IRP until completion. The OPR for such observations shall track the observation in KM/DS, and report to the LL AOWG, LL Planner WG, or LL GOSC as appropriate.

b. Major lessons and themes not already addressed through JCIDS may be introduced into JCIDS via a joint DOTMLPF and policy change recommendation (DCR). Joint DCRs provide a means for documenting and validating non-materiel capability solutions across the Joint Force. They can be an alternative to materiel solutions or can complement a materiel capability solution. Major lessons and themes containing multiple associated issues or best practices are most suitable for processing via Joint DCRs, as they assign the many tasks associated with a DCR to different action agencies, while being managed by a single lead organization or DCR sponsor.

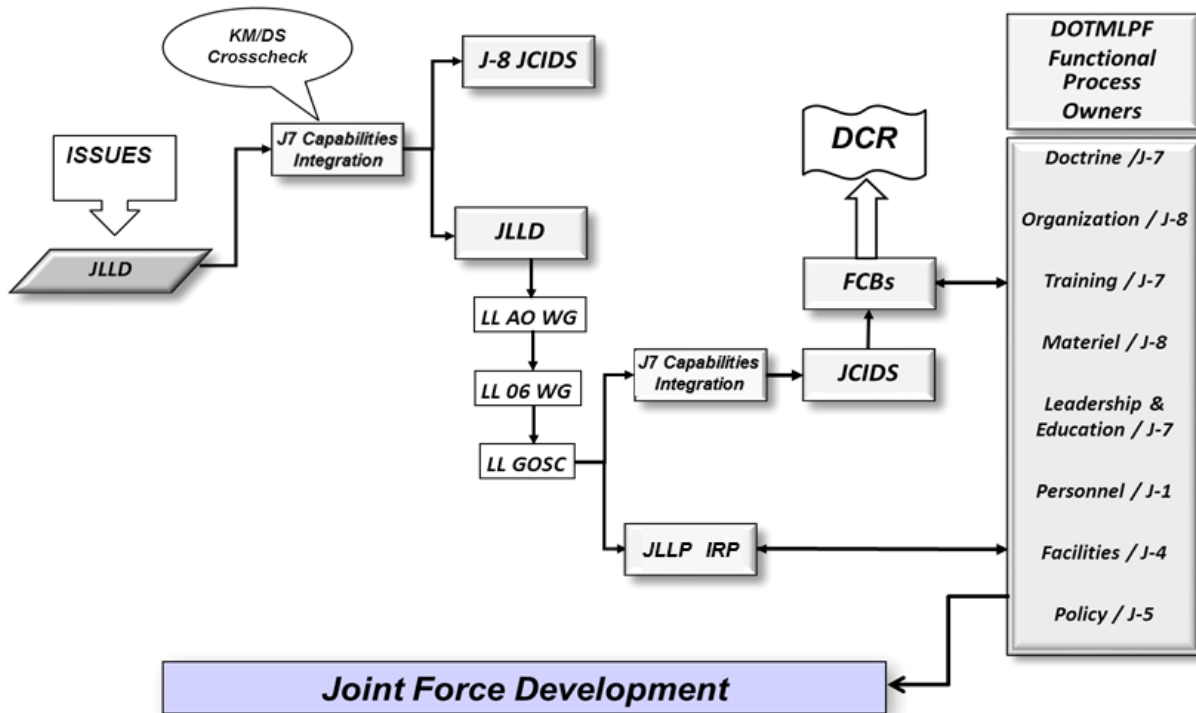


Figure 16. Overview of JLLD Integration with JCIDS

3. JLLD receives inputs from multiple agencies within DoD and the interagency. Once validated, issues are entered into the JS IRP where they are further analyzed and fine-tuned.

a. If a JS IRP issue is being addressed by the JCIDS process, the issue can either be closed or monitored within the JS IRP. Otherwise, the issue will remain active in the JS IRP until resolution.

b. As issues are addressed through the JS IRP, they are processed through the different lessons learned working group forums until final action is determined by the LL GOSC. The LL GOSC can direct that issues remain in the JS IRP, where they will follow the established JS IRP process. The LL GOSC may also direct that major issues or themes be entered into the JCIDS process via a Joint DCR. In this case, the LL GOSC will assign the action to JS J-7 for development of a DCR to address the issue across joint force equities. JS J-7 will develop a DCR concept and submit it to the JS J-8 gatekeeper for assignment of a Functional Capability Board (FCB) sponsor to shepherd the DCR through the JCIDS process. Throughout this process, the Joint Force will be involved in providing input and expertise to ensure JFD equities are considered throughout DCR development and execution/implementation.

c. Joint DOTMLPF and policy functional process owners (FPOs) are designated by the CJCS for each of the DOTMLPF and policy areas. Responsible for their respective joint functional processes and overseeing implementation of the recommended changes from joint DCRs, FPOs provide advice to sponsors of joint DCR's, and assessment of their specific functional process during their review of proposed joint DCR's. FPOs also support the GO/FO/SES Integration Group and the Joint Capability Board (JCB)/JROC in executing their integration and implementation responsibilities for validated joint DCRs.

d. Once DCRs are developed and staffed for joint force equities, the JROC validates the DCR via a JROC Memorandum (JROCM). The JROCM designates the required DCR tasks and identifies OPRs for each DCR task. The DCR sponsor FCB and lead organization then develop an implementation plan to address and monitor execution/completion of all assigned DCR tasks. The sponsor FCB and lead organization track DCR task execution and completion, as well as provide periodic updates to the O6 Planner and GO/FO/SES Integration Groups. Unresolved issues regarding DCR task resolution are elevated to the JCB or JROC for final resolution.

e. Issues entered into the JCIDS process through the JS IRP are declared "lessons learned" when all DCR recommended actions are complete, validated, evaluated, and institutionalized across the Joint Force.

ENCLOSURE E

REFERENCES

- a. CJCSI 3150.25 Series, "Joint Lessons Learned Program."
- b. U.S. Code Title 10, Section (a)(5)(e), "Armed Forces."
- c. CJCS Memorandum, CM-0028-14, 4 February 2014 "Lessons Learned Collection Efforts For Military Operations."
- d. DoDD 3020.ab, "DoD Lessons Learned Program."¹
- e. CJCSI 3500.02 Series, "Universal Joint Task List Program."
- f. CJCSM 3500.04 Series, "UJTL Manual."
- g. DJS Memorandum, DJSM 0134-11, 1 March 2011, "Lessons Learned General Officer Steering Committee (LL GOSC)."
- h. DJS Memorandum, DJSM 0797-11, 19 December 2011, "OSD Participation in the Lessons Learned General Officer Steering Committee (LL GOSC)."
- i. CJCSI 3170.01 Series, "Joint Capabilities Integration and Development System."
- j. CJCSI 5123.01 Series, "Charter of the Joint Requirements Oversight Council."
- k. DJS Memorandum, DJSM 0564-10, 24 August 2010, "Designation of Joint Staff Lessons Learned Managers (LLMs)."
- l. DoD Information Sharing Strategy, 4 May 2007.
- m. CJCSI 5714.01 Series, "Policy for the Release of Joint Information."
- n. DoDI 8110.1, "Multinational Information Sharing Networks Implementation," 6 February 2004.
- o. DoD Manual 5200.01, Vol 1, "DoD Information Security Program: Overview, Classification, and Declassification," 24 February 2012.
- p. DoD Directive 5230.11, 16 June 1992, "Disclosure of Classified Military Information to Foreign Governments and International Organizations."

¹ This DoD Directive has not been published and is a draft only. For more information, please contact the OPR of this CJCS Manual.

- q. DoDD 5100.55, "United States Security Authority for North Atlantic Treaty Organization Affairs," (USSAN), 27 February 2006.
- r. CJCSI 3500.01 Series, "Joint Training Policy and Guidance for the Armed Forces of the United States," 25 April 2014.
- s. CJCSM 3500.03 Series, "Joint Training Manual for the Armed Forces of the United States," 15 Aug 2012.
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- u. CJCSI 5120.02 Series, "Joint Doctrine Development System," 13 January 2012.
- v. CJCSM 5120.01 Series, "Joint Doctrine Development Process," 13 January 2012.
- w. CJCSI 1800.01 Series, "Officer Professional Military Education Policy (OPMEP)."
- x. CJCSI 3010.02 Series, "Guidance for Development and Implementation of Joint Concepts," 22 November 2013.

GLOSSARY

Part I—ABBREVIATIONS AND ACRONYMS

AAR	After-Action Report
ACO	Allied Command Operations
AO	Action officer
AOR	Area of Responsibility
AO WG	AO-level working group
CAC	Common access card
CAP	Corrective Action Program
CCDR	Combatant Commander
CCJO	Capstone Concept for Joint Operations
CCMD	Combatant Command
CEP	Chairman's Exercise Program
CIVCAS	Civilian Casualty
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
COA	Course of action
COP	Community of practice
CSA	Combat Support Agency
DCR	DOTMLPF Change Recommendation
DDR	Domestic Disaster Response
DHS	Department of Homeland Security
DISA	Defense Information System Agency

DJ-7	Director for Operational Plans and Joint Force Development, JS
DASD	Deputy Assistant Secretary of Defense
DD FJFD	Deputy Director for Future Joint Force Development
DJS	Director, Joint Staff
DoD	Department of Defense
DoDD	DoD Directive
DoDI	DoD Instruction
DOTMLPF	Doctrine, Organization, Training, Materiel, Leadership And Education, Personnel, Facilities
DR	Disaster Relief
DRG PCC	Domestic Readiness Group Policy Coordinating Committee
DSCA	Defense Support of Civil Authorities
E&E sub-PCC	Exercise and Evaluation sub-Policy Coordinating Committee
ESC	Executive Steering Committee
FAAR	Facilitated after action review
FCB	Functional Capability Board
FEA	Front-end analysis
FOUO	For Official Use Only
FPOs	Functional Process Owners
FVEY	FIVE EYES ONLY
GOSC	General Officer Steering Committee
GO/FO/SES	General Officer/Flag Officer/Senior Executive Service
HA	Humanitarian Assistance
HD	Homeland Defense
HQ	Headquarters

HITI	High interest training issues
HSC DC	Homeland Security Council Deputies Committee
IAW	In accordance with
IC	Issue Coordinator
IP	Improvement Plan
IPL	Integrated Priority Listing
IRM	Issue Resolution Module
IRP	Issue Resolution Process
JALLC	Joint Analysis and Lessons Learned Centre
JCA	Joint Capability Area
JCB	Joint Capability Board
JCIDS	Joint Capabilities Integration and Development System
JCOA	Joint and Coalition Operational Analysis
JCS	Joint Chiefs of Staff
JDAD	Joint Doctrine Analysis Division
JDDC	Joint Doctrine Development Community
JDDP	Joint Doctrine Development Process
JDEIS	Joint Doctrine and Education Information System
JDPC	Joint Doctrine Planning Conference
JED	Joint Doctrine and Education
JELINT	Joint Electronic Library Internal
JEL+	Joint Electronic Library-Plus
JEON	Joint Emergent Operational Need
JEP	Joint Exercise Program
JFD	Joint Force Development

JFEC	Joint Faculty Education Conference
JLA	Joint Lesson Advisory
JLL	Joint Lessons Learned
JLLD	Joint Lessons Learned Division
JLLIS	Joint Lessons Learned Information System
JLLP	Joint Lessons Learned Program
JLM	Joint Lesson Memorandum
JMET	Joint Mission Essential Tasks
JMETL	Joint Mission Essential Task List
JP	Joint publication
JPME	Joint Professional Military Education
JROC	Joint Requirements Oversight Council
JROCM	Joint Requirements Oversight Council memorandum
JSAP	Joint Staff Action Process
JS	Joint Staff
JTF	Joint task force
JTIMS	Joint Training Information Management System
JTS	Joint Training System
JUON	Joint Urgent Operational Need
KM/DS	Knowledge Management Decision Support
LL	Lessons learned
LL GOSC	Lessons Learned General Officer Steering Committee
LLWG	Lessons Learned Working Group
LM	Lesson manager
MET	Mission essential tasks

NATO	North Atlantic Treaty Organization
NEO	Non-Combatant Evacuation Operation
NEP	National Exercise Program
NGB	National Guard Bureau
NGO	Non-governmental organization
OCR	Office of coordinating responsibility
OPR	Office of primary responsibility
OSD	Office of the Secretary of Defense
PME	Professional military education
POA&M	Plan of action and milestones
POC	Point of contact
POM	Program Objective Memorandum
RFF	Request for Feedback
SACT	Supreme Allied Commander Transformation
SAE	Special Area of Emphasis
SLM	Senior Lesson Manager
SME	Subject matter expert
TPO	Task performance observations (TPO)
UJTL	Universal Joint Task List
U.S.	United States
USAF	U.S. Air Force
USCG	U.S. Coast Guard
USSAN	U.S. Security Authority for NATO Affairs

Part II—TERMS AND DEFINITIONS

The following terminology is chiefly specialized for the joint lessons learned program and is intended for use in this publication and the activities described herein, unless indicated by a parenthetical phrase after the definition that indicates the source publication or document.

Active collection. Consists of activities specifically generated to collect information on specific operations, events, and exercises, or other activities and is conducted on scene through direct observation, interviews, surveys, and collection of focused information.

After action report (AAR). A summary report which identifies key observations and how to correct deficiencies, sustain strengths, and focus on performance of specific mission essential tasks. Also called AAR.

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

Combat support agency (CSA). A DoD agency so designated by Congress or the Secretary of Defense that supports military combat operations. Also called CSA. (JP 1-02, Source JP 5-0)

Community of practice (COP). Within the JLLP, a COP is a population within the Joint Force that demonstrates or employs like core competencies. Also called COP.

Cross-cutting. Generating effects across multiple entities (i.e., Services, functional areas, authorities, etc).

DOTMLPF. Doctrine, Organization, Training, Materiel, Leadership and Education, Personnel, and Facilities. (JP 1-02)

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, event, or exercise. 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 debrief 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, event, or exercise. The FAAR includes information from active and passive collection processes. The result or summary of an FAAR may be an AAR.

General Officer Steering Committee (GOSC). An executive steering committee that determines final disposition on issues forwarded by lower level review boards; provides advice and direction on the integration of critical issues across the spectrum of DOTMLPF and policy; and directs key staff elements or proponents to take corrective action or implement successes into plans of instruction.

Hot-wash. A comprehensive debriefing comprised of "after-action" discussions and evaluations of an agency's (or multiple agencies') performance immediately following an operation, major event, or exercise. The purpose of the hot-wash is to allow participants to identify systemic weakness in plans and procedures and to recommend revisions to current plans and procedures. The hot-wash 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. (CJCSI 3500.01)

Insight. SME-intuitive products derived from empirical and factual information determined through lessons not yet thoroughly vetted within the DoD community.

Institutionalization. The implementation of improvements or changes across the Joint Force, resulting from a lesson learned or best practice via change to DOTMLPF or policy as determined by SMEs.

Interagency. U.S. government agencies and departments, including the DoD. (JP 1-02)

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

Issue coordinator (IC). An individual who tracks issues through the issue resolution workflow, assigning OPRs and SMEs to facilitate coordination, collaboration, and issue resolution.

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

Joint 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 Emergent Operational Need (JEON). JEONs that are identified by a

CCMD as inherently joint and impacting an anticipated or pending contingency operation.

Joint Lessons Learned Information System (JLLIS) Joint Community of Practice (COP). The JLLIS joint COP is established to facilitate the communication and exchange of information between different organizations with like responsibilities, concerns, or issues.

Joint lesson memorandum (JLM). A tool used by organization leadership to inform the Joint Staff of critical lessons requiring Joint Staff analysis and resolution. Also called JLM.

JLLIS Administrator. An individual within an organization that directly supervises the JLLIS-related activities of their organization.

Joint Staff (JS). The staff of a commander of a unified or specified command, subordinate unified command, joint task force, or subordinate functional component (when a functional component command will employ forces from more than one military department), that includes members from the several Services comprising the force. The JS assists the CJCS and is subject to the authority, direction, and control of the CJCS and the other members of the Joint Chiefs of Staff in carrying out their responsibilities. Also called JS. (JP 1-02)

Joint urgent operational need (JUON). A combatant command-certified and prioritized urgent operational need, requiring a DOTMLPF solution that, if left unfulfilled, will seriously endanger personnel and/or pose a major threat to ongoing operations. (CJCSI 5123.01)

Lessons. Validated observation(s) that summarizes a capability, process, or procedure to be sustained, disseminated, and replicated (best practice); or that identifies a shortfall requiring corrective action (issue).

Lesson learned (LL). A resolved issue or best practice that improves military operations or activities at the strategic, operational, or tactical level, and results in an internalized change to capability, process, or procedure, and is appropriately institutionalized to improve warfighting capabilities.

Lesson manager (LM). The individual or designated OPR 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., , subordinate Service, CCMD, or CSA organization, or J-Directorate, etc.), and manages lessons learned information via the JLLIS as the JLLP information system of record. The LM assists in identifying and documenting issues, and as appropriate, coordinates on and tracks their progress towards resolution.

Observation. The information gleaned from noting or recording comments on an event from the perspective of the person(s) who perceived or experienced it first-hand.

Passive collection. Activities not limited by time, location, personnel training, or event that consist of collecting and reviewing information from outside sources.

Validation. Within the JLLP, validation consists of recognition of a JLLP observation as valid. Validation does not qualify the observation 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.

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