



USAID
FROM THE AMERICAN PEOPLE

AFTER-ACTION REVIEW TECHNICAL GUIDANCE



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Foreword

As USAID works to achieve its development mission, learning from experience is essential. The After-Action Review (AAR) is a leadership and knowledge sharing tool that helps professionals within USAID and across the partner community to better understand important events, activities, or programs. That knowledge, gleaned from and compiled by those closest to the review, can be used by senior leadership to improve results and then can be shared with others who are planning, developing, implementing, and evaluating similar efforts. Managed and conducted by those closest to the activity, AARs identify how to correct deficiencies, sustain strengths, and focus on improved performance of specific tasks, activities, events, or programs.

It is essential that USAID understands the benefits of the AAR tool. When administered in a climate of openness, honest discussion, clarity, and commitment to identifying and recommending solutions, the AAR can yield many benefits. The participants in the review—managers, leaders, and those planning to pursue similar activities in the future—will understand better what was originally intended, what actually happened, what went well and why, and what can be improved and how. Furthermore, the AAR report makes concrete and actionable recommendations for changes and improvements that will impact future success in carrying out this task or similar activities.

This handbook—the USAID guide on how to plan, prepare, and conduct an AAR—was developed by USAID Knowledge for Development (KfD) using the United States Army's TC (Technical Circular) 25-20 as a guide. The Army developed the concept of AARs as an essential training methodology for soldiers in preparing for both combat duty and ongoing programs such as peacekeeping.

As the USAID Knowledge for Development leader, I take great pride in presenting the USAID AAR Technical Guidance. I can personally attest to the usefulness and strength of the After Action Review based on my 21 years of service in the U.S. Army. I benefited from AARs throughout my

former career and continue to benefit from its use in meeting my responsibilities within USAID.

The KfD team trusts this guidance will be helpful to you as you conduct your own AARs. We encourage your feedback on this guidance and look forward to your suggestions. Please feel free to contact the team at KfD@usaid.gov.

A handwritten signature in black ink that reads "Susan C. Wallace". The signature is written in a cursive, flowing style.

Susan Camarena Wallace

Chair, Knowledge for Development Subcommittee
Business Transformation Executive Committee

The After-Action Review

DEFINITION AND PURPOSE

An after-action review (AAR) is a professional discussion of an event, that focuses on performance standards and enables development professionals and colleagues with similar or shared interests to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. The AAR tool affords leaders, staff, and partners an opportunity to gain maximum benefit from every program, activity, or task. It provides:

- Candid insights into specific strengths and weaknesses from various perspectives
- Feedback and insight critical to improved performance
- Details often lacking in evaluation reports alone

The AAR is the basis for learning from our successes and failures. A good manager or leader does not learn in a vacuum: the people involved in an activity—those closest to it—are the ones best poised to identify the learning it offers. No one, regardless of how skilled or experienced they are, will see as much as those who actually carry out the events, program, or activity. The AAR is the keystone of the process of learning from successes and failures.

Feedback compares the actual output of a process with the intended outcome. By focusing on the desired outcome and by describing specific observations, teams can identify strengths and weaknesses and together decide how to improve performance. This shared learning improves team proficiency and promotes bonding, collegiality, and group cohesion. Though not a cure-all for all issues or problems, the AAR provides a starting point for improvements to future activities.

Because AAR participants actively discover what happened and why, they can learn and remember more than they would from a critique or more

formal evaluation. A critique only gives one viewpoint and frequently provides little opportunity for discussion of events by participants. Other observations and comments may not be encouraged. The climate of a critique, focusing on what is wrong, often prevents candid discussion and stifles opportunities for learning and team building.

Refer to Appendix A for a slide that can be used to talk about what the AAR is, is not, and its effectiveness.

TYPES OF AARs

All AARs follow the same general format, involve the exchange of ideas and observations, and focus on improving training proficiency. AAR organizers can decide whether the review will be formal or informal. See Appendix B for a review of key features.

Formal AARs require more resources and involve more detailed planning, coordination, logistical support, supplies, and time for facilitation and report preparation. A facilitator guides the review discussion, and notes are recorded on flip charts with the help of a dedicated scribe. The meeting should follow an agenda, using the four guiding questions to set up the “meat” of the discussion. Following the AAR session itself, a formal report is presented. Recommendations and actionable items are later brought to the attention of Agency management.

Informal AARs are usually conducted on-site immediately following an event, activity, or program. They require a different level of preparation, planning, time to be carried out, facilitation, and reporting. Frequently, an informal AAR is carried out by those responsible for the activity, and if necessary, the discussion leader or facilitator can either be identified beforehand or chosen by the team itself. As with a formal AAR, the standard format and questions guide the discussion.

Team or project leaders may use informal AARs as on-the-spot coaching tools while reviewing overall group or individual performance. For example, the team could quickly

- Evaluate performance against a desired standard or established performance objective

- Identify strengths and weaknesses
- Decide how to improve performance

In addition, informal AARs provide instant feedback: ideas and solutions can be immediately put to use, and the team can learn from them for future or similar application. Providing direct feedback, just in time, is a key strength of the informal AAR.

PLANNING AND CARRYING OUT THE AAR

The date and time of the AAR should be identified as part of the planning schedule for the event. It is imperative that the AAR be considered as an integral part of the entire planning process.

The AAR process has four steps:

- Step 1. Planning the AAR
- Step 2. Preparing for the AAR
- Step 3. Conducting the AAR
- Step 4. Following up (using the AAR results)

Refer to Chapters 2 through 5 for more details about these four steps. The following chart summarizes the actions leaders should follow to ensure effective AARs.

The AAR Process

Planning the AAR

- Identify an event or activity to be reviewed
- Identify the primary point of contact for the review
- Determine when the AAR will occur
- Decide who will attend the AAR
- Select when and where the AAR will take place (plan for no more than 90 minutes)
- Confirm who will support the AAR (technical lead, champion, point of contact, scribe)

Preparing for the AAR

- Select a facilitator
- Confirm the venue and agenda
- Obtain input from interested parties
- Announce the AAR and compile list of attendees
- Make logistical arrangements and set up the venue

Conducting the AAR

- Seek maximum participation
- Maintain focus on a positive and informative AAR
- Ensure honest, candid, and professional dialogue
- Record key points

Following up (using the AAR results)

- Determine actionable recommendations that will improve the process
- Identify tasks requiring senior leadership decisions
- Determine a follow up schedule and point of contact for each follow-up action
- Provide assistance and support as required

Notes:

A large, empty rectangular box with a thin black border, intended for taking notes.

Planning the After-Action Review

IDENTIFY THE EVENT OR ACTIVITY TO BE REVIEWED

Leadership, or others invested in the sustainability of an event, activity, or process, decides on the topic of the review. The scope and substance of the review can be large-scale or far-reaching, or it can be relatively specific or narrow.

The review may focus on substantive issues: problems being solved, opportunities or challenges that were addressed, a concrete product, or a discrete event or activity. Or the review may focus on process: support, logistics, technology, etc. Regardless of what is decided for the AAR topic's scope, boundaries, and specific content, it is critical to be clear about those parameters so that all review participants, as well as individuals who will read and be affected by the report, understand what is covered.

IDENTIFY PRIMARY POINT OF CONTACT FOR REVIEW

It is important to identify the single Point of Contact (POC) for each review. The POC is someone with a vested interest in completing the review. In addition, the POC should have broad and sufficient access to the necessary people, resources, leadership, ideas, and additional input needed to carry out the review. The POC ensures that notes are captured from the review discussion and that the report is prepared and submitted. Finally, the POC takes responsibility for any required next steps identified in the report or as implied by its production. These could include follow-on actions, securing broader visibility for the report, and addressing any related actionable recommendations.

DETERMINE WHO WILL ATTEND

The team, project, or activity leader specifies who must attend each AAR. Normally, only key players attend. At times, however, more participants

will yield better or more complete feedback. Leaders must select as many participants as appropriate for the task and the overall conduct of the AAR. In some cases, it might be useful to identify a representative from a particular group, point of view, or interest area to provide additional input into the reviews. A separate discussion can be held beforehand, and one of the key players can “represent” the relevant AAR feedback in the actual AAR session. Or, if appropriate, one or two additional participants can attend the session.

DETERMINE WHEN THE AAR WILL OCCUR

The AAR should occur as soon as possible after an event, and when possible within the first two weeks. Participants will receive better feedback on the overall performance and remember the lessons longer if the AAR is timely and the conduct of the AAR is not rushed. The AAR should last no longer than 90 minutes.

SELECT AN AAR LOCATION

When feasible, the AAR location should be accessible to all participants, well supplied with materials for the AAR, and readily available in case of schedule changes.

CONFIRM WHO WILL SUPPORT THE AAR

The purpose of the AAR is to give management and the team closest to an event, process, or activity the best opportunity to sustain successes and introduce necessary improvements and changes. It is important to enlist key leader support early and keep participants interested, involved, and informed throughout the AAR process. This leadership presence and engagement signals that there is an organizational champion who supports the AAR process and understands its contributions to increased learning, knowledge-sharing, sustainability of success, and change.

Determine the other aspects of support. Identify the event or activity’s technical lead, champion, organizational point of contact, and the scribe and/or report writer.

Preparing for the After-Action Review

After the AAR topic has been confirmed, details regarding its conduct should be reviewed. (For a concise list of planning and preparation steps, refer to Appendix C, Checklist for Planning and Holding an After-Action Review). Arranging for facilitation and handling all logistical support should be done by the “owner” of the AAR—the organization or office being reviewed.

FACILITATION

When an outside facilitator is used (normally during the formal AAR), it is important to identify someone who is able to focus and guide the review discussion. While the AAR facilitator should maintain objectivity throughout the review, it may be useful to enlist someone who is somewhat knowledgeable about the subject or topic of the review. That would minimize the learning curve and enable technical discussions to be carried out and recorded clearly. If the team decides to conduct an AAR under its own leadership, the team leader must ensure that all background materials are considered—reports, surveys, planning documents or other input. This will yield an AAR that is complete, thorough, and appropriate.

CONFIRM THE VENUE AND AGENDA

The activity’s logistical support staff should make final arrangements for the venue. This includes developing plans or instructions for room set-up, supplies, and any supporting documents and historical materials. The facilitator should finalize the agenda and copy it for distribution to the participants. If needed, flip charts can be prepared, to keep discussion moving swiftly and smoothly and to support notes being captured by the scribe and/or person responsible for the report.

OBTAIN INPUT FROM INTERESTED PARTIES

In many cases, an event, activity, or program attracts interest or engagement from others beyond those comprising the immediate or core team. For example, customers, stakeholders, or others engaged in similar or related activities or programs might be able to offer interesting ideas and recommendations that would be of value to the review process and the AAR report. The facilitator determines whether and how to represent that input for the actual AAR. Before the review session, the facilitator or a designated team member should consult with these outside representatives and then summarize the input for the AAR.

The topic leader should determine whether and how to represent that input in the AAR. It might be useful to identify a representative from a particular group, point of view, or interest area and invite that individual to attend the review session. Selected or relevant observations, ideas, and recommendations could be conveyed to a member of the core group, who would bring them into the AAR discussion when and as appropriate. Additionally, it might be more appropriate to collect this feedback during a separate session, to be carried out later.

SEND ANNOUNCEMENT AND COMPILE ATTENDEE LIST

It is important to know who will be attending the AAR session. Collecting RSVPs ensures that the commitment is being taken seriously by both leadership and those closest to the event, activity, or program. In addition, the leader or organizational point of contact for the review should confirm that a scribe/recorder will attend and that there is clear understanding of what the review notes and the report should include.

MAKE LOGISTICAL ARRANGEMENTS AND SET UP VENUE

See Appendix D for suggested checklist showing the logistical support needed prior to, during, and after an AAR.

Conducting the After-Action Review

INTRODUCTION AND GROUND RULES

The event, activity, or program is completed, AAR preparation is complete, and the key players are at the designated AAR site. It is now time to conduct the AAR.

Each AAR can be opened in a variety of ways. One proven method is to begin the session with an “attention getter”—a joke, an appropriate anecdote, or an example that illustrates the AAR process itself.

Then, the AAR facilitator should review the purpose and sequence of the AAR to ensure that everyone understands what an AAR is and how it works. The introduction should also include some ground rules for conducting and managing the discussion and notes on the role of the facilitator. (See Appendix E for sample ground rules and the role of the facilitator.)

The substantive introduction to the AAR itself should include the following:

- An AAR is a dynamic, candid, professional discussion of the event, activity, or program itself. Everyone can, and should, participate if they have an insight, observation, or question that will help identify and correct deficiencies or maintain strengths.
- An AAR is not a critique or a complaint session. No one, regardless of rank, position, or strength of personality has all of the information or answers. AARs maximize learning by offering a venue for staff and leadership to talk frankly about a topic, produce a report, and better understand how to carry out similar events, activities, or programs in the future.
- An AAR is not a full-scale evaluation or evaluation report. That is, an AAR does not grade success or failure. There are always weaknesses

to improve, strengths to sustain, and opportunities to learn from experience.

- An AAR answers four major questions:
 - What was expected to happen?
 - What actually occurred?
 - What went well, and why?
 - What can be improved, and how?

FACILITATION OF THE AAR

The AAR facilitator should make a concerted effort to draw in and include all participants in the AAR session. A sample agenda for the AAR is included in Appendix F to help structure the discussion. The following techniques can help create an atmosphere that invites and is conducive to maximum participation. The facilitator should:

- Reinforce the fact that it is permissible to disagree
- Focus on learning
- Encourage people to give honest opinions
- Use open-ended questions to guide the discussion
- Paraphrase, re-state, and summarize key discussion points
- Invite input from an activity or program's leadership, to establish context, set discussion parameters (if any), and introduce or reinforce the way ahead

WHAT DID WE INTEND TO DO?

The facilitator can open the discussion by beginning with a big-picture question, such as "Looking broadly at this event/activity/program, how would you describe it, in one sentence?" This will help frame the introduction or background that goes into the report's opening paragraph.

Then the AAR facilitator should ask the participants to talk, in complete detail, about what was intended or envisioned. What was the purpose and objectives? Who was the audience? What was the timing? Who was involved? What outcomes and outputs were intended? What products were to be produced? What were the guidance and standards for those engaged in this event, activity, or program? What were the underlying conditions or issues of context or environment?

The facilitator and/or the recorder/scribe should take notes on all that was discussed. Flip charts are a convenient tool to make these notes visible for all participating in the review and better ensure a common understanding of and agreement to what is said.

WHAT ACTUALLY HAPPENED?

The AAR facilitator now guides the review using a logical sequence of events to describe and discuss what happened. He/she should not ask yes or no questions, but encourage participation and guide discussion by using open-ended and leading questions. An open-ended question has no specific answer and allows the participants to reply based on what they perceived as significant. Open-ended questions are less likely to put participants on the defensive. For example, it is better to ask,

“How did you think the townspeople would respond to your request?”
—rather than—

“Why did you ask the townspeople that question?”

As the discussion expands and more participants add their perspectives, what really happened will become clear. Remember, this is not a critique or lecture; the facilitator does not tell the participants what was good or bad. However, the discussion should ensure that specific issues are revealed, both positive and negative in nature. Skillful facilitation will ensure the AAR does not gloss over mistakes or weaknesses.

DISCUSSION OF KEY ISSUES

What went well and why, and what can be improved and how?

The AAR is a problem-solving process. The purpose of discussion is for participants to discover strengths and weaknesses, propose solutions, and adopt a course of action to correct problems. Leaders can guide the discussion using one of the three techniques described below.

DISCUSSION TECHNIQUES

Chronological Order of Events

This technique is logical, structured, and easy to understand. It follows the flow of the activity from start to finish. By covering actions in the order they took place, participants are better able to recall what happened.

Key Events, Themes, or Issues

A key events discussion focuses on critical events which directly support identified objectives before the event began. Keeping a tight focus on these events prevents the discussion from becoming sidetracked by issues which do not relate to the desired objectives. This technique is particularly effective when time is limited.

Optional Discussion Guide

When relevant or useful, the AAR facilitator can employ a blended discussion technique that draws from elements of a chronological or thematic review. In addition, it may be helpful to collect information by:

- Drilling further into the process or resources behind an event or set of events
- Asking participants to identify unexpected results and discuss their impact on the review topic(s)
- Collecting data through complementary or more detailed review methods (evaluations, studies, statistics, etc.)

FLEXIBILITY

One of the strengths of the AAR format is its flexibility. The facilitator can use a chronological format to structure the discussion, or the discussion can be organized around key events, themes, or issues. Process items (logistics, management, administration, and support) can be discussed separately or woven into the substantive discussion. Each technique will generate discussion and will identify strengths and successes, weaknesses and areas for improvement; and concrete, actionable recommendations. The AAR facilitator must remember to:

- Be specific; avoid generalizations
- Be thorough, covering all relevant aspects of the program or event
- Focus on issues related to the activity's purpose or objective
- Guide participants toward identifying corrective actions and solutions to address areas of weakness
- Summarize often
- Introduce the way ahead

CLOSING COMMENTS (SUMMARY)

To close the AAR session, the facilitator should review and summarize key points identified during the discussion. The session should end on a positive note, linking observations to recommendation for future improvement. The program, activity, or task leader can offer concluding remarks, reinforce plans and an outline for the AAR report, and introduce the way ahead.

PREPARING THE REPORT

Having completed the AAR, the report should be prepared by a participant in the session and structured along the lines of the session itself. For a suggested report outline, see Appendix G.

Following Up: Using the Results of the After-Action Review

BENEFITS

The benefits of an AAR come from applying its results to future situations. AARs provide a dynamic link between carrying out a task and striving for excellent performance. They provide USAID management and leaders a critical tool to use when planning and implementing events, activities, or programs. Through a professional, candid, and complete review discussion, managers and staff can compare their performance against a standard and identify specific ways to improve future activities. By identifying actionable recommendations, the AAR defines necessary steps for improving the process for accomplishing a task or project.

OPPORTUNITIES TO REINFORCE LEARNING AND KNOWLEDGE SHARING

By applying its learning, a team can improve and perform to Agency standards. Remembering that the focus is to improve performance, by the end of an AAR, participants must clearly understand what worked well and why, what did not go well, and where improvements can take place.

The AAR is one aspect of the complete learning cycle and identifies the steps of “learn-before, learn-during, and learn-after.” Each phase offers an important learning opportunity. Understanding that learning takes place **after** an event or activity is completed, and also **before** and **during** its conduct, USAID is well aware of the range of potential learning opportunities. “Learning during” allows room for immediately recognizing and correcting performance that is not up to standard. These on-the-spot course corrections are valuable, whether dealing at the small-scale or detailed level or addressing larger or broader issues, challenges, or opportunities.

The **peer assist**—an opportunity to learn before or during an event—targets a specific technical or programmatic challenge; gains assistance and insight from people outside the team; identifies possible approaches and new lines of inquiry; promotes sharing of learning with each other; and develops strong networks among staff. It is important to hold a peer assist session early enough to make a difference.

As with the AAR, a peer assist is useful when:

- A team is about to respond to a crisis similar to one that another team dealt with earlier
- An individual, new to a role, is about to tackle something difficult and is aware that others have similar experience
- An individual has not done something for a while, so is not sure about how or whether processes, procedures, and other resources have progressed

REVISED PROCEDURES

An AAR may reveal problems with USAID's formal guidance and procedures. If so, leaders and managers must make revisions and ensure that they are communicated across the Agency and into the partner and inter-agency community when needed. This will assure that the changes are clearly understood and that they are able to be applied to support how USAID better accomplishes its development mission.

After-Action Review

Key Points

The After-Action Review (AAR)

- Is a dynamic, candid, professional discussion
- Focuses on results of an event/task/activity
- Identifies how to sustain what was done well
- Identifies recommendations on how to improve shortfalls
- Requires everyone's participation to help identify and correct deficiencies or maintain strengths

The AAR is Not

- A critique or complaint session (everyone learns from each other)
- A full-scale evaluation (or evaluation report)
- A cure-all for all problems

The AAR is Effective When

- Leaders support it
- It is done immediately—by the team, for the team
- Participants agree to be honest

After-Action Review

Key Features

Formal Reviews	Informal Reviews
<ul style="list-style-type: none">• Are facilitated by an objective outsider• Take more time• Use more complex review techniques and tools• Are scheduled beforehand• Are conducted in meetings or other “formal” settings• Require a more standard and thorough report	<ul style="list-style-type: none">• Are conducted by those closest to the activity• Take less time• Use simple review techniques and tools• Are conducted when needed• Are held at the event’s site• Can be covered by a less comprehensive report

Checklist for Planning and Conducting an After-Action Review (AAR)

- Decide on what event or process to cover in the AAR
- Perform any research necessary
- Identify a facilitator or facilitators
- Consult with the facilitator or facilitators on the remaining steps
- Decide who should participate and set up the list
- Draft the agenda
- Identify and confirm the venue(s)
- Obtain input from interested parties
- Send announcements for the AAR, including RSVPs
- Make logistical arrangements for AAR meeting (see separate checklist)
- Confirm final attendee list
- Set up venue(s) (see separate checklist)
- Conduct AAR
- Draft AAR notes and action plan
- Circulate notes and action plan for comments
- Complete action plan
- Plan AAR wrap-up session
- Hold AAR wrap-up session

Logistical Arrangements and Setup Checklist for an After-Action Review

I. Logistics Arrangements in Preparation for the AAR

- When your AAR has been confirmed, reserve a conference room.
- Send an email invitation with RSVP.
- Send an email reminder before the AAR one day before the event.
- Check with the facilitator regarding any special needs.
- Make adequate copies of handouts.
- Make a sign-in sheet.
- Locate supplies. Are they provided by the venue? If not, requisition/purchase supplies. (See below.)

II. Setting up the AAR

Plan to arrive at least 20 minutes early.

Bring:

- Sign-in sheet
- Handouts

Also bring supplies or ascertain that supplies are available in venue.

Necessary:

- Flip chart stands
- Flip chart paper
- Facilitator tape
- Flip chart markers (more than one color)
- Pens
- Pencils
- Pads of paper
- Laptop for taking notes
- Stickies

If necessary:

- Overhead projector
- TV and VCR
- Laptop for projector
- LCD projector
- Other: _____
- Other: _____

Physical set up:

- Check to make sure there are enough chairs for everyone.
- Check lighting.
- Check ventilation.
- Check location of restrooms.
- Check amenities.

- Set up flip charts with paper.
- Put flip chart markers and tape near flip charts.
- Put out paper, pens, pencils, and handouts as facilitator directs.
- If in an unfamiliar building, check fire escape routes.
- Set up projector and laptop (if applicable).
- Set up laptop for note taking.

Notes:

III. After the AAR:

- Remove extra paper, pack up supplies, and pack up equipment.
- Take down and bring back flip charts if facilitator wants them. Otherwise, throw them away. Leave the room as you found it.

Sample Ground Rules and Role of the After-Action Review Facilitator

GROUND RULES FOR TODAY

- Active participation
- Equal representation (of ideas and perspectives)
- Creativity
- Openness to new ideas
- Critical thinking (about the topic or idea)
- “Yes ... and”
- Consensus where possible
- Commitment to carry the results forward

ROLE OF THE FACILITATOR

- Keep group on task and on time
- Encourage participation by all
- Create an environment that supports expression of new ideas, original thinking, and recommended changes or solutions
- Introduce the way ahead

Sample After-Action Review Agenda

AGENDA FOR TODAY'S REVIEW

- Welcome, introduction, and context for this review
- Ground rules and role of facilitator
- What was intended?
- What actually happened?
- What went well, and why?
- What can be improved, and how?
- The way ahead: Closing comments and preparation for the report

After-Action Review Report Outline

Questions to Address in the AAR:

- 1) What did we intend (or plan) to do?
- 2) What actually happened?
- 3) What went well, and why?
- 4) What can be improved (and why/what would we change)?

Suggested Report Outline:

[Executive Summary—background, successes, unexpected results, recommendations

or

Executive Summary—background, successes, results, recommendations, management decisions required]

I. Background

II. What did we set out to do?

III. What actually happened?

IV. What went well, and why?

V. Issues and Recommendations

- Issue
- Discussion
- Recommendation

(repeated for each finding, as needed)

VI. Unexpected Results

VII. Conclusions

Appendices (names of team members, budget/actual costs, evaluation comments management or administrative tools, products, other documents and documentation)

Additional References

The USAID After-Action Review Technical Guidance draws heavily from a comprehensive training circular developed and issued by the U.S. Army. For more details and information about their process, see:

Training Circular 25-20, A Leader's Guide to After-action Reviews, Headquarters, Department of the Army, Washington, DC, September 1993, prepared by CALL, Fort Leavenworth, KS (last update: December 1998).

For context and a good overview of knowledge management, see also:

The Complete Idiot's Guide to Knowledge Management. Melissie Clemmons Rumizen, Ph.D., John A. Woods/CWL Publishing Enterprises, 2002.

U.S. Agency for International Development

1300 Pennsylvania Ave, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

www.usaid.gov