

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 5 – After Action Reviews

New or Revised Course: **New** **Revised**

Prepared By: Jodie McFadden **Date:** 9/28/21

Academic Director Approval: Director Gary Cordner **Date:**

PARAMETERS	Lesson Hours: 1 ½ hours	<input type="checkbox"/> Entry-level
	Class size: 20 students	<input checked="" type="checkbox"/> Continuing Education
	Space needs: Classroom	<input type="checkbox"/> Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)

Students will hold the rank of Sergeant or higher.

LESSON HISTORY (previous versions, titles if applicable)

N/A

PERFORMANCE OBJECTIVES

1. Through facilitated discussions, students will identify and explain the elements of the after-action review process post incident to the satisfaction of the facilitator.
2. Through facilitated discussion, students will discuss how to analyze subordinate performance behavior post incident to the satisfaction of the facilitator.

ASSESSMENT TECHNIQUE

1. Facilitated Discussion
2. Facilitated Discussion

COURSE DESCRIPTION

Self-assessment and performance improvement are critical to the future development of the Baltimore Police Department. The after-action review (AAR) process is a proven method of how to learn from small and/or large incidents and apply those lessons towards improving future performance in a particular area or across many functions. Learning organizations are committed to using the after-action review process to learn from its past performance as well as that of other organizations to identify best practices and challenges to improve organizational preparedness, response, and recovery. The after-action review process may be applied to improve departmental policy, training, tactics, equipment, supervision, technology, and legitimacy. Training covering the AAR process is being delivered with the expectation that supervisors will apply the AAR process properly, adequately, and consistently following training to improve the performance and service delivery of all members in every unit throughout the Baltimore Police Department. In this way, the BPD will move closer to becoming a learning organization.

MPCTC OBJECTIVES (if applicable)

(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the "Facilitator Notes" column where they are addressed in the lesson.)

N/A

INSTRUCTOR MATERIALS

- *Module 9 Lesson Plan*
- BPD Performance Rubrics
- Quick Reference AAR Guide

TECHNOLOGY/EQUIPMENT/SUPPLIES/RESOURCES NEEDED

- Whiteboard

Minimum Personnel Needs:

- 2 Facilitators

STUDENT HANDOUTS

Needed Title

- BPD Performance Rubrics
- Quick Reference AAR Guide

METHODS/TECHNIQUES

Facilitated discussion, role play, scenario exercises

REFERENCES

- Policy 210 Patrol Supervisor Duties and Responsibilities
- Draft Policy 724 Performance Review Board
- Policy 1708 Sworn Performance Evaluation
- Patrol Supervisor Manual
- Performance Evaluation Manuals

GENERAL COMMENTS

In preparing to teach this material, the instructor should take into consideration the following comments or suggestions:

- This lesson plan is intended for use with experienced supervisors participating as instructors who have significant teaching and supervisory experiences.

Lesson Plan Checklist (Part 1)

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.		X	
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.			X
b. Videos underscore relevant training concepts.			X
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.			X
d. Videos portray individuals of diverse demographics in a positive light.			X
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

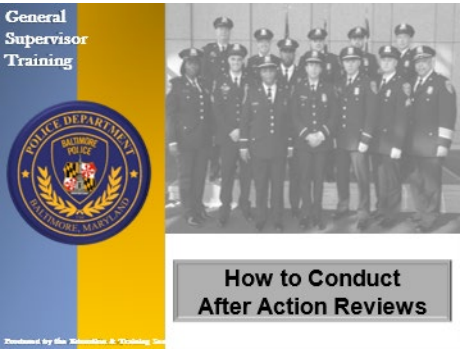
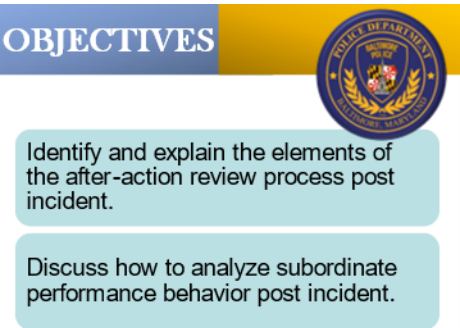
Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?	X		
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?	X		
24. Does the lesson have external partners involved in the development of training?			X
25. Does the lesson have external partners in the delivery of training?			X
Subject Matter Expert: Lt. Jodie McFadden	Date: 9/28/21 01/10/22 2/20/22		
Curriculum Specialist: Kelsey Dziedzic Danalee Potter Dawn Peake Michelle Molinaro	Date: 9/29/21 12/16/21 4/6/22 4/29/22		
Reviewing Supervisor: Sgt. William Janu	Date:		

Reviewing Commander: Lt. Jodie McFadden	Date:
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COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 5 – After Action Reviews

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>SAY: Today’s training will focus on how we as supervisors conduct after action reviews.</p>	<p>Time: 5 minutes (Slides 1-2)</p> <p>Slide 1</p> 
<p>PERFORMANCE OBJECTIVES</p> <p>Slide 2</p> <p>SAY: Throughout this module, we will...</p> <ul style="list-style-type: none"> • Identify and explain the elements of the after-action review process post incident. • Discuss how to analyze subordinate performance behavior post incident. 	<p>Slide 2</p> 
<p>II. INSTRUCTIONAL INPUT (CONTENT)</p> <p>ASK: Have you been a part of an after-action review?</p> <p>ASK: Was it effective? Why or why not?</p>	<p>Time: 40 minutes (Slides 3-18)</p> <p><i>Facilitate accordingly.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> • Yes • No <p>Possible Responses:</p>

<p>ASK: If not, what needed to be done to improve impact?</p> <p>ASK: Right now, in our organization, how to do we go about the task of changing or improving ineffective behavior (<i>not misconduct but minor mistakes and poor performance</i>) following a poor response?</p> <p>ASK: Are we consistent?</p> <p>SAY: One way to correct ineffective performance or even identify effective performances following a critical incident are after action reviews. Now, I know many of you will say you perform after action reviews but if we are being honest, how consistent are we? We are not very consistent at all, probably because we all are always busy responding to the next emergency or trying to resolve the next big problem.</p>	<ul style="list-style-type: none"> • Mixed—yes and no <p>Possible Responses:</p> <ul style="list-style-type: none"> • Better leadership • Training <p>Possible Responses:</p> <ul style="list-style-type: none"> • PRB • Nothing • Roll call training • Discipline • Non-punitive counseling • PIP <p>Possible Responses:</p> <ul style="list-style-type: none"> • Probably not • More today than in the past since we started using the Performance Review Board (<i>PRB</i>) Process to review UOF cases.
<p>Slide 3 The after-action review process is a way to :</p> <ul style="list-style-type: none"> • Identify what actually <u>went well</u> during a response to a particular incident, allowing the department to document what led to effective and/or ineffective performances so our practices may be updated in our policies and procedures appropriately. • Identify <u>what could have gone better</u>, which also allows the department to make changes to policies and procedures, as well as update training to address the lessons learned. • Allow the department to identify employee performance that deserves praise and/or an 	<p>Slide 3 The after-action review process</p> <ul style="list-style-type: none"> • Identify what actually went well • Identify what could have gone better • Identify performances that deserve recognition • Identify performance that need further attention

award or other recognition.

- Allow the department to identify individual who may need additional training or coaching to help improve future performance.

The US Army is credited with developing and using the after-action review process on a large scale to improve performance. Since the development of the AAR process in the 1970's private and public organizations have adopted the approach to improve employee performance.

Again, many of you use the process and our SWAT units are probably the best practitioners of the AAR process.

ASK: What types of incidents do supervisors use or should use after-action reviews for?

SAY: After-action reviews may be used for a wide variety of operational, administrative, and community-oriented purposes, post incident, to figure out how to improve performance.

Types of incidents supervisors can use after-action reviews for include but is not limited to:

- ✓ CFS
- ✓ UOF Incidents
- ✓ Investigations
- ✓ Report Writing (*i.e., may include methods and strategies on writing more concisely, clearer, and faster from having practice sessions on writing to encouraging members to seek additional training*)
- ✓ Community Engagement
- ✓ Arrests
- ✓ Execution of search and seizure warrants

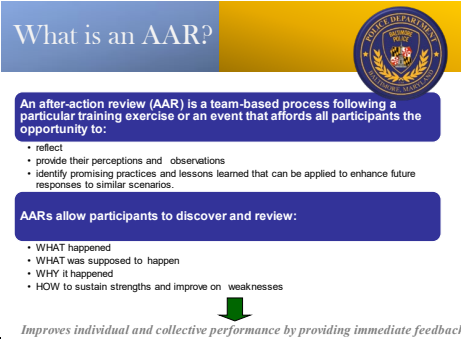
ASK: So, how should an after-action review be conducted?

Possible Responses:

- CFS
- UOF Incidents
- Investigations
- Report Writing
- Community Engagement
- Arrest
- Execution of search and seizure warrants

Possible Responses:

- Talk about incident next day at roll call.
- Talk about incident

	<p>immediately following the event</p>
<p>SAY: There is no one best way, but consider...</p> <ul style="list-style-type: none"> • Conducting after-action reviews for minor events everyday close roll call if possible. • For more serious events consider conducting after-action reviews for longer periods of time during pre-set dates based upon forecasted slow activity for the District, Shift or Unit you are working in, such as Sunday morning for Patrol. • Situation will ultimately dictate the most opportune time to conduct after-action reviews. • At the end of the day, there is no bad time to seek feedback and give guidance to improve. <p>✓ <i>There are of course better times to conduct after-action reviews due to the operational challenges we all are confronted with every day.</i></p>	<p>Desired Responses:</p> <ul style="list-style-type: none"> • There is no one best way but consider conducting after-action reviews for minor events everyday close roll call if possible. • For more serious events consider conducting after-action reviews for longer periods of time during pre-set dates based upon forecasted slow activity for the District, Shift or Unit you are working in, such as Sunday morning for Patrol. • Situation will ultimately dictate the most opportune time to conduct after-action reviews. • At the end of the day, there is no bad time to seek feedback and give guidance to improve.
<p>Slide 4 SAY: We all should have a common understanding of what AAR is and how it is used to build our effectiveness as a group, a team.</p> <p>An after-action review (AAR) is a team-based process following a particular training exercise or an event that affords all participants the opportunity to:</p> <ul style="list-style-type: none"> • reflect • provide their perceptions and observations • identify promising practices and lessons learned that can be applied to enhance future responses to similar scenarios <p>AARs allow participants to discover and review:</p> <ul style="list-style-type: none"> • WHAT happened 	<p>Slide 4</p>  <p>What is an AAR?</p> <p>An after-action review (AAR) is a team-based process following a particular training exercise or an event that affords all participants the opportunity to:</p> <ul style="list-style-type: none"> • reflect • provide their perceptions and observations • identify promising practices and lessons learned that can be applied to enhance future responses to similar scenarios. <p>AARs allow participants to discover and review:</p> <ul style="list-style-type: none"> • WHAT happened • WHAT was supposed to happen • WHY it happened • HOW to sustain strengths and improve on weaknesses <p>Improves individual and collective performance by providing immediate feedback</p>

- WHAT was supposed to have happened
- WHY it happened, and
- HOW to sustain strengths and improve on weaknesses?

What is an AAR?



AARs allow participants to discover and review:

- WHAT happened
- WHAT was supposed to happen
- WHY it happened
- HOW to sustain strengths and improve on weaknesses

↓


Improves individual and collective performance by providing immediate feedback

Slide 5
Some benefits of AARs are

- Creates a climate of trust and openness
- Brings learning to a deeper level which may increase ownership.
- Promotes teamwork
- Team’s participation ensures that a lesson was actually learned
- It is a system to disseminate good lessons learned from one team to the rest of the organization which promotes organizational improvement.

ASK: Of these benefits listed? Which do you think is the most important? Why?

Slide 5
Benefits of AAR’s



- Creates a climate of trust and openness
- Brings learning to a deeper level which may increase ownership.
- Promotes teamwork
- Team’s participation ensures that a lesson was actually learned
- It is a system to disseminate good lessons learned from one team to the rest of the organization which promotes organizational improvement.

Desired Responses:
Trust and openness. This benefit will facilitate the most informative and accurate AAR across all ranks involved.

Slide 6
SAY: AARs can range in scope from less structured reviews or discussions to a comprehensive review that follows a rigorous process and a published report.


The 2 basic types of AARs are:

- formal and
- informal

A formal AAR is resource-intensive and involves extensive planning, coordination, and preparation of the AAR site, supporting training aids, and support personnel.

Informal AARs, also known as a **“hot wash or debrief”** require less preparation and planning, (US

Slide 6
Types of AARs?



2 Basic Types of AAR’s:

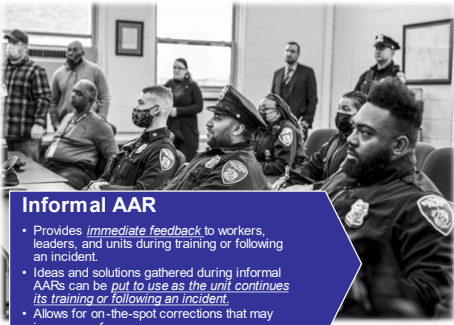

- Formal
- Informal




Formal AAR’s are resource-intensive and involves extensive planning, coordination, and preparation of the AAR site, supporting training aids, and support personnel.

Informal AARs , also known as a “debrief”, require less preparation and planning.

Click to reveal definition.

Click to reveal definition.

<p><i>Army).</i></p> <p>ASK: What is an example of a formal AAR in the BPD?</p> <p>ASK: What is an example of an informal AAR in the BPD?</p>	<p>Desired Response:</p> <ul style="list-style-type: none"> • PRB <p>Desired Response:</p> <ul style="list-style-type: none"> • Debriefs at rollcall the next day
<p>Slide 7</p> <p>SAY: The most significant difference between the formal and informal AAR is that...</p> <ul style="list-style-type: none"> • Informal AARs provide immediate feedback to workers, leaders, and units during training. • The ideas and solutions gathered during informal AARs can be put to use immediately. • Due to time constraints and other limitations, conducting informal AARs following and/or during an incident, if the situation permits, <i>allows for on-the-spot corrections that may improve performance quickly in the moment</i>, while improving the overall performance of the unit as it progresses towards the conclusion of an incident, investigation, and/or detail. 	<p>Slide 7</p>  <p>Informal AAR</p> <ul style="list-style-type: none"> • Provides <i>immediate feedback</i> to workers, leaders, and units during training or following an incident. • Ideas and solutions gathered during informal AARs can be <i>put to use as the unit continues its training or following an incident.</i> • Allows for on-the-spot corrections that may improve performance
<p>Slide 8</p> <p>SAY: There are four basic parts/steps of AAR.</p> <p>SAY: The 1st step is to establish what happened.</p> <ul style="list-style-type: none"> • The facilitator and participants determine what actually occurred during the training event or operation. • The leader attempts to gather as many views or perspectives as possible. • This helps to establish a common understanding of the operation/event. • Leaders then understand the complexity of an event and work to solve complex, ill-defined problems quickly. 	<p>Slide 8</p> <p>STEP 1</p>  <p>Establish What Happened</p> <ul style="list-style-type: none"> • What actually occurred during the training event or incident? • The leader gathers as many views or perspectives as possible. • Establish a common understanding of the operation/event. • Problem-solving

<p>Slide 9 SAY: The 2nd step is to review what was supposed to occur.</p> <ul style="list-style-type: none"> • The facilitator, along with the participants, reviews what was supposed to happen. • This review is based on policy and/or the training objectives and tasks to train. 	<p>Slide 9</p> <p>STEP 2 </p> <p>Review</p> <ul style="list-style-type: none"> • The facilitator, along with the participants, reviews what was supposed to happen. • This review is based on policy and/or the training objectives and tasks to train.
<p>Slide 210 SAY: The 3rd step is to determine why it happened by identifying strengths and weaknesses.</p> <ul style="list-style-type: none"> • Participants shall identify the strong and weak points of their performance based upon performance measures or standards determined by the Department’s mission and written in policy. • The facilitator guides discussions to ensure maximum input that is operationally sound, and standards based. 	<p>Slide 10</p> <p>STEP 3 </p> <p>Strengths & Weaknesses</p> <ul style="list-style-type: none"> • Identify the strong and weak points of performance based upon performance measures or standards. • The facilitator guides discussions to ensure maximum input that is operationally sound, and standards based.
<p>Slide 11 SAY: The 4th step is to determine how the task should be done differently next time to sustain strengths and improve on weaknesses.</p> <ul style="list-style-type: none"> • The facilitator or supervisor coach members to determine how task(s) might be performed more effectively in the future. • Supervisor identifies problems and seek solutions as well as identifies who might be helpful to making the needed changes. • Additionally, the facilitator or supervisor may guide the discussion to determine if there is a more effective way to train the tasks to standard, (<i>US Army</i>). 	<p>Slide 11</p> <p>STEP 4 </p> <p>Sustaining Strengths & Improving Weaknesses</p> <ul style="list-style-type: none"> • The facilitator or supervisor coach members • Supervisor identifies problems and seek solutions • Identify areas of improvements

Slide 12

SAY: An AAR is not...

- A lecture
- A gripe session
- Intended to embarrass anyone

Just because you are a Supervisor does not mean you are the most knowledgeable person on scene. Always listen to and consider suggestions from other officers. Some may have more experience in certain circumstances than you may have.

Do NOT pretend to know every answer!

Slide 12

Click to reveal X after each is read aloud.

An AAR is NOT...



A lecture

A gripe session

Intended to embarrass anyone

Do NOT pretend to know every answer!

Click to reveal on slide.

Slide 13

SAY: To help prepare your AAR session, consider:

- Writing an AAR outline or plan.
- Use an AAR outline or Planning Worksheet.
- Take notes during training
- Write an AAR outline

The sample worksheet displayed was downloaded from the internet.

Slide 13

PREPARE



Write AAR Outline or Plan

Use AAR Planning Worksheet

Takes Notes

Slide 14

SAY: Take a look at the AAR form provided in your GST Handout.

All students should have a GST Student Handbook to reference.

Slide 14

AAR Worksheet



Introduction to AAR and ground rules.

Start with a short background on what was known at the beginning of the incident.

What happened?

What was supposed to have happened?

What was done well? How can we maintain that level?

What was not done well? How can we improve?

Discussion of key items:

- Administration/Policy
- Communication/Intelligence
- Training tactics, techniques and procedures.
- Equipment
- Safety

STANDARD:

Slide 15

SAY: When conducting your AAR please take note to indicate the effectiveness/ineffectiveness of any area below:

- Policy Guidance
- Communications
- Intelligence
- Training, Tactics, and Procedures
- Equipment
- Safety
- Incident Command System (ICS)

ASK: Can someone explain to the rest of the class what they think ICS is?

Slide 15

Indicate effectiveness/ineffectiveness of any area below:

- Policy Guidance
- Communications
- Intelligence
- Training, Tactics, & Procedures
- Equipment
- Safety
- Incident Command System (ICS)

Desired Response:

- *Answers may vary but are looking for something close to what will be said during the next slide. I.e. – a system put into place during the scene of an incident*

Slide 16

SAY: ICS was designed by identifying the primary activities or functions necessary to effectively respond to incidents.

As incidents become more complex, difficult, and expensive, the need for an organizational manager are more evident. Thus, in ICS, and especially in larger incidents, the Incident Commander manages the organization and not the incident.

In addition to the Command function, other desired functions and activities were to:

- Delegate authority and provide a separate organizational level within the ICS structure with sole responsibility for the tactical direction and control of resources.
- Provide logistical support to the incident organization.
- Provide planning services for both current and future activities.
- Provide cost assessment, time recording, and procurement control necessary to support the incident and the managing of claims.

Slide 16

Incident Command System

Incident Commander manages the organization and not the incident

In addition to the Command function, other desired functions and activities were to:

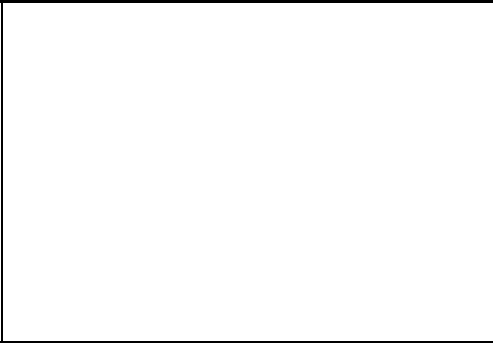
- Delegate authority
- Provide logistical support to the incident organization.
- Provide planning services.
- Provide cost assessment, time recording, and procurement control necessary
- Provide a safe operating environment • Ensure that assisting and cooperating agencies' needs are met, and to see that they are used in an effective manner



- Promptly and effectively interact with the media, and provide informational services for the incident, involved agencies, and the public.
- Provide a safe operating environment within all parts of the incident organization.
- Ensure that assisting and cooperating agencies' needs are met, and to see that they are used in an effective manner.

Slide 17
SAY: The Incident Commander is technically not a part of either the General or Command Staff. The Incident Commander is responsible for:

- Having clear authority and knowing agency policy.
- Ensuring incident safety.
- Establishing an Incident Command Post.
- Setting priorities and determining incident objectives and strategies to be followed.
- Establishing the ICS organization needed to manage the incident.
- Approving the Incident Action Plan.
- Coordinating Command and General Staff activities.
- Approving resource requests and use of volunteers and auxiliary personnel.
- Ensuring after-action reports are completed.
- Authorizing information release to the media.
- Ordering demobilization as needed.



Slide 17

Has overall responsibility for the incident. Sets objectives.

Incident Commander

Main Responsibilities:

- Having clear authority
- Ensuring incident safety.
- Establishing an Incident Command Post.
- Setting priorities, and determining incident objectives and strategies to be followed.
- Establishing the ICS organization needed to manage the incident.
- Coordinating Command and General Staff activities.
- Ensuring after-action reports are completed.
- Ordering demobilization as needed.

Slide 18
SAY: Transfer of Command is the process of moving the responsibility for incident command from one Incident Commander to another.

Transfer of command may take place for many reasons, including when:

- A jurisdiction or agency is legally required to take command
- Change of command is necessary for effectiveness or efficiency
- Incident complexity changes
- There is a need to relieve personnel on incidents

Slide 18

Transfer of Commander

Transfer of command is the process of moving the responsibility for incident command from one Incident Commander to another.

Transfer of command may take place for many reasons, including when:

- A jurisdiction or agency is legally required to take command
- Change of command is necessary for effectiveness or efficiency
- Incident complexity changes
- There is a need to relieve personnel on incidents of extended duration
- Personal emergencies arise (e.g., Incident Commander has a family emergency)
- The Agency Administrator or Jurisdictional Executive directs a change in Command

NOTE: The arrival of a more qualified person does NOT necessarily mean a change in incident command.

of extended duration

- Personal emergencies arise (*e.g., Incident Commander has a family emergency*)
- The Agency Administrator or Jurisdictional Executive directs a change in Command

SAY: The arrival of a more qualified person does NOT necessarily mean a change in incident command.

Slide 19
SAY: Now, we're going to take a look at a case study. We will watch an incident unfold via Bodycam and helicopter footage on Maryland Avenue. While viewing, keep in mind the sections of the AAR worksheet in front of you.

 Be prepared to discuss.

Time: 15 Minutes (slide 19 and 20)
Slide 19

Case Study: 2117 Maryland Ave



Case Study Link:
<https://www.youtube.com/watch?v=s9hx4LjBa5A>

Slide 20
SAY: Now, let's walk through the incident together.

Slide 20

Introduction to AAR and ground rules.
Start with a short background on what was known at the beginning of the incident.
What happened?
What was supposed to have happened?
What was done well? How can we sustain that level?
What was not done well? How can we improve?
Discussion of key issues.
Administrative/Policy Communication/Intelligence Training tactics, techniques and procedures. Equipment Safety
SUMMARY:

Facilitator will walk the group through the AAR form. The facilitator will first ask the students collectively each question and allow for discussion between then give further feedback of what could

Slide 21

SAY: Let's take a look at another BPD incident unfold via Bodycam footage on Greenmount Avenue. While viewing, keep in mind the sections of the AAR worksheet in front of you.

Be prepared to discuss with your group. After viewing, you will be tasked with completing the AAR form.

be in the report.

Time: 30 minutes

Slide 21

Case Study: 3302 Greenmount Ave



Case Study Link:

https://www.youtube.com/watch?v=K_EWcd1sSkM

After the case study plays. Instruct each group to fill out their AAR's together.

Allow 10 minutes to do complete.

After 10 mins select each group to respond out on a specific section of the AAR and what they reported for that section.

Slide 22

Introduction to AAR and ground rules.
Start with a short background on what was known at the beginning of the incident.
What happened?
What was supposed to have happened?
What was done well? How can we sustain that level?
What was not done well? How can we improve?
Discussion of key issues. Administrative/Policy Communication/Intelligence Training tactics, techniques and procedures. Equipment Safety
SUMMARY:

Slide 23

SAY: In summary, here are some critical AAR elements to remember.

Things to Remember:

1. Involve all participants
2. Conduct ASAP after event.
3. Focus on training objective & meeting standards of BPD mission and policies.
4. Focus on the employee, leader, and team's performance.
5. Use open-ended questions.
6. Facilitate a safe environment
 - ✓ Emotional safety is key
7. Make AARs positive in nature.

Things to Avoid:

1. Lecturing
2. Critiquing, criticizing, or judging performance
3. Embarrassing team members or leaders
4. Comparing teams/sections
5. Complaining ("gripe sessions")
6. Retaliation
7. Do not pretend to know every answer.

Slide 23

Summary:
Critical AAR Elements to Remember as a Supervisor

Things to Remember:

1. Involve all participants
2. Conduct ASAP after event.
3. Focus on training objective & meeting standards.
4. Focus on the leader and team's performance.
5. Make it a Trusting and Open environment
6. Indicate any positives or concerns about ICS

Things to avoid:

1. Lecturing
2. Critiquing, criticizing, or judging performance
3. Embarrassing team members or leaders
4. Comparing teams/sections
5. Complaining ("gripe sessions")

Do not pretend to know every answer

Appendix A

Introduction to AAR and ground rules.

Start with a short background on what was known at the beginning of the incident.

What happened?

What was supposed to have happened?

What was done well? How can we sustain that level?

What was not done well? How can we improve?

Discussion of key issues.

- Administrative/Policy
- Communication/Intelligence
- Training tactics, techniques and procedures.
- Equipment
- Safety

SUMMARY: