

**REGULATIONS**  
**on summarizing the results of the educational process by means of After action**  
**review (AAR) at Hetman Petro Sahaidachnyi National Army Academy**

**Lviv-2025**

## 1. GENERAL PROVISIONS

1.1. The Regulations on summarizing the educational process according to AAR procedures at Hetman Petro Sahaidachnyi National Army Academy (hereinafter - the Regulations) are developed in accordance with the laws of Ukraine "On Higher Education", Licensing Conditions for Educational Activities approved by the Cabinet of Ministers of Ukraine dated December, 2015 №1187 (as amended), Regulations on Accreditation of Educational Programs for the Training of Higher Education Applicants, approved by the order of the Ministry of Education and Science of Ukraine dated May 15, 2024, No. 686, and the order of the Ministry of Defense of Ukraine dated February 15, 2024 No. 120 "On approval of the Regulations on the peculiarities of the organization of the educational process in higher military educational institutions of the Ministry of Defense of Ukraine, military educational units of higher educational institutions, institutions of professional pre-higher military education," the order of the Commander-in-Chief of the Armed Forces of Ukraine dated February 19, 2025, No. 85 "On Approval of Instructions for the Organization of the Study and Implementation of Experience in Educational Institutions, Training Units (Centers) of the Armed Forces of Ukraine," military publication of the Training Command of the Land Forces Command of the Armed Forces of Ukraine "Instructions for Conducting the Procedure for AAR" SSOP 7-00(480).68 dated 2025 and "Regulations on the organization of the educational process at Hetman Petro Sahaidachnyi National Army Academy ."

1.2. The Regulation defines the procedure for implementation and reporting of the educational process summarizing the results of AAR at Hetman Petro Sahaidachnyi National Army Academy (hereinafter referred to as the Academy).

1.3. Summarizing the results of the educational process at the Academy by means of AAR is intended for a dynamic, objective and competent discussion by all participants of the results of the implementation of the professional standard of a military specialist of the Armed Forces of Ukraine (hereinafter referred to as the professional standard) in order to form and develop a culture of self-critical analysis, the desire to improve processes in the study and implementation of lessons learned, understanding how to improve strengths and correct weaknesses.

1.4. The main objectives of summarizing the educational process at the Academy by means of AAR are: analysis of successes and mistakes; identification of best practices; improvement of combat capability; improvement of the quality of teamwork and communication; development and maintenance of military professional competencies, etc.

1.5. The main tasks of summarizing the results of the educational process at the Academy by means of AAR are as follows: understanding and realization by each

commander (chief), serviceman, cadet (student), research and teaching staff of their role, as well as assessment of the strengths and weaknesses of the educational process from different points of view; establishing feedback from commanders (superiors) to subordinates, academic staff to cadets (students); detailing and objectivity of reports (reports) on the experience of training, education, events, crisis situations, etc.

1.6. The application of the AAR procedure when summarizing the results of any educational process tasks is aimed at strengthening successes (advantages) and focusing on improvement and effectiveness, rather than on shortcomings (errors). Full focus on self-critical analysis and self-assessment, continuous improvement process should become a part of the culture of thinking and relationships of every serviceman and employee of the Armed Forces of Ukraine at the Academy.

1.7. Commanders (chiefs) should avoid creating a punitive atmosphere of finding the guilty, since AAR at the Academy are not criticism and highlighting shortcomings, but a frank and open discussion of the results of educational activities in order to find ways and implement proposals for its improvement.

1.8. Summarizing the results of the educational process at the Academy by means of AAR shall provide:

- personal understanding of actions (situations) in the educational process by each participant;

- understanding the strengths and weaknesses of the educational process "from different perspectives";

- the ability to immediately assess the effectiveness and efficiency of educational activities and quickly take corrective actions to improve its quality;

- building trust and initiative among all participants in the educational process;

- development of self-critical thinking and self-esteem among participants in the educational process;

- a dynamic link between the existing results of the educational process and professional standards, which in turn enables commanders (chiefs) to objectively assess the level of preparedness of cadets (students) and academic staff;

- establishing communication and feedback between commanders (chiefs) and subordinate personnel, which in turn guarantees a common understanding of actions and improves the coherence and teamwork of training units (structures);

- improvement of command procedures and manifestation of leadership attributes;

- formation of a growth mindset among the participants of the educational process, etc.

## **2. THE PROCEDURE FOR SUMMARIZING THE RESULTS OF THE EDUCATIONAL PROCESS BY MEANS OF AAR**

2.1. When summarizing the results of the educational process for a certain period of time, the following discussion algorithm is used according to the procedures for analyzing the conducted activities:

2.1.1. What was planned and how?

2.1.2. What actually happened? What of the planned activities was successfully implemented, what was not? What problematic issues were identified?

2.1.3. What factors influenced the results (positive or negative)?

2.1.4. Suggestions on how to improve processes (procedures, actions, decisions, events, activities, etc.) and implement best practices and positive experiences?

2.1.5. Decision on approval of proposals by the commander (chief) for the implementation of lessons learned from positive experience.

2.2. Overview of what was to be accomplished in the educational process.

Participants of AAR analyze what they should have accomplished over a certain period. The discussion is based on the planned events, goals, schedules, activities, tasks, etc. for a certain period of the educational process.

2.3 Discuss what was actually accomplished.

The leader of AAR together with the participants discusses the results of the educational process, what was successful, what was not, and what problematic issues were identified.

2.3.1. Principles of discussion:

Objectivity - it is important to maintain objectivity and focus on facts rather than personal value judgments and emotions. Assessment of personnel actions should be impartial.

Openness - participants should discuss their actions, mistakes, and achievements frankly, without fear of negative consequences.

Constructiveness - focus on improving processes and the quality of educational tasks, not on finding fault or shortcomings. Discussions should be focused on finding solutions, not accusations.

Structure - the procedures should be performed step by step, in accordance with a specific procedure and algorithm.

Leadership - the leader of AAR gives each participant in the discussion the opportunity to express their vision, opinions and suggestions. This provides a more complete picture of the tasks of the educational process, allows for different perspectives to be taken into account, and strengthens the trust of both subordinates to commanders and each other.

2.3.2. The leader of AAR helps all participants by directing the discussion to self-critical reflection, formulation of proposals, without directly interfering with the content of the discussion. He/she should create conditions for a non-punitive atmosphere for

communication interaction, exchange of opinions, ensure the achievement of common goals and promote the development of agreed decisions; try to collect as many judgments and observations as possible from all participants who were involved in the educational process.

2.3.3 The leader of AAR is prohibited from criticizing one of the participants alone, which provides only one, subjective, point of view of the events and does not take into account the points of view of all participants who participated in them. One-sided (monologue) criticism does not achieve the proper long-term and qualitative results and acts as a demotivator of initiative and diligence of subordinates, suppresses their moral and psychological state, and prevents the creation of an atmosphere of mutual respect and trust. The key condition leading to successful performance review is that it should be non-punitive, not based on fear of punishment and increased responsibility, and should maintain a positive moral and psychological atmosphere.

Participants of AAR should be able to discuss freely what they did and why they did it, and should not be afraid of discussing their own mistakes, ridicule or punishment. The participation of personnel takes place in an atmosphere of frank dialogue about what actually happened and why it happened the way it did.

2.3.4. Participants of AAR, with the assistance of the leader, identify their own strengths and weaknesses. The AAR leader directs the discussion to ensure the maximum effect of understanding what went right during the period and what needs to be corrected in the future, based on the following criteria of the educational process: ensuring that cadets (students) acquire new and improve previously acquired competencies in the relevant educational programs, as well as meeting other educational needs of students; the process of formation and development of military professional, military specialty competencies of a military specialist; the results of the training that determines what a military specialist must know, understand, and be able to do after completing training; ability to perform official (combat) duties in accordance with qualifications; discipline; leadership qualities; internal service, etc.

2.4. Discussion of the factors that influenced the results (positive or negative) and identification of problematic issues (mismatch between what is desired and what is actually achieved).

Summarizing the results of the educational process for a certain period of time by means of AAR necessarily involves two ways of information flow - both from commanders (chiefs) and from subordinate personnel of the unit (structure). The methodology for AAR focuses not primarily on the identified problems and shortcomings, but on critical reflection and self-assessment of those present at the summing up of the results of the event, as well as on jointly developing ways to solve problems to improve performance.

2.5. Identification of proposals, recommendations, tasks on how to improve processes (procedures, actions, decisions, events, activities, etc.) and implement best practices and positive experience.

When conducting AAR, the leader directs the participants to discuss and independently determine how to better achieve the goal (expected results) and perform the tasks of the educational process more efficiently in the future. The personnel should independently identify problematic issues and propose the necessary ways to solve them, corrective actions and best practices that need to be preserved, disseminated and applied in the future.

2.6 Summarizing the results of the educational process by means of formal AAR procedure (hereinafter - formal AAR).

2.6.1. Formal (formalized) type is a type of AAR in the educational process of the Academy in a clearly defined form and procedures in accordance with the implementation of educational programs, educational programs of professional military education courses, curricula, work programs of academic disciplines, individual curricula of students and relevant regulations and requires the preparation of detailed plans and reports in the forms established by the requirements of the documents, as well as the involvement of a significant number of personnel and auxiliary personnel.

2.6.2. Summarizing the results of the educational process by the procedures of the formal AAR is used when there is sufficient time and resources:

in educational units (structures) during the performance of educational process tasks - at the level of a course (company) - on a monthly basis;

during the training (education) activities - at the level of command of the institute, college, faculty, detachment, center, organizational structure of support, support of the educational process of the Academy after a certain period (semester, academic year) - per semester (academic year).

2.6.3. Summarizing the results of the educational process according to the procedures of the formal type AAR has the following characteristic features:

is planned in advance;

requires careful preparation for the event;

involves preliminary determination and equipment of the venue;

involves the selection and involvement of independent observers (evaluators, responsible persons, research and teaching staff);

requires the organization of multi-level coordination of personnel involved in the educational process;

involves a significant number of personnel, including cadets (students), academic staff, commanders (chiefs), observers, those in charge, evaluators, etc;

requires additional (extended) time for the event;

involves the use of sophisticated auxiliary material and technical means (guiding documents, training materials, photos and videos of the task (training), stands, posters (diagrams), terrain models, maps, etc.).

2.7. Summarizing the results of the educational process by the informal AAR (hereinafter referred to as informal AAR).

2.7.1. The informal AAR is conducted according to a simplified procedure, directly by the commander (chief, manager, instructor, research and teaching staff) as a facilitator (presenter, leader, coordinator, organizer) after completion or during the course of the exercise (task, event, situation, etc.) to obtain immediate feedback and adjust further actions at all levels of command.

2.7.2. Summarizing the results of the educational process by means of informal AAR is used:

- at the branch (subdivision) level - daily;

- at the level of a study group (unit) - weekly.

2.7.3. The main responsibilities of the leader (presenter, coordinator) are to summarize the results of the educational process by informal AAR:

- creating an enabling environment: provides a comfortable and safe atmosphere for discussion, where each participant can freely express his/her opinion;

- structuring: organizes the discussion, defines its framework, sets rules and monitors compliance with the regulations;

- involvement (inclusion) of all participants: encourages active participation of everyone, making sure that everyone has the opportunity to speak and be heard;

- guiding the discussion: helps the group focus on key issues, ask clarifying questions, and avoid straying from the topic of discussion;

- conflict management: in case of disputes, helps to find compromise solutions and maintain a constructive atmosphere;

- maintaining group dynamics: monitoring the emotional state of participants, responding in time to changes in the mood of those present and helping to maintain a positive atmosphere, etc.

2.7.4. The results (reports) of summarizing the results of informal AAR procedures can be used in summarizing the results of formal AAR procedures at higher levels (from the training course (company) and above).

2.7.5. The informal AAR is an integral part of the process of organizing the educational process at all levels.

2.8. Summarizing the results of the educational process according to the procedures of informal AAR has the following characteristic features:

- provides immediate feedback;

provides quick identification of problematic issues, formulation of proposals for their solution, improvement of decision-making processes, and implementation of corrective actions in the educational process;

takes little time and does not require special conditions, so commanders can conduct it almost anywhere (provided the unit is safe);

does not require careful preparation;

is used in conditions of limited time;

in conditions of limited resources, simple aids are used;

more emphasis is placed on the teamwork of the personnel, the leadership of individual cadets (students) and the ability of the commander to manage the unit;

is conducted either unscheduled, in the interval or after an educational session (training, self-development, independent work, other educational or work-related tasks, etc.), or it can be part of the educational plan as an intermediate stage of evaluation or part of the next stage of formal action analysis procedures.

2.9. Procedures for AAR in summarizing the results of the educational process at the Academy are adapted and implemented by commanders (chiefs) in accordance with the requirements of regulatory documents (orders, instructions) under clause 1.1 of this Regulation in four stages: planning; preparation; implementation; further use of the results.

2.10. The composition of the participants in the evaluation of the educational process is determined by the commander (chief) who conducts it. At each level, if necessary, other key persons who participated in the educational process, have valuable information or perform relevant competencies may be involved. Senior commanders or evaluators may recommend additional participants who, in their opinion and based on specific observations, play a key role in the educational process.

2.11. The duration of AAR is determined by the peculiarities and conditions of the educational process and is approximately 10 - 15 minutes - at the level of a department (unit); up to 30 - 45 minutes at the level of a training group (platoon); up to one hour at the level of a training course (company); up to 1 hour 30 minutes at the level of an institute (faculty, detachment) and above. The place and duration of AAR in wartime is determined by the commander (chief), depending on the need and safety conditions.

2.12. Pre-determining the AAR location allows for advance preparation of support facilities, quick assembly of key participants, and minimization of time wastage, thereby ensuring an effective debriefing. Commanders (chiefs) identify and check AAR locations and prepare a layout of training facilities and equipment (if necessary). The main criterion for determining the location of AAR is the safety of life and health of the personnel.



2.13. In order to achieve a qualitative result of AAR, it is necessary to strictly adhere to the principles, rules and a certain procedure (algorithm) for its implementation in accordance with the requirements of regulatory documents (orders, instructions) specified in clause 1.1. of this Regulation.

### **3. FINAL PART AND REPORTING OF THE RESULTS OF THE EDUCATIONAL PROCESS BY MEANS OF AAR**

3.1. The commander (superior) should conclude the AAR on a positive and optimistic note, and provide final comments on the proposals to the participants. If necessary, and given sufficient time, the commander (superior) should reiterate the key findings and ensure that all participants have correctly and accurately understood the results of the discussion, provide recommendations on important key points to be addressed and apply previous experience, conclusions or identified corrective actions (lessons learned (identified), best practices, mistakes, etc.), and remind participants of relevant standards.

3.2. Despite the fact that the procedures for AAR have a rational and analytical basis, it would be a mistake not to take into account moral and psychological factors, as they are an important component that directly affects the result of forming a culture of searching for ways to improve the educational process. An open and honest discussion, built in an atmosphere of mutual trust and respect, will be productive and useful for psychological comfort, will contribute to the development of mutual trust in each other and in the commander (superior), the formation of a positive moral and psychological climate, and will positively affect the cohesion (harmony) of the training unit as a team of like-minded people and will encourage each participant in the debriefing to demonstrate leadership and responsibility for the results achieved. An important psychological aspect at the end of the final part is to express gratitude (approval) to individual participants in the debriefing for their activity, caring attitude and critical thinking. To ensure the success of the teamwork of the unit (structure), it is important for the commander (chief) to demonstrate the attributes of military leadership through internal communication, care and support of the personnel. The commander (chief) should prioritize encouragement (approval) and recognize each individual for specific successful actions that led to success and provide moral support to those who made mistakes, thereby encouraging personnel to continue to take initiative and diligence in fulfilling the tasks of the educational process.

3.3 The main results of the qualitative summarization of the educational process by means of AAR at the Academy are:

a conclusion based on the results of a thorough study (research) of the problematic issues of the educational process with the identification of their main causes and consequences;

a conclusion on solving certain problematic issues of the educational process based on the lesson learned, on the basis of which the necessary corrective actions to implement the experience and confirm its compliance are developed and implemented;

systematized sequential actions used to further collect, analyze and summarize information about problematic issues in the educational process, identify the main causes of their occurrence and ways to solve them according to best practices, etc.

3.4. Reporting on the results of the educational process according to the procedures for analyzing the actions taken at the Academy is drawn up in accordance with Appendix 4 to SSOP 7-00(480).68 specified in clause 1.1 of this Regulation.

#### **4. FINAL PROVISIONS**

4.1 These Regulations, as well as amendments and/or additions thereto, shall be approved by the Academic Council of the Academy and put into effect by order of the Commandant of the Academy.

4.2. The Academy's command ensures the procedure for conducting and reporting on the summarization of the educational process by means of AAR.