

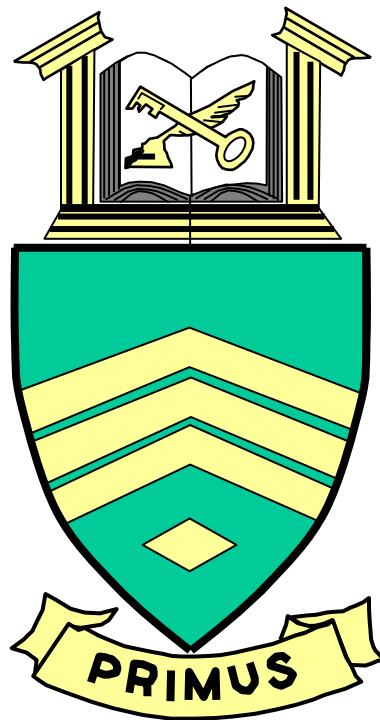
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

C653 I

JUN 06

BRIEFING

PRERESIDENT TRAINING SUPPORT PACKAGE



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PRERESIDENT TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	C653 I / BRIEFING
Effective Date	01 Jun 2006
Supersedes TSP(s) / Lesson(s)	C653, Briefing, Jun 05.
TSP Users	521-SQIM (DL), First Sergeant Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the student with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
155-397-0010	Integrate Critical Thinking Skills
158-300-0020	Conduct a Military Information Briefing

This TSP
Contains

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**BRIEFING
C653 I / Version 1
01 Jun 2006**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	521-SQIM (DL)	1	First Sergeant Course
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	155-397-0010	Integrate Critical Thinking Skills	
	158-300-0020 (*)	Conduct a Military Information Briefing	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	None		
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Distance Learning Hours/Methods</u>	
		1 hr 30 mins / Practical Exercise (Performance)	
		1 hr 20 mins / Study Assignment	
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	3 hrs	
Test Lesson Number		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	_____	N/A _____
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	C651	COMMUNICATE EFFECTIVELY	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 5-0	ARMY PLANNING AND ORDERS PRODUCTION	20 Jan 2005	Appendix B (SH-1)
SH-2	EFFECTIVE SPEAKING		
SH-3	STANDARDS FOR INFORMATION BRIEFINGS		
SH-4	BATTLE ANALYSIS STUDY GUIDE		TSP 155-H-0010

Student Study Assignments

- Study SH-1 thru SH-4.

Instructor Requirements

None

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
MSG, FSC graduate, ITC, and SGITC graduate (Enlisted)	1:14	1	3 hrs

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
None					

* Before Id indicates a TADSS

Materials Required

Instructor Materials:
None

- Student Materials:**
- TSP.
 - Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements

None

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

None

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
McGough, Elliott T.	GS09	Training Specialist	
Smith, Sandra	SGM	Chief Instructor, FSC	
Graham, Kevin L.	SGM	Chief, FSC	
Collins, Curtis R.	SGM	Chief, SMC	
Bennett-Green, Agnes D.	SGM	Chief, CMDD	

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SECTION II. INTRODUCTION

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Individualized, self-paced Instruction</u>

Motivator Someone once said, "As a man thinks, so he is; as a man speaks, so others think he is." Since your performance ratings come from others, what they think of your abilities is important. Your ability to speak is one of the things on which your raters will judge you. More importantly, the ability to say the correct thing, at the appropriate moment and in the right way, is an important part of leadership. Your skill in one particular type of speaking, military briefing, is important not only to you, but to the person you are briefing. FM 5-0 points out, "The staff assists the commander in making timely decisions by providing him with critical information to support his battlefield visualization." Your ability to communicate effectively in a briefing can have a critical impact on the mission.

Terminal Learning Objective At the completion of this lesson, you [the student] will:

Action:	Analyze the elements of a military briefing.
Conditions:	As a first sergeant in a self-study environment given extracted material from FM 5-0 (SH-1) and SH-2 thru SH-4.
Standards:	Analyzed the elements of a military briefing IAW FM 5-0 (SH-1) and SH-2 thru SH-4.

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations **NOTE:** It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.
None

Evaluation You must prepare and present an information briefing. You will present the briefing during Phase II training. Your instructor will evaluate your delivery of an information briefing and your oral presentation skills throughout Phase II. You must meet the standards of the Information Briefing Checklist in SH-3 to receive a GO. Failure to achieve a GO on your presentation will result in a retest. Failure of the retest could result in your dismissal from the course.

**Instructional
Lead-In**

During this lesson, you will study the formats and techniques used in military briefings as prescribed in FM 5-0 (SH-1). You will also study ways to improve your oral communication skills. SH-2 contains tips on effective speaking. During Phase II of this course, you will present an information briefing. SH-3 details specifically how your instructor will evaluate your information briefing. The subject of your information briefing will be a battle analysis. SH-4 is your study guide for battle analysis. The practical exercise in Appendix C will help guide your study of military briefings.

SECTION III. PRESENTATION

A. ENABLING LEARNING OBJECTIVE

ACTION:	Compare the purposes and formats of the four types of military briefings.
CONDITIONS:	As a first sergeant in a self-study environment given extracted material from FM 5-0 (SH-1).
STANDARDS:	Compared the purposes and formats of the four types of military briefings IAW FM 5-0 (SH-1).

1. Learning Step / Activity 1. Purpose and Formats of Military Briefings

Method of Instruction: Study Assignment
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Study FM 5-0 (SH-1).

2. Learning Step / Activity 2. Military Briefings

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 25 mins
Media: None

Try to complete the questions in this practical exercise without referring to the student handout. Write your answers in the spaces provided.

- Complete questions 1 thru 13, pp C-2 and C-3.
- Compare your responses with the solutions on pp C-6 and C-7.
- For any incorrect responses, review the appropriate reference/lesson material.

CHECK ON LEARNING: The practical exercise (questions 1 thru 13) serves as the check on learning for this ELO.

B. ENABLING LEARNING OBJECTIVE

ACTION:	Determine how to prepare and deliver effective oral presentations.
CONDITIONS:	As a first sergeant in a self-study environment given extracted material from FM 5-0 (SH-1), SH-2, and SH-3.
STANDARDS:	Determined how to prepare and deliver effective oral presentations IAW FM 5-0 (SH-1), SH-2, and SH-3.

1. Learning Step / Activity 1. Determine How to Prepare and Deliver Effective Oral Presentations

Method of Instruction: Study Assignment
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Study Effective Speaking (SH-2), and Briefing Standards (SH-3).
- Review FM 5-0 (SH-1).

2. Learning Step / Activity 2. Oral Presentations

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 30 mins
Media: None

Try to complete the questions in this practical exercise without referring to the student handout. Write your answers in the spaces provided.

- Complete questions 14 thru 33, pp C-3 and C-4.
- Compare your responses with the solutions on pp C-7 thru C-9.
- For any incorrect responses, review the appropriate reference/lesson material.

CHECK ON LEARNING: The practical exercise (questions 14 thru 33) serves as the check on learning for this ELO.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the elements of a battle analysis.
CONDITIONS:	As a first sergeant in a self-study environment given SH-4.
STANDARDS:	Identified the elements of a battle analysis IAW SH-4.

1. Learning Step / Activity 1. Identify the Elements of a Battle Analysis

Method of Instruction: Study Assignment
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: None

To complete this learning step activity, you are to--

- Read the above ELO.
- Study the Battle Analysis Study Guide (SH-4).

2. Learning Step / Activity 2. Battle Analysis

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Individualized, self-paced Instruction
Instructor to Student Ratio: 1:14
Time of Instruction: 25 mins
Media: None

Try to complete the questions in this practical exercise without referring to the student handout. Write your answers in the spaces provided.

- Complete questions 34 thru 41, p C-4 and C-5.
- Compare your responses with the solutions on pp C-9 and C-10.
- For any incorrect responses, review the appropriate reference/lesson material.

CHECK ON LEARNING: The practical exercise (questions 34 thru 41) serves as the check on learning for this ELO.

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SECTION IV. SUMMARY

Method of Instruction: <u>Study Assignment</u>
Technique of Delivery: <u>Individualized, self-paced Instruction</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>Individualized, self-paced Instruction</u>

Check on Learning

The practical exercise will serve as the check on learning for this lesson.

Review / Summarize Lesson

During this lesson you studied the formats and purposes of the different types of briefings and discussed preparation and speaking skills that will make your presentations effective. As LTG George W. Patton, Jr. wrote, "To be a successful [S]oldier, you must know history." We looked at battle analysis as a systematic approach to study military history. You can utilize the skills covered in this lesson throughout your career.

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SECTION V. STUDENT EVALUATION

**Testing
Requirements**

You must prepare and present an information briefing. You will present the briefing during Phase II training. Your instructor will evaluate your delivery of an information briefing and your oral presentation skills throughout Phase II. You must meet the standards of the Information Briefing Checklist in SH-3 to receive a GO. Failure to achieve a GO on your presentation will result in a retest. Failure of the retest could result in your dismissal from the course.

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Please complete the student questionnaire and mail to USASMA.

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STUDENT QUESTIONNAIRE C653

- Directions**
- Enter your name, your rank, and the date you complete this questionnaire.

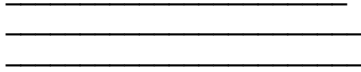
Rank: _____ Name: _____ Date: _____

- Answer items 1 through 6 below.
- Fold the questionnaire, so the address for USASMA is visible.

Print your return address, add postage, and mail.

NOTE: Your response to this questionnaire will assist the Academy in refining and improving this course. When completing the questionnaire, answer each question frankly. Your assistance helps build and maintain the best curriculum possible.

Item 1	Do you feel you have met the learning objectives of this lesson?
Item 2	Was the material covered in this lesson new to you?
Item 3	Which parts of this lesson were most helpful to you in learning the objectives?
Item 4	How could we improve the format of this lesson?
Item 5	How could we improve the content of this lesson?
Item 6	Do you have additional questions or comments? If you do, please list them here. You may add additional pages if necessary.



CMDT USASMA
ATTN ATSS DCF FSC TATS
BLDG 11291 BIGGS FLD
FT BLISS TX 79918-8002

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Appendix A - Viewgraph Masters (N/A)

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C

PRACTICAL EXERCISE 1

Title	BRIEFINGS
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Lesson Number / Title	C653 version 1 / BRIEFING
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Introduction	Before you start this practical exercise, study SH-1 thru SH-4. This practical exercise begins with a review of FM 5-0, Appendix B, and finishes with battle analysis. SH-3 explains the briefing standards for your presentation; study SH-3 carefully. SH-4 explains battle analysis. You will use a battle analysis for the subject of your information briefing.
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Motivator	None
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Terminal Learning Objective	At the completion of this lesson, you [the student] will: <table border="1" data-bbox="391 835 1395 1087"><tr><td>Action:</td><td>Analyze the elements of a military briefing.</td></tr><tr><td>Conditions:</td><td>As a first sergeant in a self-study environment given extracted material from FM 5-0 (SH-1) and SH-2 thru SH-4.</td></tr><tr><td>Standards:</td><td>Analyzed the elements of a military briefing IAW FM 5-0 (SH-1) and SH-2 thru SH-4.</td></tr></table>	Action:	Analyze the elements of a military briefing.	Conditions:	As a first sergeant in a self-study environment given extracted material from FM 5-0 (SH-1) and SH-2 thru SH-4.	Standards:	Analyzed the elements of a military briefing IAW FM 5-0 (SH-1) and SH-2 thru SH-4.
Action:	Analyze the elements of a military briefing.						
Conditions:	As a first sergeant in a self-study environment given extracted material from FM 5-0 (SH-1) and SH-2 thru SH-4.						
Standards:	Analyzed the elements of a military briefing IAW FM 5-0 (SH-1) and SH-2 thru SH-4.						

Safety Requirements	None
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Risk Assessment	Low
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Environmental Considerations	None
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Evaluation	Check your responses to the questions with the solutions on pp C-6 thru C-10. If your responses do not match the responses in the solution, you should study the appropriate references as indicated.
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Instructional Lead-In	None
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Resource Requirements	Instructor Materials: None Student Materials: <ul style="list-style-type: none">• SH-1 thru SH-4.• Pen or pencil and writing paper.
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**Special
Instructions**

Try to complete the questions in this practical exercise without referring to the student handout. Write your answers in the spaces provided.

Procedures

1. When presenting a military briefing, what determines the technique employed?

2. What are the four types of military briefings?

3. The information briefing primarily deals with what type of information?

4. What is the intent of a decision briefing?

5. What is the purpose of the mission briefing?

- ---
- ---
- ---
- ---

6. What is the purpose of a staff briefing?

7. What are the four parts of the information briefing introduction?

8. What must a briefer do during the greeting of an information briefing?

9. Where in the introduction should you describe complex subjects?

10. What should you include in the outline or procedure part of the introduction?

11. What does FM 5-0 (SH-1) say you should do in the body of your information briefing?

Procedures,
continued

12. What is the first part of the closing of the information briefing?

13. What is the second part of the closing?

14. What are the four main parts of the briefing outline as stated in FM 5-0 (SH-1)?

15. What is likely to happen if you ignore the interests of your audience in your subject selection?

16. How can you narrow your subject to fit your time limits?

17. What should an effective attention step do?

18. Is an attention step always necessary?

19. If you choose to use humor, what constraints must you exercise?

20. Why should your bottom line be brief?

21. When planning your introduction, what should you remember about the order in which you list your main points?

22. How should you sequence your main points to make your presentation effective?

23. How would you organize your main points in sequence by time?

24. What other ways can you sequence your points?

Procedures,
continued

25. Where in your briefing is it helpful to put in definitions?

26. What can happen if you use statistics unwisely?

27. What is the main purpose of your conclusion?

28. What are the drawbacks to a manuscript speech?

29. How can you tell if a visual aid has a focus?

30. Is it a good idea to memorize your whole presentation?

31. Besides personality, what are two methods you can use to display enthusiasm?

32. What kind of gestures should you avoid?

33. What are some examples of poor enunciation that you should avoid?

34. What is battle analysis methodology?

35. What are the four steps of the battle analysis process?

36. What are the types of research sources used to support a battle analysis?

37. In addition to content, what must you consider when evaluating research sources?

38. What are the factors to consider when outlining the tactical situation?

39. What are the main elements of describing the action?

40. What are two elements of drawing lessons and insights from a battle analysis?

41. What are some frameworks that you can use in drawing lessons and insights from a battle analysis?

**Feedback
Requirements**

None

SOLUTION FOR PRACTICAL EXERCISE 1

1. When presenting a military briefing, what determines the technique employed?

- The purpose of the briefing.
- The desired response.
- The role of the briefer.

Ref: FM 5-0 (SH-1), p B-1, 1st para

2. What are the four types of military briefings?

- Information briefing.
- Decision briefing.
- Mission briefing.
- Staff briefing.

Ref: FM 5-0 (SH-1), p B-1, para B-1

3. The information briefing primarily deals with what type of information?

Facts.

Ref: FM 5-0 (SH-1), p B-1, para B-2

4. What is the intent of a decision briefing?

To obtain an answer or a decision on a course of action.

Ref: FM 5-0 (SH-1), p B-2, para B-4

5. What is the purpose of the mission briefing?

- Issue or reinforce an order.
- Provide more detailed requirements or instructions.
- To instill a general appreciation of a mission.
- Review the key points of a forthcoming military operation.
- Ensure participants know the mission's objective, their place in the operation, problems they may confront, and ways to overcome them.

Ref: FM 5-0 (SH-1), p B-4, para B-10

6. What is the purpose of a staff briefing?

To coordinate unit efforts by informing the commander and staff of the current situation.

Ref: FM 5-0 (SH-1), p B-4, para B-12

7. What are the four parts of the information briefing introduction?

- Greeting.
- Type and classification of briefing.
- Purpose and scope.
- Outline or procedure.

Ref: FM 5-0 (SH-1), p B-2, Fig B-1

8. What must a briefer do during the greeting of an information briefing?

- Address the audience.
- Identify themselves and their organization.

Ref: FM 5-0 (SH-1), p B-2, Fig B-1

9. Where in the introduction should you describe complex subjects?

In the purpose and scope.

Ref: FM 5-0 (SH-1), p B-2, Fig B-1

10. What should you include in the outline or procedure part of the introduction?

Briefly summarize the key points and your general approach.

Ref: FM 5-0 (SH-1), p B-2, Fig B-1

11. What does FM 5-0 (SH-1) say you should do in the body of your information briefing?

- Arrange the main ideas in a logical sequence.
- Use visual aids to emphasize main ideas.
- Plan effective transitions from one main point to the next.
- Be prepared to answer questions anytime.

Ref: FM 5-0 (SH-1), p B-2, Fig B-1

12. What is the first part of the closing of the information briefing?

Ask the audience for questions.

Ref: FM 5-0 (SH-1), p B-2, Fig B-1

13. What is the second part of the closing?

Briefly recap your main ideas and make a concluding statement.

Ref: FM 5-0 (SH-1), p B-2, Fig B-1

14. What are the four main parts of the briefing outline as stated in FM 5-0 (SH-1)?

- Analyze situation and prepare a briefing outline.
- Construct briefing.
- Deliver briefing.
- Follow-up.

Ref: FM 5-0 (SH-1), p B-7, Fig B-3

15. What is likely to happen if you ignore the interests of your audience in your subject selection?

They will lose interest.

Ref: SH-2, p SH-2-2, Subject, last para

16. How can you narrow your subject to fit your time limits?

Pick some aspect of the subject that fits your time limit.

Ref: SH-2, p SH-2-3, Subject, continued, para 3

17. What should an effective attention step do?

It should make the audience want to listen.

Ref: SH-2, p SH-2-4, Introduction, para 1

18. Is an attention step always necessary?

No.

Ref: SH-2, p SH-2-4, Introduction, para 2

19. If you choose to use humor, what constraints must you exercise?

Resist the temptation of vulgar jokes or language.

Ref: SH-2, p SH-2-4, Introduction, para 3

20. Why should your bottom line be brief?

The audience has to understand it quickly.

Ref: SH-2, p SH-2-4, Introduction, para 4

QUESTION 21: When planning your introduction, what should you remember about the order in which you list your main points?

It should be in the same sequence you intend to use in the body portion of your speech. Otherwise you will confuse your listeners.

Ref: SH-2, p SH-2-4, Introduction, para 5

22. How should you sequence your main points to make your presentation effective?

So that one idea leads naturally into the next.

Ref: SH-2, p SH-2-5, Body, continued, para 2

23. How would you organize your main points in sequence by time?

Describe an event by beginning at a certain period or date and move forward or backward in a systematic way.

Ref: SH-2, p SH-2-5, Body, continued, para 3, 1st bullet

24. What other ways can you sequence your points?

- Cause and effect sequence.
- Problem and solution sequence
- Good news, bad news; bad news, good news.
- General to specific; specific to general: changing focus.
- Spatial; left to right, top to bottom: describing appearances.

Ref: SH-2, p SH-2-5, Body continued, para 3, bullets 2 thru 6

25. Where in your briefing is it helpful to put in definitions?

Where you expect the audience to ask, "What do you mean by that?"

Ref: SH-2, p SH-2-5, Verbal supports, para 2

26. What can happen if you use statistics unwisely?

You can confuse the audience or embarrass yourself.

Ref: SH-2, p SH-2-5, Verbal supports, para 3

27. What is the main purpose of your conclusion?

To draw the thought and feelings of the audience back to your controlling idea--your bottom line.

Ref: SH-2, p SH-2-7, Your bottom line revisited, para 2

28. What are the drawbacks to a manuscript speech?

It won't sound spontaneous.

Ref: SH-2, p SH-2-8, Manuscript?, continued, para 1

29. How can you tell if a visual aid has a focus?

It expresses only one controlling idea.

Ref: SH-2, p SH-2-8, Plan visual supports, 2nd bullet

30. Is it a good idea to memorize your whole presentation?

No. Instead, practice it until you're comfortable with its language.

Ref: SH-2, p SH-2-8, Memorizing, para 2

31. Besides personality, what are two methods you can use to display enthusiasm?

Voice volume and facial expression.

Ref: SH-3, p SH-3-7, Enthusiasm, para 1

32. What kind of gestures should you avoid?

Avoid gestures that are stilted, meaningless, affected, or excessive.

Ref: SH-3, p SH-3-7, Gestures, para 3

33. What are some examples of poor enunciation that you should avoid?

Avoid slurred words, dropped syllables, and clipped final letters.

Ref: SH-3, p SH-3-8, Clarity, para 3

34. What is battle analysis methodology?

A process for systematic study of a battle or campaign.

Ref: SH-4, p SH-4-3, Study Guide for Battle Analysis, para 1a

35. What are the four sections of the battle analysis process?

Define the subject, set the stage, describe the action, draw lessons learned.

Ref: SH-4, p SH-4-3, Study Guide for Battle Analysis, para 2a(1) thru (4)

36. What are the types of research sources used to support a battle analysis?

Books (memoirs, official histories, operational histories, institutional histories), articles from professional military publications and historical journals, documentary film footage from actual events or interviews with people who took part in the battle, transcribed oral histories, and electronic media (worldwide web).

Ref: SH-4, pp SH-4-3 and SH-4-4, Annotated Battle Analysis Format, para 1b(1) thru (3)

37. In addition to content, what must you consider when evaluating research sources?

Authors' biases.

Ref: SH-4, p SH-4-4, Annotated Battle Analysis Format, para 1c(2)

38. What are the factors to consider when outlining the tactical situation?

Study the area of operations and compare the opposing forces.

Ref: SH-4, pp SH-4-4 and SH-4-5, Annotated Battle Analysis Format, para 2c(1) and (2)

39. What are the main elements of describing the action?

State the mission of opposing forces, describe initial dispositions of forces, describe opening moves of the battle, detail major phases, and state the outcome.

Ref: SH-4, p SH-4-5, Annotated Battle Analysis Format, para 3a thru e

40. What are two elements of drawing lessons and insights from a battle analysis?

- Relate causes to effects.
- Establish military "lessons learned."

Ref: SH-4, p SH-4-5, Annotated Battle Analysis Format, para 4a and b

41. What are some frameworks that you can use in drawing lessons and insights from a battle analysis?

Principles of War, Dynamics of Combat Power, Battlefield Operating Systems, or Characteristics of the Offense.

Ref: SH-4, p SH-4-5, Annotated Battle Analysis Format, para 4b(1) thru (4)

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Appendix D

HANDOUTS FOR LESSON 1: C653 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Extracted Material from FM 5-0	SH-1-1
SH-2, Effective Speaking	SH-2-1 thru SH-2-8
SH-3, Standards for Information Briefings	SH-3-1 thru SH-3-10
SH-4, Battle Analysis Study Guide	SH-4-1 thru SH-4-5

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Student Handout 1

Extracted Material from FM 5-0

This student handout contains seven pages of extracted material from the following publication:

FM 5-0, Army Planning and Orders Production, 20 Jan 2005

Appendix B

pages B-1 thru B-7

Disclaimer: The training developer downloaded the material from the General Dennis J. Reimer Training and Doctrine Digital Library Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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Appendix B

Military Briefings

Briefings are a means of presenting information to commanders, staffs, or other audiences. The purpose of the briefing, the desired response, and the role of the briefer determine the techniques employed. This appendix describes the types of military briefings and gives a format for each type.

TYPES OF BRIEFINGS

B-1. There are four types of military briefings:

- Information.
- Decision.
- Mission.
- Staff.

INFORMATION

B-2. An information briefing provides information in a form the audience can understand. It does not include conclusions or recommendations. No decisions result. Information briefings deal primarily with facts. Figure B-1 shows the format for an information briefing.

B-3. The briefer begins an information briefing by addressing the audience, identifying themselves and the organization, and gives the classification of the briefing. The briefer states that the purpose of the briefing is for information and no decision is required. The briefer then introduces and defines the subject, orients the audience, and presents the information. Examples of information appropriate for an information briefing are—

- High priority information requiring immediate attention.
- Complex information—such as, complicated plans, systems, statistics, or charts—that require detailed explanation.
- Controversial information requiring elaboration and explanation.

CONTENTS	
Types of Briefings	B-1
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Construct Briefing	B-5
Deliver Briefing	B-5
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DECISION

B-4. A decision briefing obtains an answer to a question or a decision on a course of action. It presents the recommended solution resulting from analysis or study of a problem or problem area. Decision briefings vary in formality and detail depending on the level of command and the decision makers' knowledge of the subject.

- 1. Introduction**
 - a. Greeting.** Address the audience. Identify yourself and your organization.
 - b. Type and Classification of Briefing.** For example, "This is an information briefing. It is classified SECRET."
 - c. Purpose and Scope.** Describe complex subjects from general to specific.
 - d. Outline or Procedure.** Briefly summarize the key points and general approach. Explain any special procedures (such as, demonstrations, displays, or tours). For example, "During my briefing, I'll discuss the six phases of our plan. I'll refer to maps of our area of operations. Then my assistant will bring out a sand table to show you the expected flow of battle." The key points may be placed on a chart that remains visible throughout the briefing.
- 2. Main Body**
 - a. Arrange the main ideas in a logical sequence.
 - b. Use visual aids to emphasize main ideas.
 - c. Plan effective transitions from one main point to the next.
 - d. Be prepared to answer questions at any time.
- 3. Closing**
 - a. Ask for questions.
 - b. Briefly recap main ideas and make a concluding statement.
 - c. Announce the next speaker.

Figure B-1. Information Briefing Format

B-5. In situations where the decision maker is familiar with the problem, the briefing format may resemble that of a decision paper: a problem statement, essential background information, impacts, and a recommended solution. However, briefers are prepared to present assumptions, facts, alternative solutions, reasons for adopting the recommendation, and the coordination involved.

B-6. If the decision maker is unfamiliar with the problem, the briefing format resembles that of a decision briefing (see Figure B-2). The briefing should include facts bearing on the problem, assumptions, and a discussion of alternatives, conclusions, and the coordination involved.

B-7. The briefer begins by stating, "This is a decision briefing." At the conclusion, if the decision maker does not state a decision, the briefer asks for one. The

briefers should be certain that he understands the decision. If uncertain, the briefers asks for clarification.

B-8. The recommendation the briefers asks the decision maker to approve should be precisely worded in a form that can be used as a decision statement. Presenting the recommendation this way helps eliminate ambiguities. If the decision requires an implementing document, it should be prepared before the briefing and given to the decision maker for signature if the recommendation is approved. If the chief of staff (executive officer) is not present, the briefers informs the secretary of the general staff or other appropriate authority of the decision after the briefing.

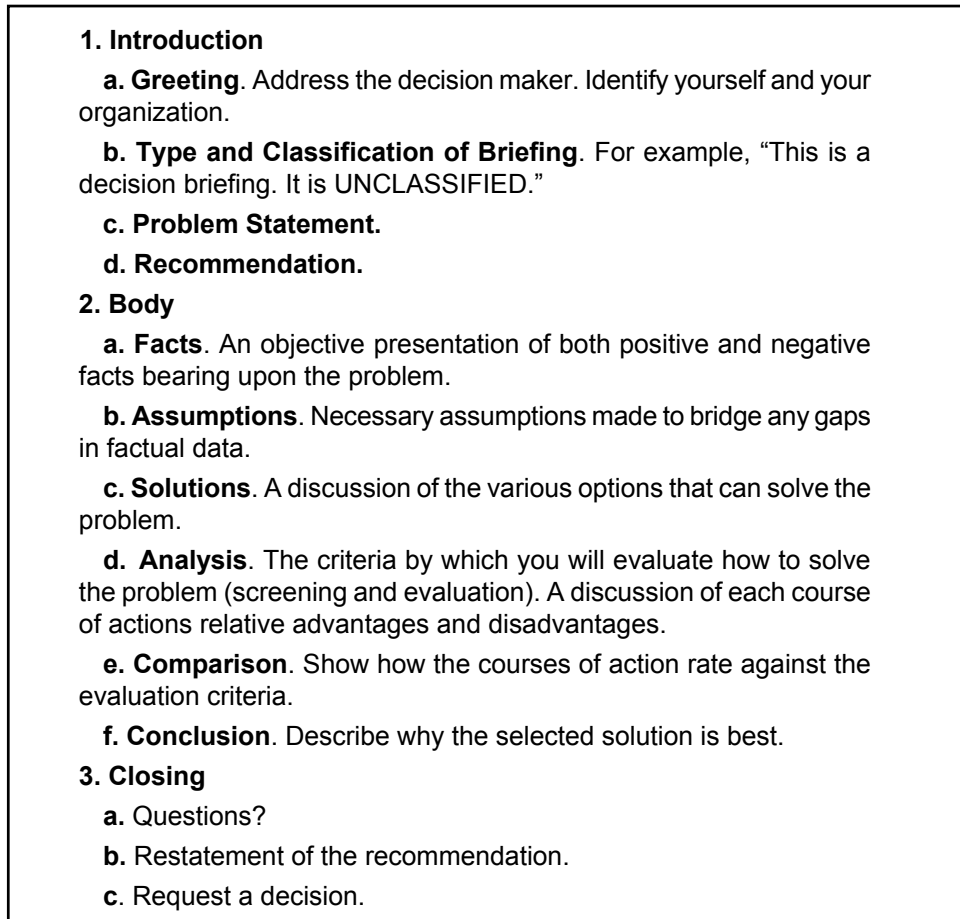


Figure B-2. Decision Briefing Format

MISSION

B-9. The mission briefing is an information briefing presented under tactical or operational conditions. The briefers may be the commander, an assistant, a staff officer, or a special representative.

B-10. The mission briefing is used during operations and training. It is especially appropriate for critical missions or when it is necessary to give individuals or

smaller units information not in the plan or order. The mission briefing serves to—

- Issue or reinforce an order.
- Provide more detailed requirements or instructions.
- Instill a general appreciation for the mission.
- Review the key points of a forthcoming military operation.
- Ensure participants know the mission's objective, their place in the operation, problems they may confront, and ways to overcome them.

B-11. The type of mission or the nature of the information to be presented determines the mission briefing format. The five-paragraph operation order is the most common format used. Others include the movement order, combat service support order, and reconnaissance order.

STAFF

B-12. The purpose of a staff briefing is to coordinate unit efforts by informing the commander and staff of the current situation. The person who convenes the staff briefing sets the agenda. Staff representatives each present relevant information from their functional areas. Staff briefings may involve exchange of information, announcement of decisions, issuance of directives, or presentation of guidance. They may have characteristics of information briefings, decision briefings, and mission briefings.

B-13. Attendance at staff briefings varies with the size of the headquarters, type of operation, and commander's preferences. Generally, the commander, deputies or assistants, chief of staff (executive officer), and coordinating and special staff officers attend. Representatives from major subordinate commands may be present. The chief of staff (executive officer) usually presides. The commander usually concludes the briefing but may take an active part throughout it.

B-14. In garrison, staff briefings (sometimes called "staff calls") are often regularly scheduled. In combat, staff briefings are held as needed. The presentation of staff estimates culminating in a commander's decision to adopt a course of action is a form of staff briefing that incorporates aspects of a decision briefing. In this type of briefing, staff representatives use the staff estimate for their functional area as an outline.

BRIEFING STEPS

B-15. A briefing assignment has four steps that correspond to the four activities of the operations process:

- Plan: Analyze the situation and prepare a briefing outline.
- Prepare: Construct the briefing.
- Execute: Deliver the briefing.
- Assess: Follow up.

ANALYZE SITUATION AND PREPARE A BRIEFING OUTLINE

B-16. Upon receiving the task to conduct a briefing, the briefer analyzes the situation to determine the—

- Audience.

- Purpose and type of briefing.
- Subject of the briefing.
- Physical facilities and support needed.
- Preparation schedule.

B-17. Based on this information, the briefer prepares a briefing outline. The briefing outline is the briefer's plan for preparing, executing, and following up on the briefing. It is a tool the briefer uses to manage preparations for the briefing and refines as new information is received.

B-18. Figure B-3 lists factors the briefer considers when planning a briefing and tasks performed, by the briefer, to prepare for it. In addition to those, briefers determine the following:

- Audience preferences—for a decision briefing, those of the decision maker.
- The purpose of the briefing—the purpose determines the type of briefing.
- The time allocated for the briefing—this dictates the style, physical facilities, and the preparatory effort needed.
- The availability of physical facilities, visual aids, and visual information specialists.

The briefer estimates deadlines for each task and carefully schedules the preparatory effort. This includes scheduling facilities for rehearsals and requesting critiques. The briefer alerts support personnel and any assistants as early as possible.

CONSTRUCT BRIEFING

B-19. The construction of the briefing will vary with its type and purpose. The analysis provides the basis for this determination. The following are the major steps in preparing a briefing:

- Collect material.
- Prepare first draft.
- Revise first draft and edit.
- Plan use of visual aids.
- Practice.

Figure B-3, page B-7, lists components of these steps and factors to consider.

DELIVER BRIEFING

B-20. The success of a briefing often depends on how well it is presented. A confident, relaxed, and forceful delivery, clearly enunciated, helps convince the audience. Briefers maintain a relaxed, but military bearing. They use natural gestures and movement, but avoid distracting mannerisms. Conciseness, objectivity, and accuracy characterize good delivery. The briefer remains aware of the following:

- The basic purpose is to present the subject as directed and ensure that the audience understands it.
- Brevity precludes a lengthy introduction or summary.
- Conclusions and recommendations must flow logically from facts and assumptions.

B-21. Interruptions and questions may occur at any point. If and when they occur, briefers answer each question before continuing, or indicate that the question will be answered later in the briefing. At the same time, they do not permit questions to distract them from the planned briefing. If the question will be answered later in the briefing, briefers make specific reference to the earlier question when they introduce the material. Briefers are prepared to support any part of the briefing. They anticipate possible questions and are prepared to answer them.

FOLLOW UP

B-22. When the briefing is over, the briefer prepares a memorandum for record (MFR). This MFR records the subject, date, time, and place of the briefing, and the ranks, names, and positions of audience members. The briefing's substance is concisely recorded. Recommendations and their approval, disapproval, or approval with modification are recorded, as well as any instruction or directed action. This includes who is to take action. When a decision is involved and doubt exists about the decision maker's intent, the briefer submits a draft of the MFR to him for correction before preparing it in final form. The MFR is distributed to staff sections and agencies required to act on the decisions or instructions, or whose operations or plans may be affected.

1. Analyze Situation and Prepare a Briefing Outline.

a. Audience.

- Number?
- Composition? Single service or joint? Civilians? Foreign nationals?
- Who are the ranking members?
- What are their official positions?
- Where are they assigned?
- How well do they know the subject?
- Are they generalists or specialists?
- What are their interests?
- What are their personal preferences?
- What is the anticipated reaction?

b. Purpose and Type.

- Information briefing (to inform)?
- Decision briefing (to obtain decision)?
- Mission briefing (to review important details)?
- Staff briefing (to exchange information)?

c. Subject of Briefing.

- What is the specific subject?
- What is the desired coverage?
- How much time will be allocated?

d. Physical Facilities and Support Needed.

- Where will the briefing be presented?
- What arrangements will be required?
- What are the visual aid facilities?
- What are the deficiencies?
- What actions are needed to overcome deficiencies?

e. Prepare Schedule.

- Finish analysis of the situation.
- Prepare preliminary outline.
- Determine requirements for training aids, assistants, and recorders.
- Edit or redraft.
- Schedule rehearsals, facilities, and critiques.
- Arrange for final review by responsible authority.

2. Construct Briefing.

a. Collect Material.

- Research.
- Become familiar with the subject.
- Collect authoritative opinions and facts.

b. Prepare First Draft.

- State problem (if necessary).
- Isolate key points (facts).
- Identify courses of action.
- Analyze and compare courses of action. (State advantages and disadvantages.)
- Determine conclusions and recommendations.
- Prepare draft outline.
- Include visual aids.
- Fill in appropriate material.
- Review with appropriate authority.

c. Revise First Draft and Edit.

- Make sure that facts are important and necessary.
- Include all necessary facts.
- Include answers to anticipated questions.
- Polish material.

d. Plan Use of Visual Aids.

- Check for simplicity and readability.
- Develop method for use.

e. Practice.

- Rehearse (with assistants and visual aids).
- Polish.
- Isolate key points.
- Memorize outline.
- Develop transitions.
- Use definitive words.

3. Deliver Briefing.

4. Follow-up.

- a.** Ensure understanding.
- b.** Record decision.
- c.** Inform proper authorities.

Figure B-3. Briefing Checklist

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Student Handout 2

Effective Speaking

This student handout consists of eight pages of material paraphrased from various publications. It does not provide doctrine or express the viewpoint of USASMA.

Title	Page
Effective Speaking	SH-2-2
Analyze the Situation	SH-2-2 and SH-2-3
Collect Material	SH-2-3
Prepare the First Draft	SH-2-4 thru SH-2-6
Plan the Transitions	SH-2-6 and SH-2-7
Plan the Closing	SH-2-7
Revise the First Draft	SH-2-7 and SH-2-8
Visual Aids	SH-2-8
Practice	SH-2-8

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Effective Speaking

Overview

Factor of leadership: The way you communicate in different situations is important. Your choice of words, tone of voice, and physical actions all combine to affect Soldiers. Leadership is more than setting the example and bravely leading a charge. The ability to say the correct thing, at the appropriate moment, in the right way is also an important part of leadership. (FM 22-100)

Leadership competency: You communicate to direct, influence, coordinate, encourage, supervise, train, teach, coach, and counsel. You need to be able to understand and think through a problem and translate that idea in a clear, concise, measured fashion. Your message should be easy to understand, serve the purpose, and be appropriate for your audience. (FM 22-100)

Analyze the Situation

Initial analysis

Success in carrying out a speaking assignment, like any other mission, often depends on how well you understand the situation. For a speaking assignment, you gain that understanding as you do with other missions-- by gathering information relative to the situation.

An initial analysis of your speaking assignment will give you a good understanding of what you need to do and where, when, and how to do it. With this information you can plan and prepare an effective presentation that serves the purpose and is appropriate for your audience.

Audience

Your choice of subject and how you approach it depends largely on who will be hearing your presentation. Before preparing a speech or briefing, find out who will be in the audience. Are they military or civilian or both? What interests them? How much knowledge do they have on the subject? Are they strangers who have no idea of what you're going to talk about?

Before briefing a senior leader, try to anticipate what he expects. Talk to the officer if appropriate, or ask a secretary or other close subordinate about that officer's major concerns, policies, and fiscal and personnel constraints. Ask also about minor preferences for procedure, style--whether and how to use viewgraphs, slides, or handouts--and formality.

Subject

Audiences will listen more readily if they have an interest in your subject. So, pick a subject that fits your listeners' interests as well as your own. The more interest your audience has in the subject, the less you will have to worry about holding their attention when you speak. If you ignore their interests, in favor of your own, they will lose interest.

Subject,
continued

Your subject should not be above or below the intellectual capacity of the audience. If your subject is too complex, you will confuse your audience; if it is too simple, you may seem to be talking down to them. Remember, your goal is to communicate.

Handle complex or technical subjects so that your audience can clearly understand what you are saying.

Select a subject that you can discuss adequately--in sufficient depth--within the specified time limits. You owe it to your audience to give them a clear, concise, effective presentation that fits within your time limits.

If your subject is too broad, you won't have time to go into sufficient detail to support your bottom line and your main points. If you try to cram it all in, you'll end up having to rush (you'll talk too fast), or you'll run over your time. If your topic is too narrow, you'll run short or end up including irrelevant material or trivia. If your topic is too broad, you don't need to drop it entirely. Instead, narrow it--pick some aspect of it that will fit your time limits. For example, you can't effectively present a topic such as "The Causes of the American Revolution" in 10 minutes.

You can, however, limit yourself to one aspect of it such as "The Stamp Act" or "The Boston Tea Party." These are relevant subjects that you can explore more fully in a shorter time.

Even if someone else selects the topic for you, you may still need to adapt it to the time limits. For your information briefing in FSC-TATS, ensure your topic complies with the battle analysis methodology described in SH-4. The steps of a battle analysis are: (1) Define the subject, (2) Set the stage, (3) Describe the action, and (4) Draw lessons and insights.

Collect Material

Mindmap

When you finish the initial analysis, mindmap your topic and begin your outline. Sketch out the expression of your controlling idea--that bottom line you'll put up front. Remember to keep your audience and purpose in mind when you are deciding on your bottom line. It, like your subject, must be relevant to the occasion and to the needs and interests of your audience.

Divide your information or evidence into two to five main points. The numbers are more critical in speaking than they are in writing because your listeners won't follow and remember as many points in a single hearing. Even in hour-long presentations, the maximum is about five main points.

Limit your points to those that relate directly to your specific purpose, but make sure you have enough points to cover all the important facets of your specific subject. If they don't, the information you present or the arguments you make may not adequately support your bottom line.

Prepare the First Draft

Introduction

Develop a strong attention step: You must maintain the audience's attention throughout your presentation, but at the beginning your principal task is to capture it. Your attention step should make the audience want to listen.

Two typical audience reactions that you will face are "ho hum" and "why bring that up?" So, before you present your bottom line, build a bridge over these reactions with a good attention step.

When you're sure that your audience already has an interest in your subject, it's often enough just to state your topic succinctly and then go immediately into your first main point. In a briefing, for example, you may simply introduce yourself, the subject, its classification, and the reason for the briefing (if it's not already clear).

Humor: If you choose humor, resist the temptation of vulgar jokes or language. No matter how well you think you know the listeners, your indiscretion will offend, and that will destroy your credibility. Especially in speech, part of the message is you. Therefore, you should display in all ways the sincerity and high moral purpose you want the audience to believe.

Your bottom line: Continuing the outline of your introductory section, we'll rely on the classic advice you've heard many times before. As far as your introduction goes:

Tell 'em what you're gonna tell 'em.

The statement of your bottom line is critical. It must be brief, and it must be memorable. It must be brief because the audience has to understand it quickly; it must be memorable because the audience usually doesn't have any written material to come back to later.

Announce the main points: Include a summary of the main points--a "plan step"--when the communication is long enough to need one. This will give your listeners an indication of where you are going to take them. It helps them grasp the plan of your discussion and see the relationship of each point to the whole. The order in which you list the main points in your introduction should be the same sequence you intend to use in the body portion of your presentation. Don't confuse your listeners by setting up a guidepost that points in a different direction from where you are actually going to lead them.

Body

Support Your Bottom Line: Develop your ideas or arguments logically, using supporting information (verbal and visual supports) to convince the audience that your ideas have merit. Depending on your purpose, audience, and time, decide how much information to include, what interpretation of the facts to explain, and how to defend your points.

Tell 'em.

The ideas you present may be as well organized as the bones in a skeleton, but without supporting material (without substance), they will probably be just as bare and unappealing. Supporting material is the flesh and blood that brings your ideas to life and makes them memorable.

Body, continued

The thought-skeleton of your speech must be there to give it unity and coherence, but the meat--the substance--you put on that skeleton is what gives it body and warmth and reality for your audience.

Sequence your main points (organize the data): When you get up to speak, your main problem will probably be remembering what you planned to say. A good way to overcome this problem is to arrange your main ideas in a systematic sequence so that one idea leads naturally into the next. This will also help your audience follow your presentation and grasp your ideas more easily.

Put your main points in your outline in a sequence that best supports your subject and bottom line. Sequence any minor points to support your main points. Some different ways you might sequence your ideas include:

- Time sequence. Describe an event by beginning at a certain period or date and move forward or backward in a systematic way.
- Cause and effect sequence. Discuss certain events and then point to the results these events produced or will produce.
- Problem and solution sequence. Describe a problem and then present the solution.
- Good news, bad news; bad news, good news.
- General to specific; specific to general: changing focus.
- Spatial; left to right, top to bottom: describing appearances.

You can choose one sequence for your main points and use another for your minor points, but don't shift from one sequence to another when you arrange your main points.

Verbal supports

Verbal supports include examples, illustrations, comparisons, analogies, and the following:

Definitions: Put in definitions when you expect the audience to ask, "What do you mean by that?" You'd rather they didn't interrupt you to ask, so why not anticipate?

Statistics: Statistics are numbers that show relationships among things: to point out increases and decreases or to show how one thing affects another. If you properly gather and analyze them, statistics constitute facts you can use to define or verify your observations. Used wisely, they can save an otherwise vague or unpopular but valid idea. Used unwisely, however, they can confuse the audience or embarrass the speaker.

Specific instances: Specific instances are undeveloped examples. Instead of going into a detailed description of an incident, you simply refer to it in passing.

Verbal supports,
continued

This takes less time than an illustration, but it can have the same effect if the instance is familiar to your audience. If it is not, use a more fully developed illustration. For example, it may be enough for one audience if you simply refer to the Kasserine Pass to make a point about leadership. To make the same point with another audience you may need to give them the whole story.

Repetition: Restatement and repetition implant ideas firmly in the listeners' minds, especially when coupled by parallelism (similar sentence structure or phrasing). Here's an example from Winston Churchill:

"We shall defend our island, whatever the cost may be. We shall fight them on the beaches. We shall fight them on the landing grounds. We shall fight in the fields and in the streets, and we shall fight in the hills. We shall never surrender."

Remember though, time is crucial; find a reasonable balance between repetition and efficiency.

Plan the Transitions

**Note them on
your outline**

When you've planned the speech (introduction, body, and closing), review your outline for general coherence. Does it hold together clearly and logically? At this point you should add to the outline appropriate transitional words and summaries between the main points. For example:

- Now that we've talked about A, let's take a look at B.
- Despite those disadvantages, option three is best because . . .
- Now let me summarize our findings by showing this matrix.

These phrases are probably too obvious for writing, but they're essential in an oral presentation. Why? Your listeners can't see the paragraphs and headings that are clearly apparent in written material. If you don't include transitions and summaries such as these, the audience may misunderstand the new information and lose the intent of the briefing.

**Take your
audience with
you**

Transitions and summaries smooth the introduction of new material. When you move from one point to another, take your audience with you; tell your audience where you've just been and where you're going next. For example:

This completes my discussion of my second point--the facts surrounding HQ-21's accident. In my third point, I'll compare these facts with the requirements for liability that I discussed earlier in the briefing.

In this example, you take your audience by the hand and guide it through the idea thicket. By doing this, you are speaking with the needs of the listening audience in mind. Creative use of transitions and summaries makes your speech more coherent, adds balance, and provides a sense of unity as you speak.

Some simple, effective transitions

One of the simplest and most effective transitions is to number your main points out loud for your audience. For example: "My first point is . . .," "this leads me to my second point . . .," "third . . .," and so on. Numbering not only makes a good transition, it makes the structure of your presentation clear to your listeners. Your presentation will be easier for them to understand.

Single word transitions, such as "however" and "therefore" work well in the middle of an idea; they let your audience know that you are about to give them some different information. However, don't use the same word too many times; it will lose its effect and become distracting and irritating.

Finally, don't use the word "finally" unless you are really ready to conclude your presentation. Even if you have lots more to say, "finally" signals your listeners that you are almost through; their minds will begin to transition to something else.

Plan the Closing

Your bottom line revisited

Unlike readers, your listeners can't turn back the pages to recall what you said earlier, so use a conclusion whenever you speak.

Tell 'em what you told 'em.

The main purpose of your conclusion is to draw the thought and feelings of the audience back to your controlling idea--your bottom line.

Remember that the end of a speech should convey a sense of completeness and finality. Bring the bottom line into sharp focus and close with decisiveness.

Summary conclusions

In a summary conclusion, you review the main points of the speech and draw whatever conclusions you want to make.

In a speech to inform, a summary ending is nearly always appropriate since it helps to impress upon the listeners the ideas that you especially want remembered.

In a speech to convince, a summary conclusion provides a final opportunity to reiterate the principal arguments you have presented.

Revise the First Draft

Wording your presentation

With a well-developed outline in front of you, talk your speech through several times under your breath, composing your sentences in a variety of ways until you find the most effective way to say them. This part of the speaking process is similar to the first draft step in the writing process.

Manuscript?

One way to draft your briefing or speech is to write it out, word-for-word, before you deliver it. There may be times when you need a complete manuscript. You may need precise, unvarying language for a certain listener because of a security classification or difficult subject matter or to ensure historical accuracy.

**Manuscript?,
continued**

There's a definite drawback, however, to delivering a speech you've written out--it won't sound spontaneous. You've probably noticed that many manuscript speeches sound stuffy and stilted. This is because the words we use when we write are often very different from the ones we use in conversation.

Try taping your words instead. Follow your outline, fleshing it out while you record. That way the words will be words you normally use when you talk; they will sound like the real you. Then, if you need to, you can transcribe the tape.

Visual Aids

**Plan visual
supports**

As you draft each visual, keep the following general questions in mind. Your answers should be yes.

- Relevant? Is it necessary and appropriate?
 - Focused? Does it express only one controlling idea?
 - Organized? Does it have balance and visual appeal--all the right parts in the right places, sizes, and colors--without becoming a distraction?
 - Coherent? Does the entire visual flow with such devices as parallelism, connecting words, and transition markers?
-

Practice

Note cards

Unless you are giving one of those rarely-used manuscript presentations, you will need to progress from the written or taped speech to a set of note cards. After appropriate practice, these note cards will be all you need to stay on track.

These note cards should list bullets--key words or phrases (not sentences or paragraphs)--that will trigger the ideas and thoughts you want to get across. Test them to see if you can move smoothly from one thought or idea to the next. If you can't, or you feel something is missing, change your key words or add some more.

Memorizing

In your enthusiasm to perfect your delivery, resist the temptation to memorize. A memorized speech will almost always seem stilted. Worse, your memory may lapse, destroying everything.

So instead of memorizing a whole speech, practice it until you're comfortable with its language. You'll build self-confidence and sound spontaneous. You'll speak with the right words and you won't vocalize the pauses (uh, ah, ummmm). If you feel you must memorize something, you may find it helpful to memorize the introduction and conclusion. Some speakers simply memorize their main points.

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Student Handout 3

Standards for Information Briefings

This student handout contains nine pages of standards for oral presentations. It does not provide doctrine. You can use this handout in preparing your oral presentation.

Title	Page
Overview	SH-3-2 and SH-3-3
Introduction	SH-3-4
Body	SH-3-5 and SH-3-6
Closing	SH-3-6
Key Communication Factors	SH-3-7 thru SH-3-9
Information Briefing Checklist	SH-3-10

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Standards for Information Briefings

Overview

Motivator

Your ability to communicate effectively could have a critical impact on the outcome of a battle. Your communication skills will affect your career and the welfare of your Soldiers. This information briefing is an opportunity for you to sharpen your communication skills.

Evaluation

This is a graded performance exercise. You must attain a “GO” to graduate. Your instructor will rate your battle analysis briefing as superior, satisfactory, or unsatisfactory using the Information Briefing Checklist, FM 5-0, and this student handout. This evaluation will apply to the Oral Communication portion of your Academic Evaluation Report. If your briefing is “unsatisfactory,” you will present another briefing as a retest within 24 hours.

Resource requirements

Visual aids: You must use at least two different types of visual aids in your briefing. Visual aids include slides, butcher paper, charts, maps, handouts, models, and flags. If you want to use other visual aids than these, you must clear them with your instructor. **NOTE:** Printing PowerPoint slides as a handout constitutes one type of visual aid.

Equipment: You may use the lectern or any other equipment available in the group room.

Set up: After obtaining your instructor's permission, you may set up the group room as you like for your presentation.

Note cards: You may prepare note cards and use them during your presentation.

Special instructions

Date: Your instructor will announce the date of your briefing.

Speaking Sequence: Your instructor will choose the method of determining the speaking sequence. You need to know who follows you in the sequence so you can announce the next speaker.

Audience: If you aim your briefing at a specific audience, tell your group exactly whom you are briefing before you begin your presentation. This will allow the group to role play that audience.

Outline:

- Turn in your draft outline on day one of FSC TATS Phase II. Your instructor will approve your briefing topic and ensure you understand the assignment.
- Make a copy of your final briefing outline for your instructor. Do not merely use the words “introduction,” “body,” and “closing.” Provide enough information in the outline, including your major points, for the instructor to follow your presentation.

Originality: Your briefing must be your own work. You may not deliver an information briefing based on another's work or done as a group effort. We encourage you to give practice presentations to others and have them give you feedback. After your presentation, you will receive feedback from your instructor and the audience. Your instructor will show you his evaluation of you on the Information Briefing Checklist.

Time

Dry Run: While the student who proceeds you in the speaking sequence is briefing, you may use the break room for a final “dry run.” **NOTE:** Your instructor will keep the official time for your briefing, but the group may devise a method for helping speakers keep track of their time.

Setup: You will have approximately one minute to set up the area before you begin your briefing.

Graded requirement: You must present the introduction and body portions of your briefing in 10 (+ or - 2) minutes. Your time for the graded requirement ends when you ask for questions at the start of your conclusion.

Question and answer period: You will respond to questions for up to one minute. The responses are to clarify information and are not part of the graded requirement.

Concluding statement: Finally, you will give your concluding statement in less than 30 seconds. Your instructor will evaluate your concluding statement, but the time is a limit only and not part of the graded requirement.

Feedback

We encourage you to provide feedback to your fellow students on their briefings. Your comments should be productive and positive in tone. Find something right with the presentation rather than focusing solely on any negative aspects.

INFORMATION BRIEFING CHECKLIST

Introduction

Greeting

Superior: Imaginative attention step immediately gained audience attention; addressed person/group attending the briefing; identified yourself and your organization. Introduction effectively presented all elements required by FM 5-0.

Satisfactory: Introduction gained audience attention addressed person/group attending the briefing; identified yourself and your organization. Introduction included all elements required by FM 5-0.

Unsatisfactory: Did not address person/group attending the briefing. Did not identify yourself and your organization. Introduction failed to include elements required by FM 5-0.

Type and classification

Superior: NA

Satisfactory: Stated type of briefing. Stated classification of briefing. Presented type and classification required by FM 5-0.

Unsatisfactory: Failed to state type and/or classification as required by FM 5-0.

Purpose and scope

Superior: Purpose and scope were brief, clear, memorable, and very effective so that the audience understood the big picture quickly. Purpose and scope met requirements in FM 5-0.

Satisfactory: Purpose and scope were clear and IAW FM 5-0.

Unsatisfactory: Purpose and scope were NOT brief, clear, or IAW FM 5-0.

Outline or procedure

Superior: Outline or procedure included a summary of the main points in sequence. The audience grasped the plan of the discussion and saw the relationship of each point to the whole. Outline or procedure was effective and IAW FM 5-0.

Satisfactory: Outline or procedure included a summary of the main points; listed main points in sequence; and was IAW FM 5-0.

Unsatisfactory: Outline or procedure did not present a summary of main points. It confused listeners by setting up guide posts that pointed in a different direction from where you were actually going; not IAW FM 5-0.

Body

Content

Superior: Subject precisely narrowed to fit time available. Effectively used time to provide an in-depth exploration of topic. Content totally supported the bottom line. Developed all points well. Facts presented were precise, interesting, and accurate. Verbal supports such as examples, comparisons, and quotations were appropriate, interesting, and effective. Visual aids effectively supported major points.

Satisfactory: Subject was neither too broad nor too narrow for time available. Content was relevant and adequately supported bottom line. Facts presented were generally clear, correct, relevant, and interesting. Adequately developed major points. Verbal supports such as examples, comparisons, and quotations were generally effective. Used visual aids as required.

Unsatisfactory: Subject too broad or too narrow for time available. Content weak or failed to support bottom line. Material presented not relevant to topic. Facts largely vague, inaccurate, or uninteresting. Failed to adequately develop major points; presentation lacked verbal supports such as examples, comparisons, and quotations. Lacked visual supports required by FM 5-0. Briefing was unquestionably dull and monotonous.

Sequence

Superior: Well-organized presentation. Selection of major points and sequencing were particularly appropriate and effective in supporting the bottom line. Major points and subordinate ideas logically sequenced so that one flowed naturally into the next. Development effectively presented all elements required by FM 5-0.

Satisfactory: Well-organized presentation; logical development of subject matter and ideas; selection and sequencing of major points supported bottom line. Development included all elements required by FM 5-0.

Unsatisfactory: Presentation failed because of poor organization, lack of unity, or inappropriate methods and techniques; sequencing inconsistent with bottom line and major points; major points did not support the bottom line. Development failed to include elements required by FM 5-0.

Visual Aids

Superior: Room physical conditions acceptable. Visual supports were relevant, effective, professional, and illustrated the points simply and clearly. Briefer was well-acquainted with them and smoothly and effectively introduced, explained, and removed them.

Satisfactory: Room physical conditions acceptable. Visual supports were relevant and generally illustrated the points. Briefer was familiar with them, introduced them at the proper times, and used them with adequate skill.

Unsatisfactory: Little or no regard shown for physical conditions. Visual supports inadequate or lacking, failed to illustrate the point, or contained misspelled words. Briefer/speaker unprepared to effectively use visual supports, used them as a crutch, directed all of his attention to them, insufficiently explained them, or handled them clumsily.

Transitions

Superior: All transitions were smooth and effective, and clarified the relationships between the points.

Satisfactory: Usually made smooth transitions.

Unsatisfactory: Moved from one point to another without clear transitions.

Closing

Ask for questions

Superior: Answered all questions using proper question and answer techniques. Well prepared for questions. Responses revealed a solid knowledge of the subject and allied material. Answers well-organized and facts accurate.

Satisfactory: Usually used proper question and answer techniques. Responses revealed an adequate knowledge of the specific subject. Responded candidly when unsure of an answer.

Unsatisfactory: Failed to ask for questions. Responses revealed a fundamental lack of knowledge; frequent errors of facts; many ambiguities and misleading statements; bluffed to cover up inadequacies; avoided answering direct questions.

Conclusion

Superior: Conclusion returned audience to bottom line and effectively summarized the major points and their relationship to the bottom line. Strong, decisive closing statement clearly appropriate to type of presentation, subject, and audience. Conclusion effectively and smoothly incorporated elements required by FM 5-0.

Satisfactory: Recapped major points and returned to bottom line. Closing statement adequate for type of presentation. Conclusion included elements required by FM 5-0.

Unsatisfactory: No conclusion, or only an ineffective, token conclusion. Conclusion failed to include elements required by FM 5-0.

Announce the next speaker

Superior: NA

Satisfactory: Accurately announced the next speaker.

Unsatisfactory: Failed to announce the next speaker or announced the wrong speaker.

Time

Superior: There is no superior rating for this category..

Satisfactory: Presented briefing/speech within the time limits specified for the oral presentation.

Unsatisfactory: Failed to present briefing/speech within the time limits specified for the oral presentation. (An UNSATISFACTORY rating for time will automatically result in an overall evaluation of UNSATISFACTORY for the entire presentation.)

Key Communication Factors

Enthusiasm

(Personality, Voice Volume, Facial Expression)

Superior: Dynamic, enthusiastic presentation; conveyed the speaker's personality, confidence, and evident interest in talking about the subject. Created a feeling of enthusiasm in the audience. Volume strong enough to be heard easily; reflected a feeling of enthusiasm, confidence, and vigor; volume natural, varied and used effectively for emphasis. Facial expressions natural and varied and reflected an attitude of sincerity, and enthusiasm for speaking; effectively emphasized ideas and feelings.

Satisfactory: Generally enthusiastic presentation; conveyed speaker's personality and interest in the subject. Voice strong enough for all members of the audience to hear; volume varied and created a general feeling of confidence and enthusiasm. Facial expressions natural and varied and reflected interest in the subject.

Unsatisfactory: Presentation generally lacked enthusiasm and personality. Speaker seemed bored, tired, timid, or apologetic. Speaker hard to hear; voice noticeably weak and lacking in confidence and enthusiasm; volume unvaried and monotonous. Facial expression lacked variety; conveyed impression of boredom or disinterest.

Stance

(Posture, Appearance, Movement)

Superior: Posture erect, alert, comfortable, and natural. Neat and well-groomed (IAW AR 670-1). Movements natural, easy, well-timed and purposeful. Movements supported the message--helped hold attention, maintained interest, and conveyed thoughts clearly.

Satisfactory: Posture straight with weight on balls of feet. Neat and well-groomed (IAW AR 670-1). Not tied to lectern. Movements varied and usually smooth and purposeful but not excessive; generally supported message.

Unsatisfactory: Posture unprofessional, slouching, or hunched. Untidy and careless in attire; unkempt personal appearance and grooming; uniform wrinkled and brass dirty or unpolished. Did not move during presentation (tied to lectern) or movements were awkward, jerky, repetitious, meaningless, or excessive.

NOTE: It is not necessary to exceed the standards of AR 670-1 to receive a SUPERIOR rating. Uniform and appearance must meet standards of AR 670-1 or other appropriate service regulation.

Gestures

Superior: Gestures varied, and were natural, purposeful, appropriate, and helped keep the audience focused on the message. Use of gestures reinforced ideas and feelings and gave a visual dimension to the words.

Satisfactory: Gestures were natural and appropriate to the occasion; usually purposeful; few distracting mannerisms.

Unsatisfactory: Gestures stilted, meaningless, affected, or excessive; speaker had extremely distracting mannerisms; all gestures looked alike.

Eye contact

Superior: Used eye contact to keep the audience focused on the message. Maintained personal eye contact with the audience creating a feeling that speaker was interested in each member of the audience individually. Use of notes inconspicuous.

Satisfactory: Usually maintained eye contact with the audience; made eye contact with all members of a small audience or with groups in a larger audience. Referred only occasionally to notes.

Unsatisfactory: Stared at floor, ceiling, or a fixed point in the room; depended completely on notes or script. Failed to make eye contact with audience.

Voice variables

(Pace, Pitch, Pause)

Superior: Pace was appropriate for subject and audience; effectively used variety in pace and pitch to emphasize points and convey intensity of convictions and depth of feelings. Used pauses effectively to clarify ideas and emphasize important points.

Satisfactory: Pace varied and appropriate (not too fast or too slow) for subject matter and audience size. Pitch varied within normal range for speaker, not uncharacteristically shrill or monotone. Use of pauses generally effective and usually free of vocalizations.

Unsatisfactory: Uneven, excessively choppy speech; too rapid; created an impression of excessive nervousness or anxiety; words not clear to all members of the audience; pace too slow to keep audience's attention; pace unvaried and monotonous. Voice was uncharacteristically raspy or shrill; pitch monotonous. Use of pauses erratic and made the ideas difficult to follow; speaker rushed words instead of pausing; speaker vocalized pauses.

Clarity

(Word Choice, Grammar, Pronunciation)

Superior: Articulated thoughts and ideas clearly, concisely, and quickly. Words precise, simple, conversational, and used and pronounced correctly. Grammatically correct. Used precise articulation in enunciation.

Satisfactory: Articulated most thoughts and ideas clearly. Used appropriate words. Errors in grammar were minor and not distracting. Seldom mispronounced words.

Unsatisfactory: Did not articulate thoughts or ideas clearly. Often used wrong words or words chosen to impress the audience. Made frequent errors in grammar. Frequently mispronounced words. Used poor enunciation: slurred words, dropped syllables, clipped final letters such as the "g" in "ing."

**Overall
Evaluation**

Superior: Achieve six or more superiors out of the ten possible superiors for introduction, body, and closing (no superior rating for "Type and Classification" or "Announce the next speaker"). Also achieve four or more superiors out of the six possible marks under key communication factors.

Satisfactory: Achieve less than six superiors for introduction, body and closing or achieve less than four superiors for key communication factors while achieving better than unsatisfactory.

Unsatisfactory: Achieve six or more unsatisfactory marks in the introduction, body, and closing or achieve four or more unsatisfactory out of the six possible marks under key communication factors. Failed to present the briefing within the time limits specified.

INFORMATION BRIEFING CHECKLIST (FSC & BSNCOB)						
NAME (LAST, FIRST, MI)	STUDENT NO.	GROUP ROOM	DATE			
SUBJECT:			LESSON:			
		EVALUATION:	NA	UNS	SAT	SUP
Introduction:						
Greeting:			()	()	()	
Type and Classification:			()	()		
Purpose and Scope:			()	()	()	
Outline or Procedure:			()	()	()	
Body:						
Content:			()	()	()	
Sequence:			()	()	()	
Visual Aids:			()	()	()	
Transitions:			()	()	()	
Closing:						
Ask for Questions:			()	()	()	
Conclusion:			()	()	()	
Announce next speaker:			()	()	()	
Time: _____ (min/sec)			()	()	()	
Key Communication Factors:						
Enthusiasm:			()	()	()	
Stance:			()	()	()	
Gestures:			()	()	()	
Eye Contact:			()	()	()	
Voice Variables:			()	()	()	
Clarity:			()	()	()	
OVERALL EVALUATION:			()	()	()	
Comments:						
(Instructor's signature)			(Student's signature)			

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Student Handout 4

Battle Analysis Study Guide

The material in this handout contains four pages of paraphrased material from the U. S. Army Training and Doctrine Command's training support package number 155-H-0010, title Integrate Historical Awareness and Critical Thinking Skills Derived from Military History Methodologies into the Training and Education of Self and Subordinate Leaders. You will use the battle analysis format for the content portion of your information briefing in FSC-TATS.

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BATTLE ANALYSIS STUDY GUIDE

Format for Battle Analysis

1. DEFINE THE SUBJECT:

- a. Determine what, where, when, and who to analyze.
- b. Determine research material available to support study.
- c. Evaluate research material.

2. SET THE STAGE:

- a. Consider the strategic factors.
- b. Consider the operational setting.
- c. Review the tactical situation.
 - (1) Study the area of operations.
 - (a) weather
 - (b) terrain
 - (2) Compare the opposing forces.
 - (a) size and composition
 - (b) technology
 - (c) logistical systems
 - (d) command, control, and communications
 - (e) intelligence
 - (f) doctrine and training
 - (g) condition and morale
 - (h) leadership

3. DESCRIBE THE ACTION:

- a. State the mission of the opposing forces.
- b. Describe the initial disposition of forces.
- c. Describe the opening moves of the battle.
- d. Detail the major phases.
- e. State the outcome.

4. DRAW LESSONS LEARNED:

- a. Relate causes to effects.
- b. Establish military "lessons learned."

Battle Analysis and Your Information Briefing

You will use this battle analysis format for the content portion of your information briefing in FSC-TATS. In the limited time available for your briefing, you will not be able to cover all steps in the battle analysis in depth. Remember that Step 4, Draw Lessons Learned, is the most important step of the battle analysis process. Limit your discussion in Step 2, Set the Stage and Step 3, Describe the Action, to items that support your lessons learned.

As you establish military lessons learned, ensure you clearly state the framework and the item from the framework relevant to your battle. For example you might state, "The battle of Little Round Top during the Civil War, clearly demonstrated the importance of Leadership as a Dynamic of Combat Power."

Study Guide for Battle Analysis

Overview:

1. General: The U.S. Army Command and General Staff College developed the battle analysis methodology to help its student's structure their studies of battles and campaigns. Any military professional seeking insight from historical battles and campaigns to help deepen his/her understanding of warfare and the profession of arms can easily apply this format.

- a. The battle analysis methodology is a process for systematic study of a battle or campaign.
- b. This process takes the form of a checklist that ensures completeness in examining the critical aspects of the chosen subject.

2. Format: The checklist consists of four sections, each of which builds on the previous one(s) to provide a logical order for the study.

- a. The four sections are:

- (1) **Define the Subject.**
- (2) **Set the Stage (strategic, operational, and tactical settings).**
- (3) **Describe the Action.**
- (4) **Draw Lessons Learned.**

b. In the first section, you decide what battle you are going to study. In the next two, you gather the information necessary for a thorough and balanced study, and organize it in a logical manner to facilitate analysis. In the last section, you analyze the information to derive "lessons learned."

3. Purpose: The battle analysis methodology is a guide to help ensure that you do not forget the important aspects of the study of a historical battle or campaign. It is not a rigid checklist that you must follow to the letter. You do not have to use every part of it in your study, but your analysis should consider all of the elements of battle analysis. Do not let the format's order disrupt the flow of your study.

Annotated Battle Analysis Format:

1. DEFINE THE SUBJECT: Just like a military operation, a successful study of military history requires a clear, obtainable objective. The battle analysis format begins with the definition of the study.

a. **Determine what, where, when, and who:** Establish the parameters of the study to keep it manageable by determining the date, location, and principal adversaries.

b. **Determine the research sources:** Once you have chosen a subject, decide what sources you will need to make a systematic and balanced study. Books and articles will make up the majority of your sources, but other media--such as video, audio, and electronic ones--can also contribute to the study.

- (1) **Books:** For information on your subject look for a variety of sources to get a balanced account of the battle. Consult memoirs, biographies, operational histories, and institutional histories. Do not overlook general histories, which can help provide the strategic setting.
- (2) **Articles:** Articles from professional military publications and historical journals can be excellent sources of information.

(3) **Other:** Documentaries containing film footage of actual events or interviews with people who took part in a battle can add to your understanding of the events. Transcribed oral history interviews with battle participants may also be available. In addition, check the Internet for electronic documents on more recent military operations.

c. **Evaluate the research sources:** Finding good sources to support your study is not easy, despite the large volume of published material. As you gather the research material, evaluate each in terms of its content and bias.

(1) **Content:** Determine what information the source can give you. Is it relevant to your subject? Will it help you complete your study?

(2) **Bias:** Decide to what extent the author is subjective or objective in his/her work. Is there a clear bias? If so, what is it? Does the bias make a difference in your use of the work?

2. SET THE STAGE: This portion of the battle analysis format establishes the setting for the study. First consider the period of history and in which war the battle occurred. Then you must have a good understanding of the strategic, operational, and tactical situations before you can analyze the battle. You may want to consider what were the political, economic, religious, social and technological factors associated with the war and what influence they had on the battle. The level of detail in this portion of the battle analysis will depend on the purpose of the study and the audience for which intended. If your audience is aware of the causes of the war and the opponents involved, then there is little reason to go into great detail. Normally, a few paragraphs are enough to give the necessary background to place the battle in context.

a. **Consider the strategic factors:** What caused the war? Who were the opponents? What were their war aims? What armed forces did the nations possess? How well trained, equipped, and armed were they? Did any social, political, economic, or religious factors influence the armies?

b. **Describe the operational setting:** What campaign was the battle part of? What were the objectives of the campaign? Did any military factors--alliances, tactics, doctrine, or personality traits--affect the campaign? How did the battle fit into the overall campaign?

c. **Review the tactical situation:** Since these factors have a direct effect on the operation, this part of the format will often answer why a particular action occurred.

(1) **Study the area of operations:**

(a) Weather. What was the weather like in the area of operations? How did it affect the operation?

(b) Terrain. Use OAKOC (observation and fields of fire; avenues of approach; key and decisive terrain; obstacles; and cover and concealment) factors to describe the terrain in the area of operations. What advantages did it give to the attackers or to the defenders?

(2) **Compare the opposing forces:** In many ways, this is the heart of the study--analyzing the opposing forces. Describe and analyze the forces involved in the following terms:

(a) Size and composition. What were the principal combat and supporting units involved in the operation? What were their numerical strengths in terms of troops and key weapon systems? How were they organized?

(b) Technology. What were the battlefield technologies, such as tanks, small arms, close support aircraft, etc., of the opposing forces? Did one side have a technological advantage over the other?

(c) Logistical systems. How did logistics affect the battle? Did one side have an advantage in available supplies or transportation?

(d) Command, control, and communications. What kind of C3 systems did the opposing forces employ? Were these systems under centralized or decentralized control? How were the staffs organized, and how effective were they?

(e) Intelligence. What intelligence assets were available to the opposing forces? How well were they used? What were the major sources of intelligence? Did one side have an advantage over the other in intelligence resources?

(f) Doctrine and training. What was the tactical doctrine of the opposing forces, and how did they use it? What was the level of training in the opposing forces? Were some troops

experienced veterans, some not, and some in between?

(g) *Condition and morale*. What was the morale of the troops before the fighting, and did it change after the fighting began? How long had the troops been committed, and how did weather and terrain affect them? Did specific leaders affect morale?

(h) *Leadership*. Who were the leaders, and how effective had they been in past actions? How were they trained, and what was their level of experience?

3. DESCRIBE THE ACTION: This part of battle analysis--describing the battle itself--is what most people consider to be real military history. By following the format, you will study the battle chronologically. Do not let this approach disrupt your study of the battle. If you need to skip a phase in order to examine a combat functional area--such as maneuver, logistics, etc.--because it is more important to your overall objective, then do so.

a. **State the mission of the opposing forces:** What were the objectives? What missions were developed to achieve the objectives? Were there other options--such as attacking, defending, or withdrawing--open to the two sides? Were those options feasible?

b. **Describe the initial disposition of forces:** What were the locations of the units of the opposing forces? How were the units deployed tactically?

c. **Describe the opening moves of the battle:** Examine the initial actions by the opposing forces. Did one side gain an advantage over the other in the opening phase of the battle?

d. **Detail the major phases:** Establish a chronology for the battle while examining the actions after the opening moves. Look for key events or decisions that turned the battle toward one side or the other.

e. **State the outcome:** Who won the battle? Did either side achieve its objectives? Did the battle provide an advantage to the winning side, and what was it? Did the battle have any long term effects, and what were they?

4. DRAW LESSONS LEARNED: This is the most important step of the battle analysis process. With this step, you are turning "combat information" in the form of the historical facts of the battle into finished analysis rendered as "lessons learned."

a. **Relate causes to effects:** In trying to distill "lessons" from the study of any battle, it is important to look at why something happened. To do so you will look at the outcome and what caused it. Look for those essential elements of the victory or defeat.

b. **Establish military "lessons learned":** Lessons from the past that are still relevant today are the end product of the battle analysis process. The insights, or "constants of war," gained from the study should transcend time, place, and doctrine. You can use one of the following frameworks (or another) for focusing analysis of military operations to help find these "constants." In FM 3-0, the Army defines these frameworks.

- (1) Principles of War.
- (2) Dynamics of Combat Power
- (3) Battlefield Operating Systems.
- (4) Characteristics of the Offense.

Summary:

In this study guide for battle analysis, we discussed a definition of the battle analysis methodology: A systematic approach to studying past campaigns, battles, or operations, to derive lessons and insights understanding modern military professionalism. We indicated that you can apply this methodology across the spectrum of military operations if used carefully. We then discussed the four steps of the battle analysis process: define the subject, set the stage, describe the action, and draw lessons and insights. Step 1 involves finding or being given a subject to study and determining the proper sources to use. Step 2 describes the strategic, operational, and tactical situations prior to the start of the battle. Step 3 looks at how to describe the action by stating the mission, analyzing initial dispositions, assessing opening moves, establishing major phases, and stating the outcome. Step 4 assesses and consolidates lessons and insights and determines their relevance to contemporary military professionalism, using frameworks such as the Principles of War, Dynamics of Combat Power, Battlefield Operating Systems, and Characteristics of the Offense. Use this process as you continue to study military history and you will enhance your critical thinking skills and your effectiveness as a Soldier.