

Student Handout

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Biography Requirements

Address your past assignments and education emphasizing anything that you think was especially useful in preparing you for your new role as an All-Source Intelligence Technician. Be brief yet complete. Try to limit it to one page and ensure that it is single spaced, **written in the third person**, and typed using the Times New Roman 12pt font. Your Biography should include the following:

Date
Rank
Name
MOS
SSN

A brief history of yourself. When & where you were born. When and why you joined the Army.

Military Assignments

Military Awards

Military Education

Civilian Education

Personal Data:

Hobbies, if you are married (and to whom and for how long), any children and their ages.

Example Biography

Date: 01 July 2003

Rank: WO1

Name: James T. Kirk

Military Occupational Specialty: 350F All Source Intelligence Technician

Warrant Officer One James T. Kirk was born on January 3, 1972 in Kansas City, Kansas. He always dreamed of serving in the military. In fact, his dream was to join the Air Force and someday become an Astronaut. Due to unforeseen circumstances, he was unable to enlist in the USAF, but instead enlisted in the Army. He entered the Army on 27 August 1993 and attended Basic Combat Training at Ft. Jackson, South Carolina. He then attended Advanced Individual Training (AIT) at Ft. Huachuca, Arizona where he was awarded the MOS 96R, Ground Surveillance System Specialists. In 1997 WO1 Kirk re-classed to 96B Intelligence Analyst. His first duty assignment was US Army Japan, G2 from 1998-2001. During this duty assignment Mr. Kirk was the Russian Intelligence Analyst for two years and later the ACE NCOIC. His next assignment was with the 101st Airborne Division (Air Assault), Fort Campbell, Kentucky. He served as the All Source Intelligence Section Analyst from 2002-2006. He deployed with the 101st in 2003 to Operation Iraqi Freedom. There he spent one year providing the Commanding General and his staff fused Intelligence analysis products and assessments on insurgent activity.

Once he returned from OIF in 2004 he prepared the Division's All Source Intelligence professionals for the next deployment as a transformed division. He trained soldiers on the development of detailed, effective intelligence estimates, summaries and briefings during pre-deployment training and exercises. He ensured his soldiers were trained on intelligence systems and software tools to assist in providing timely, relevant, accurate and predictive Intelligence products to the CG, his staff, and the warfighter. In 2005 he deployed again with the 101st to Operation Iraqi Freedom for 12 months. After returning from deployment and careful consideration, he decided to switch career paths and become an All Source Intelligence Warrant Officer. In 2006 he was accepted into the Warrant Officer Program. He attended the Warrant Officer Candidate School at Ft. Rucker, Alabama and graduated in July 2006. Upon completion of the Warrant Officer Basic Course at Ft. Huachuca, Arizona in September of 2003, Mr. Kirk was awarded the MOS of 350B All Source Intelligence Technician.

His military assignments include the 25th Infantry Division, Schofield Barracks, HI (1993-1996); 82nd Airborne Division, Fort Bragg, NC (1996-1998); United States Army Japan, Camp Zama (1998-2001); 101st Airborne (Air Assault) Division, Fort Campbell, KY (2002-2006).

His awards and decorations include: Bronze Star Medal (1 OLC), Meritorious Service Medal, Army Commendation Medal (4 OLC), Army Achievement Medal (4 OLC), Army Good Conduct Medal (3rd Award), Iraq Campaign Medal, Global War On Terrorism Expeditionary Medal, Global War On Terrorism Medal, Korean Defense Service Medal, Non-Commissioned Officer's Professional Development Ribbon (Numeral 2), Army Service Ribbon, Overseas Ribbon (2nd Award), and the Meritorious Unit Citation.

WO1 Kirk has attended the following military schools: Air Assault School, Basic Airborne School, the United States Army Jumpmaster School, the Warrior Leader's Course, Basic and Advanced NCO schools, the First Sergeants Course and the Warrant Officer Candidate School.

Additional Military Education:

| | |
|--------|--|
| SEP 02 | All Source Analysis System Master Analyst Course |
| MAY 02 | Basic Instructor Training Course |
| MAR 01 | Mobile Counterterrorism Analysis Course |
| JUN 00 | Joint Targeting Familiarization |
| MAY 00 | Mobile Collection Management for Analyst Course |
| JUL 99 | Mobile Joint Intelligence Analyst Course |
| JUN 99 | Korean Intelligence Tactics, Techniques, and Procedures Curriculum |
| AUG 98 | Mobile Indicator and Warning Course |

WO1 Kirk has an Associates Degree from the Hallmark Institute of Technology and is currently working on his Bachelor's Degree from Embry-Riddle Aeronautical University.

WO1 Kirk is married to the former Candice B. Romell and they have two children, Jessica, 12 and Jonathan, 8. He enjoys playing sports, fishing and spending time with his family.

Briefing Steps and Presentation Slide Instructions

1. **Briefing Steps.** A briefing assignment has four steps, as outlined in FM 5-0, Planning and Orders Production, which 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.

a. Analyze the situation and prepare a briefing outline.

1. Upon receiving the task to conduct a briefing, the briefer analyzes the situation to determine the -

Audience.

Purpose and type of briefing – the purpose determines the type of briefing.

Subject of the briefing and 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.

2. 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 researched or received.

2. **Construct Briefing.** 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.

3. **Deliver Briefing. All briefings will be given in a professional manner.** 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:

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

Interruptions and questions may occur at any point. **However, questions for briefers, during the 350F course, will not be asked during the brief and will be held until the end of the brief.** 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, briefers 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.

4. **Follow up:** This step is omitted from the 350F course, but is important to note as a part of the four step process as outlined in FM 5-0. As a 350F you will, at times, be required to follow up on questions that could not be answered during the brief. This follow up may take the form of another brief, an information paper or executive summary in order to properly answer the question. According to FM 5-0, 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.

5. **Presentation Slide Instructions:** This section provides a format for the information briefings that will be presented. Slides will be done in the **Arial Case**. Generally the **font** for the title will be between 40 - 44 and no smaller than 24 pt. Written text within the slide will be no smaller than 20 pt. Much will depend on the amount of bullets you have on your slides. This will also help avoid using the "bold" feature excessively in your presentation. Slides should be simple, easy to understand and free of clutter. Avoid using Political Cartoons and attempts at humor. Do use maps and images as visual aids when necessary.

Room Management - Classroom is your responsibility. Ensure the classroom's training aids are suitable to you.

Greeting, purpose, classification - These are the basics. Open the briefing with “Good morning” or “Good afternoon.” State the purpose of the briefing and always state the overall classification of the briefing. Classification markings will be properly used on each slide. If you have questions on proper use of classification marking ask. **The Battle Analysis briefing may be unclassified or classified. The Country Brief and Terrorist Organization Brief will contain classified information.**

Guests - Greet instructors and visitors first by order of rank. If the student does not know the rank of the visitor the briefer, as a rule, greets the visitor first. Don't address additional guests if they enter the room after you're briefing starts.

Agenda/Outline – The Agenda or Outline slide will consist of short bullets which will 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 give a brief overview, orient you to the map, refer to maps of our area of operations, discuss the six phases of our plan, give a summary of what was briefed, followed by a conclusion and questions.”

Main Body –

- a. State the purpose of the brief
- b. Arrange the main ideas in a logical sequence.
- c. Use visual aids to emphasize main ideas. The student will use maps to orient the audience to the geographical area that is being covered in the brief.
- d. Plan effective transitions from one main point to the next.

Summary/Closing - Summarize everything you've covered in your brief. Tell the audience why it is important. Ask for questions. Announce the next speaker.

Speaking - Talk loud enough for everyone to hear you. Look over the audience when speaking. Avoid slang, first names, ethnic humor, and use of fillers, profanity, and anything that would detract from the presentation professionalism. Jokes or jovial endings are allowed if they are appropriate, in good taste and applicable to the topic.

Reading - Do not read from bullet slides. Use them for recall and reference only.

Transitions - Transitions should be smooth and comfortable. Lead in to each transition between subjects and speakers by knowing the subject and person that will follow your brief.

Gesturing - Avoid inappropriate and distracting gestures. Do not gesture with cards, pen/pencils, pointers, remotes or any objects in your hand.

Movement - Comfortably move across the classroom are acceptable, however, do not cross in front of the projector during your presentation. Move within the audience if you feel

comfortable with it. Do not talk with your back to the audience while moving. Do not stay stationary or in a parade rest type of stance with your hands behind your back.

Podium - Will not be used.

Practice - Practice, practice, practice, practice and practice your presentation. It makes you familiar with the information and your sentences will be sharp and speech will flow smoothly.

NOTE!!!

Military History Battle Analysis Brief

"Only be careful, and watch yourselves closely so that you do not forget the things your eyes have seen or let them slip from your heart as long as you live. Teach them to you children and to their children after them."

Deuteronomy 4:9

"Military history is but a bloody romance unless we, as soldiers, use it in order to win the next war."

MG J.F.C. Fuller

The study of military history has been a traditional part of an Army officer's education. It helps us break free of the limits of our own experiences and learn from others. It helps us improve our officer traits by giving us visions of excellence--whether it is Alexander, Napoleon, Lee, or Eisenhower. It builds perspective and broadens our knowledge. It sharpens our judgment, but most of all, it gives us a tool to use when thinking about and pursuing our profession.

As a WOBC student, you will use military history to examine one of the Principles of War by conducting a battle or campaign analysis. You will present your analysis in an oral presentation identified in your schedule. **Note: Your Battle Analysis is limited to the last 300 years of military history.**

The presentations will be formal. Presentations must include an outline and **three** handout copies (3 slides per page) for the instructors and any prospective visitor. You are encouraged to use visual aids. The use of PowerPoint is mandatory. Lite Pro and either an excerpt from a videotape, view graphs, maps, etc may also be used. While facts are important, it is more important that facts are analyzed and the lessons of history applied to our modern Army and the duties we perform. Use a lecture style format. You have 17 - 23 minutes to complete your presentation.

- Start by identifying the principle of war. Give a definition and description in your own words or properly quoted from FM 3-0.

- Describe the battle or campaign (textually and graphically). Use the battle analysis format as a guide, but do not let it constrain you. If some other format works better, use it. Ensure your address includes:

- The different courses of action (COA) available to each commander

- The factors that led to the selection of one COA over the others

- Changes to the selected COA and the factors that prompted the change.

- Describe how the battle or campaign illustrates the principle or tenet under examination. Identify how other COAs might have been better or worse applications. Address any other

"lessons learned."

A Battle Analysis Methodology Study Guide

"Military history, accompanied by sound criticism, is indeed the true school of war."
Baron Henri de Jomini

The battle analysis methodology is a process for a complete and systematic study of a battle or campaign. It takes the form of a checklist that helps prevent forgetting any critical aspects of the battle or operation under examination.

The checklist is divided into five paragraphs. Each paragraph builds on the previous ones, providing a logical order of study and analysis. The five paragraphs are:

- define the subject
- review the strategic and operational settings
- review the tactical situation
- describe the action
- draw lessons learned

In the first paragraph you decide what battle you are going to study. In the next three paragraphs, you gather the information necessary for a balanced study. In the final paragraph, you analyze this information to gain "lessons learned."

The battle analysis format is a guide; it is not a rigid checklist that must be painstakingly followed. Not all parts of the format need be included in every study you conduct. Use the format to help you avoid overlooking some key bit of information.

*****An Annotated Battle Analysis Format*****

1. Define the subject: As with all good military operations, a successful study of military history requires a clear, obtainable objective.

a. Determine when, where, and who. Identify the date, location, and principle antagonists. Define the study's parameters; keep it manageable.

b. Determine research sources. Decide what sources you will need to make a balanced study. For the most part, books and articles will make up the bulk of your sources.

- Books. Look for a mix. Memoirs, biographies, operational histories, and institutional histories will all help you gain a balanced knowledge of your battle. Do not overlook general histories; they help provide the strategic and operational setting and focus your study on key points.

- Articles. Do not overlook professional military journals; they often contain historical articles. They also often use historical examples to illustrate some point of discussion concerning new doctrine.

c. Evaluate the research sources. Will the content of the book or article actually help you? Is it relevant? Does the author have a bias? If so, what is it? Does the bias make the difference to the use of the book or article in your study?

2. Review the strategic and operational setting. Battles are not isolated events and should be studied in the context of the campaign, war, and even the societies in which they took place. How detailed this portion is depends on the purpose and audience of your study. If the causes of the war and the opponents are well known, there is little reason to go into detail. Normally a few paragraphs are enough to give the necessary background that will 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. Set the operational stage. What campaign was the battle a part of? What were the campaign's objectives? State them in terms of commander's intent or desired end state. What courses of action were available to accomplish the intent? Which one was selected? What factors influenced the choice? Were there other reasonable courses of action open to the two sides? Did any military factors--alliances, tactics, and doctrine--affect the campaign? How does this battle fit within the campaign? Was it necessary? Was it decisive?

3. Review the tactical situation. After gaining an understanding of the strategic and operational picture, detail the tactical situation. Because these factors have a direct impact on the operations, this part of the format will often answer why a particular course of action was or was not selected.

a. Study the area of operation:

- Climate and weather--what was the weather in the area of operations: Did it have a significant effect on the battle?
- Terrain--Using the OACOK factors, describe the terrain in the area of operations. Keep it general; do not get lost in the weeds. Focus on the effects of the terrain. What advantages did terrain give to the attackers? To the defenders? Did it favor the selection of one course of action over another?

b. Compare the opposing forces. In many ways this is the heart of the study. Describe and analyze the forces involved in the following terms:

- Strength and composition--who were the opposing combat and key support units involved in the operation? What were their numerical strengths in terms of personnel, equipment, and weapons? How were they organized?

- Technology--what was the battlefield technology (tanks? Small arms? Spears?) of the opposing forces? Did one side have a significant advantage?

- Logistical systems--how did logistics affect the battle? Did one side have an advantage in supply status or transportation capability?

- Command and control--what were the opposing forces' command systems? Were they centralized or decentralized? How were the staffs organized? How effective were they?

- Intelligence--What intelligence assets were available to the opposing forces? How well were they used? What were the major sources of intelligence? Did they influence courses of action?

- Doctrine and training--what was the tactical doctrine of the opposing forces? Did the forces use it? Did the forces train to use it? How effective was their training?

- Condition and morale--what was the morale of the troops before the fighting? Did it change after the fighting started? What were the causes? How long had the troops been committed before the battle began? How did weather and terrain affect the troops' morale?

- Leadership--who were the leaders? How effective had they been in past engagements?

4. Describe the action. This part is what most people consider military history--describing the battle. By following the format, you will basically study the battle chronologically. Do not, however, let the format disrupt your study of the battle.

a. State the opposing forces' mission. Refer back to the campaign objectives and the selected course of action. What missions and objectives were assigned to the major units which would execute the course of action? Were they consistent with the operational objectives and selected course of action? Were there other reasonable missions or objectives that would accomplish the same intent?

b. Describe the initial disposition of forces. What were the locations of the units of the opposing forces? How were they tactically deployed? Did their deployment affect available courses of action? Did their deployment create significant advantages or disadvantages?

c. Describe the opening moves. Examine the initial actions of the opposing forces. Did they conform to pre-battle plans and expectations? If not, what caused the deviation? Enemy action or Clausewitz's "friction?" Did deviations from the plan lead to the adoption of another plan (branches)?

d. Examine the major phases of the operation. Establish a chronology while examining the actions after the opening moves. Did the battle or campaign progress as anticipated? Were the differences the result of deliberate changes in the course of action? What factors caused the changes? Look for key events or decisions that turned the battle in favor of one side or the other.

e. State the outcome. Who won? Did either side achieve their objectives? Did the battle contribute to the success of the campaign? Did the campaign contribute to the success of the war? Did it provide a long-term advantage to either side? If so, what?

5. Draw lessons learned. This is the most important part of the study. Here, we turn military history from a "bloody romance" into a lesson in the "school of war."

a. Relate cause to effect. In trying to gain "lessons" from any battle, it is important to look at WHY something happened. By asking "why?" you look at the outcome and then determine what caused it. Look for those essential elements that led to victory or defeat.

b. Establish military "lessons learned." Recognizing that military history cannot find specific solutions to specific problems, a military professional should glean insights from his study of the battle. These insights should transcend time, space, and doctrine. Look for constants--things that are as true today as they were to Napoleon, and which will be true in the warfare of the next century. Some useful frameworks within which to find these constants might include:

- principles of war
- tenets of Army operations
- battlefield operating systems

You may choose any campaign or battle you desire to illustrate your assigned principle of war. Those listed below are only suggestions in case you have no ideas as to where to start.

Objective: Positive examples:

The Falklands Campaign
Army Group North in Operation Barbarossa (1941)
Winfield Scott at Mexico City
Ia Drang (from VNA perspective)

Negative examples:

6th Army at Stalingrad
Rolling Thunder Campaign (Vietnam War)
Ia Drang (from US perspective)

Offensive: Positive examples:

Ap Bac (from NVA perspective)
Isandlwana (from the Zulu perspective)
Tannenberg (1915)
Jackson's Valley Campaign (US Civil War)
Successive Soviet Offensives (1943-1945)

Negative examples:

Western Front, World War I
Richmond Campaigns of 1861 (US Civil War)

Mass:

Positive examples:

Omdurman (Mahdi's perspective)
Desert Storm
Chinese intervention in Korean War
Kursk (1943)

Negative examples:

1st Battle of the Somme
Wacht am Rhine (Battle of the Bulge, from the German side)
Churchill's Gallipoli Campaign
Anzio (Allied perspective)

Economy of Force: Positive examples:

Napoleon's Italian Campaigns
Soviet defense of Stalingrad (1943)
Napoleon at Jena-Auerstedt
Battle of Marathon (490 B.C.)

Negative examples:

Battle of the Bulge (Allied perspective)
German channel defense preparations (1940-1944)
Task Force Smith (from US perspective)

Maneuver: Positive examples:

Napoleon at Ulm
Wellington at Waterloo
MacArthur's Inchon landings
Grant's Vicksburg campaign

Negative examples:

French at Agincourt
Army of the Potomac, 1861-1863 (US Civil War)
9th German Army at Kursk
Task Force Ranger (1993)

Unity of Command: Positive examples:

- Washington's Yorktown campaign
- Napoleon at Austerlitz
- Okinawa (1945)
- Normandy invasion (1944)
- Soviet Manchurian offensive (1945)

Negative examples:

- Allied forces vs Napoleon (early campaigns)
- Allies at Gallipoli
- Allies at Anzio
- Arabs vs Israelis (any war)

Security: Positive examples:

- Buford at Gettysburg
- Johnston in the Peninsular campaign (US Civil War)
- Pre-emptive Israeli air strikes in the '67 War

Negative examples:

- Isandlwana (British perspective)
- Little Big Horn (US Army perspective)
- Dien Bien Phu (1954)
- Battle of Ia Drang (Vietnam War)

Surprise: Positive examples:

- Washington's crossing of the Delaware
- Little Big Horn (Sioux perspective)
- Wacht am Rhine (Battle of the Bulge)
- Inchon Landing (1950 - Operation Chromite)

Negative examples:

- German offensive at Kursk
- Dunkirk (World War II)
- Battle of the Crater (Petersburg – 1864)

Simplicity: Positive examples:

- Omdurman (Mahdi's perspective)
- Grant at Fort Donelson/Fort Henry (US Civil War)
- Napoleon at Marengo

Negative examples:

- Dien Bien Phu (French perspective)
- US Marines in Lebanon
- Operation POWER PACK (82d Abn Div in the Dominican Republic)

Country Brief

Your instructor will choose your threat country. Your threat presentation should be **27-33 minutes long**. When conducting this presentation use a map and first orient the audience to the geographic area.

Use the basic elements of power to outline your presentation. These include geography, demography, scientific and technological, political, economic, military and socio-psychological, major interests, vital interests and future outlook. **Note: For the Country Brief each student should start the Current Events slide a/o the 20 minute mark.** Current Events should not extend past the last 12 months unless it is relevant to events that are occurring currently. Identify what the threat is and make your analytical call on assessing it to US interests and outlook. When ending your brief ensure you use predictive analysis. Your predictive analysis should be structured around the basic DIME (diplomatic, information, military and economic) format when predicting where your country will be in five, 10 or 15 years. Examine all levels from the tactical to the strategic. **This brief will contain both classified and unclassified information and will not be completed solely on information found on unclassified systems.**

Country Threat Assessment Outline

Introduction

Overview – give an orientation to the location of the country and the countries that share its borders

Country Short History – no more than three slides

Demographics – Includes: people, nationality, ethnic groups, religion, languages, and literacy

Government – type of government and leadership (president, vice president, prime minister)

Climate – weather affects during all seasons

Terrain – describe the various types of terrain (mountainous, jungle, desert, coastal areas, marshlands, etc) and where they are located within the country.

Economic Situation – GDP, labor force, unemployment rate, poverty rate, agriculture products, industries, natural resources, etc.

Communications – telephones, radio broadcast, television, internet

Transportation – number of airports, number of sea ports, railways, roadways and pipelines

Military Structure – list all armed services, senior leadership and major weapons systems for each

Current Events – Only include events from the past two years unless there is a significant event that occurred over two years ago and is relevant to the current situation

US Interests and threats – Some of this information can be found through the State Department. Interest include why the US should be or is interested in a country for political reasons, military reasons, or economic reasons. Threats to US interests include threats from terrorism, military, political and economic.

Predictive Analysis –DIME method as described above.

Terrorist Organization Brief

Introduction

Agenda

Area of Operations/Orientation (Map of country(s) terrorist organization operates in)

Overview- History and organizations goals (what lead them to become a terrorist organization)

Organizations Leadership- senior leadership (i.e. senior operational leader, senior tactical leader, religious leader and/or political leader)

Cell Structure (use Analyst Notebook and import graphic to PowerPoint. Include Funding internal and external, funding through charitable organizations, etc.)

Critical Nodes (These are nodes that if taken out or degraded that will hamper operations)

Training/Tactics, Techniques and Procedures (This is not current or past events. These are the types of attacks conducted and any signature techniques/procedures used to conduct the attack)

Current Operations, Activities and/or Events- listed by date

Current Issues within the Organization (i.e. disagreements within the group or a change in ideology)

Predictive Analysis (Where will the group be in the near future? How likely is the group to be defeated? How likely is the group to splinter? etc.)

Summary/Recap Agenda

Questions

Note: This brief will contain both classified and unclassified information and will not be completed solely on information found on unclassified systems.

Course Written Requirements

1. One critical aspect of the 350F experience bears on the ability to write effectively. Presenting clear and concise products specifically enables you to gain the confidence of your G-2/J-2 as well as the commander. This track course requires you to prepare a biography, an executive summary, and three information papers. **All products will be in Times New Roman 12-pitch font.**

2. Executive Summary –

a. An Executive Summary is a brief information summary, no more than two pages, that gives a response to either specific questions or to complete a paper or project. The student will apply knowledge of Military Operations, by writing an executive summary on a historical battle. The student will highlight a Principle of War (Objective, Offensive, Mass, Economy of Force, Maneuver, Unity of Command, Security, Surprise, Simplicity) and explain how effectively or ineffectively it was used for the student's chosen battle. Include a purpose statement, background information, a summary of the battle, and a conclusion. Each paragraph is required to have a short title describing the contents of the paragraph.

b. Format. Do not address papers to any specific individual. Construct a legible, logical, and organized paper. Numerically number major facts. Single-space each paragraph of your paper and double space between paragraphs. Leave two spaces at the end of each sentence after periods, question marks or exclamation points. Set the margins of your document to 1 inch on all sides. Number all pages consecutively in the center of the paper, one-half inch from the bottom. Use MLA guidelines for properly quoting the works of others in your text.

(1) Office symbol for the Executive Summary is positioned on the first line of the document (approximately one inch down) and aligned with the left margin.

(2) Current date is positioned first line of the document (approximately one inch down) and aligned with the right margin.

(3) Type the underlined words EXECUTIVE SUMMARY starting on the third line below office symbol/date line and centered.

(4) Subject line starts on the third line below the words Executive Summary.

(5) Text starts on the third line below the subject line. The body of the Executive Summary will include a purpose statement, background information, summary of the battle, and a conclusion. Each paragraph will contain a short title describing the information contained in the paragraph.

(6) Starting on the third line below the body and right justified include the action officer's name and/or DSN/commercial phone number.

(7) On a separate page the student will list all material used for research. Centered and underlined on the first line of the paper type the title: Works Cited. Beginning three lines below the title list all material used for research. References will be listed in order of significance to research effort, with the most significant listed first and the least significant last. Using the link below will direct the student to The OWL at Purdue website for further examples of Works Cited. <http://owl.english.purdue.edu/owl/resource/557/01/>

3. Information Paper. Audience focused general information.

a. The student will write three information papers.

(1) The first paper will apply the Warfighting Functions to a historical battle. The student will describe each element of combat power (Fire Support, Intelligence, Movement & Maneuver, Sustainment, Command & Control and Protection tied together by Leadership) as they apply to friendly and enemy forces. The student will ensure each element of combat power is defined and clear examples of their use are cited. All requirements will be in accordance with the criteria set forth in the Warfighting functions checklist provided to the student prior to the test. **This paper can be unclassified OR classified information.**

(2) The second paper will be on the Eleven Variables of the Contemporary Operational Environment. The student will demonstrate his/her ability to Direct the Development of Intelligence Preparation of the Battlefield Products for Full Spectrum Operations by applying the variables of the Contemporary Operational Environment for the country specified by the instructor. Any Operational Environment, in the real world or in the training environment, can be defined in terms of eleven critical variables: Nature and Stability of the State, Regional and Global Relationships, Economics, Sociological Demographics, Information, Physical Environment, Technology, External Organizations, National Will, Time, and Military Capabilities. The paper will be graded based upon the criteria set forth in the COE paper checklist. **This paper will contain both classified AND unclassified information and will not be completed solely on information found on unclassified systems.**

(3) The third paper will be on a terrorist organization that operates in a country specified by the instructor. The student will demonstrate his/her ability to Direct Intelligence Support to the Targeting Process by applying their knowledge of a Terrorist Organization to the Targeting Process. Students will write an information paper that provides a brief history, current operations, cell structure, critical node(s), and an assessment on their assigned terrorist organization. The paper will be graded based upon the criteria set forth in the terrorist organization checklist. **This paper will contain both classified AND unclassified information and will not be completed solely on information found on unclassified systems.**

b. Format. Construct a legible, logical, and organized paper. Numerically number major facts. Double-space the text of your paper. Leave two spaces at the end of each sentence after periods, question mark, or exclamation point. Set the margins of your document to 1 inch on all sides. Number all pages consecutively in the center of the paper, one-half inch from the bottom.

Use MLA guidelines for properly quoting the works of others in your text. The body of the document will be double spaced. The only portion of the information paper that will be single spaced is the office symbol and subject line on each continuation page. The Works Cited page will be single spaced with a double space between citations.

(1) Office symbol for the information paper is positioned on the first line of the document (approximately one inch down) and aligned with the left margin.

(2) Current date is positioned on the first line of the document (approximately one inch down) and aligned with the right margin.

(3) Type the underlined words “**INFORMATION PAPER**” starting on the third line below office symbol/date line and centered.

(4) Subject line starts on the third line below the words information paper.

(5) Text starts on the third line below the subject line. The body of the Information Paper will include a purpose statement, background information, researched information, and a conclusion. Each paragraph will contain a short title describing the information contained in the paragraph.

(6) Starting on the third line below the body and right justified include the action officer’s name and/or DSN/commercial phone number.

(7) On a separate page the student will list all material used for research. Centered and underlined on the first line of the paper type the title: Works Cited. Beginning three lines below the title list all material used for research. References will be listed in order of significance to research effort, with the most significant listed first and the least significant last. Using the link below will direct the student to The OWL at Purdue website for further examples of Works Cited. <http://owl.english.purdue.edu/owl/resource/557/01/>

(Two Lines)

EXECUTIVE SUMMARY

(Two Lines)

SUBJECT: The Mexican's use of Mass at The Alamo

(Two Lines)

1. Purpose. To illustrate General Santa Anna's effective use of Mass that resulted in the Mexican Army defeating the Texan rebels at The Alamo. As a result, Gen. Santa Anna claimed a huge and resounding defeat of the Texan rebellion.
2. Background. General [Antonio López de Santa Anna Pérez de Lebrón](#)'s Mexican Forces conducted the siege at the Alamo beginning on February 23, 1836 and ending on March 6, 1836. The thirteen day conflict climaxed with a numerically superior assault on The Alamo. Gen. Santa Anna's mission
3. The Alamo. Gen Santa Anna assembled a force of approximately 6,100 soldiers. They then used the principle of surprise by foot marching across the Rio Grande River, through inclement weather, including snowstorms, to smother the Texan rebellion. Gen. Santa Anna then used the principle of mass by assaulting the numerically inferior Texan forces. The assault that captured The Alamo included anywhere between 1,400 to 1,600 Mexican soldiers with approximately 250 Texan rebels defending the mission. Gen. Santa Anna also used maneuver by having his assault force attack the Alamo from all four directions simultaneously.
4. Defeat of Texas Rebels. This massing of numerically superior soldiers resulted in a devastating attack leading to the complete defeat of the Texan rebels at The Alamo. Gen. Santa Anna's plan to completely overwhelm the rebel forces by superior numbers ensured his victory and is a classic example of the use of mass.

Works Cited

Multiple Authors, Battle at The Alamo, Answers.com, Date Posted Unknown, Date Accessed: 6 July 2007, <<http://www.answers.com/topic/battle-of-the-alamo>>

INFORMATION PAPER

SUBJECT: Preparation of the Eleven Variables of the Contemporary Operational Environment (COE) Information Paper (Do Not use this as your subject)

1. **Purpose.** State what the purpose of the paper is.

2. **Background.** Background information will vary depending on the information being presented. For the Eleven Variables of COE Country Analysis Paper the background will include a short overall perspective of the country (i.e. where the country is located, why is it important to study the country, why it is important to use the 11 variable to analyze the country, etc).

a. **Nature and Stability.** Provide a short definition either as a quote or in the students own words for each variable. In MLA style, referring to the works of others in your text is done by using what's known as parenthetical citation. Immediately following a quotation from a source or a paraphrase of a source's ideas, you place the author's name followed by a space and the relevant page number(s).

b. **Global Relationships.**

c. **Economics.**

d. **Sociological Demographics.**

e. **Information Capabilities.**

f. **Physical Environment.**

g. **Technology.**

h. **External Organizations.**

ATZS-TPQ-C-WO

SUBJECT: Preparation of the Eleven Variable of COE Information Paper (Do Not use this as your subject)

- i. **National Will.**
 - j. **Time.**
 - k. **Military Capabilities.**

2. **Likelihood of an insurgency.** This is addressed in a separate paragraph from the conclusion. Is there currently an insurgency within the assigned country? Does the assigned country support an insurgency within another country? Is the assigned country involved in counterinsurgency operations within its borders or in another country? What is the likelihood of an insurgency occurring within the assigned country.

3. **Assessment.** Tie the paper together and assess where you think the country will be in the next 5-10 years based on your research using the eleven variables of COE.

Action Officer/Class Number

INFORMATION PAPER

SUBJECT: Preparation of the Terrorist Organization Information Paper (Do Not use this as your subject)

1. **Purpose.** State what the purpose of the paper is.
2. **Background.** Background information will vary depending on the information being presented. For the Terrorist Organization paper it includes a short background of the organization (i.e.who they are, what are their goals/ideology, what countries they operate in, etc).
3. **History.**
4. **Current Operations.** What current operation has the group been involved in? This is not limited to attacks, but can also include recruitment, training, involvement in politics, etc.
5. **Cell Structure.** “The organizational structure of a group determines its strengths and weaknesses. A general knowledge of the prevalent models of terrorist organizations leads to a better understanding of their capabilities. Knowledge of the different labels and systems of classification that have been applied to groups and individuals aid us in discarding useless or irrelevant terms, and in understanding the purposes and usefulness of different terminologies.”
(terrorism-research.com)
6. **Critical Nodes.** Terrorist groups “...all have critical nodes or choke points that, if properly attacked, will result in significant disruption or destruction.” (1997 Annual Defense Report)

ATZS-TPQ-C-WO

SUBJECT: Preparation of the Terrorist Organization Information Paper (Do Not use this as your subject)

7. Assessment.

Action Officer/Class Number

INFORMATION PAPER

SUBJECT: Preparation of Warfighting Functions Information Paper (Do Not use this as your subject)

1. **Purpose.** State what the purpose of the paper is.
2. **Background.** Background information will vary depending on the information being presented. For the Warfighting Function Battle Analysis Paper it will include historical background on the battle (i.e. what events lead up to the battle taking place, etc).
3. **Application of the Warfighting Functions from the perspective of one side.**
 - a. **Intelligence.** Define each Warfighting Function in this section only and explain how the Warfighting Function was applied by one side.
 - b. **Movement & Maneuver.**
 - c. **Fire Support.**
 - d. **Protection.**
 - e. **Sustainment.**
 - f. **Command and Control.**
4. **Application of the Warfighting Functions from the perspective of the other side.**
 - a. **Intelligence.** No Warfighting Function definitions in this section, however, explain how the Warfighting function was applied by the other side.
 - b. **Movement & Maneuver.**
 - c. **Fire Support.**
 - d. **Protection.**

ATZS-TPQ-C-WO

SUBJECT: Preparation of Warfighting Functions Information Paper

e. Sustainment.

f. Command and Control.

5. Conclusion. This portion of the paper will explain the outcome of the battle and how both sides were able, through Leadership, to effectively or ineffectively use the Warfighting Functions to achieve their objective.

Action Officer/Class Number

Works Cited

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- New York Times, 1996, *How the Chechen Guerrillas Shocked Their Russian Foes*, 20 April 2007, <http://www.michealspecter.com.times/1996/1996_08_18_nyt_grozny.html>.
- Wikipedia, 24 November 2006, *Battle for Grozny (1994-1995)*, 20 April 2007, <http://en.wikipedia.org/wiki/Battle_of_Grozny>.