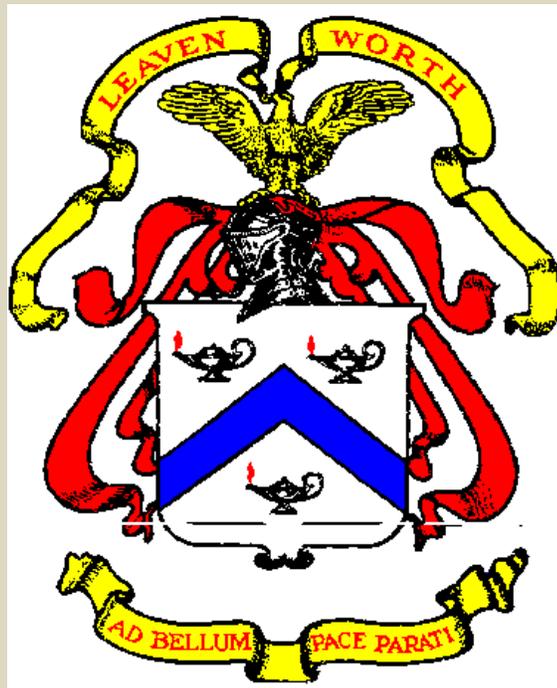


## Leader Communication



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COMMAND AND GENERAL STAFF SCHOOL  
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE  
FORT LEAVENWORTH, KANSAS  
June 2012

## PREFACE

“Leaders communicate effectively by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate to others and be able to translate goals into actions. Communication is essential to all other leadership competencies,” Appendix A, FM 6-22.

TRADOC Pam 525-8-2, *The U.S. Army Learning Concept 2015*, Appendix C, describes the most important 21<sup>st</sup> Century Soldier Competencies. Two of these important competencies are—

- Communication and engagement (oral, written, and negotiation). Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge acquisition and provide feedback necessary for continuous improvement.
- Critical thinking and problem solving. Soldiers and leaders analyze and evaluate thinking, with a view to improving it. They solve complex problems by using experiences, training, education, critical questioning, convergent, critical, and creative thinking, and collaboration to develop situations. Throughout their careers, Soldiers and leaders continue to analyze information and hone thinking skills while handling problems of increasing complexity. Select leaders also develop strategic thinking skills necessary for assignments at the national level.

The Command and General Staff Officer Course (CGSOC) Intermediate Level Education (ILE) Common Core (CC) and Advanced Operations Course (AOC) require you to continue refining and strengthening your communication skills while preparing for senior leadership responsibilities.

One important skill is to think critically and creatively as you research and write papers or prepare and present briefings. The purpose of this student text is to—

- Serve as a refresher on the basics of writing and speaking.
- Present a standard method for documenting sources.
- Identify a standard method for formatting documents.
- Provide standard references supporting effective writing and speaking.

To meet these purposes—

**Chapter 1** reviews the Army standard for writing, critical thinking, creative thinking, decision making, and problem solving.

**Chapter 2** examines the writing standard including substance, organization, style, and correctness; the writing process; and the standard for documenting sources.

**Chapter 3** discusses academic ethics and the plagiarism policy of the Command and General Staff School.

**Chapter 4** addresses the elements of effective speaking.

**Chapter 5** reviews the responsibilities and duties of staff officers and staff coordination techniques.

While providing an overview of the writing and speaking skills required of military leaders, this student text focuses on written and speaking evaluations during the Intermediate Level Education (ILE) Common Core, the Advanced Operations Course, and electives.

We encourage everyone who reads this student text to recommend changes to keep the text current and helpful.

Address your comments to—

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100 Stimson Ave  
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## CHAPTER 1

### COMMUNICATION SKILLS FOR LEADERS

*“The liberty of speaking and writing guards our other liberties.”*

*Thomas Jefferson*

1-1. Mission accomplishment requires skilled leaders able to make the right decisions. Individuals who transmit their intent and ideas so that others understand the message and act on it possess one of the primary qualities of leadership--the ability to communicate effectively. Success as a military leader depends on the ability to think critically and creatively and to communicate your intention and decision to others. How you arrive at your decision and communicate it to others is our focus.

#### THE ARMY STANDARD FOR COMMUNICATIONS

1-2. The standard for Army writing is writing you can understand in a single rapid reading, and is generally free of errors in grammar, mechanics, and usage. Good Army writing is concise, organized, and right to the point. Style rules include—

- Put the recommendation, conclusion, or reason for writing – the “bottom line” – in the first or second paragraph, not at the end.
- Use the active voice.
- Use short sentences (an average of 15 or fewer words).
- Use short words (three syllables or fewer).
- Write paragraphs that, with few exceptions, are no more than 1 inch deep.
- Use correct spelling, grammar, and punctuation.
- Use “I,” “you” and “we” as subjects of sentences instead of “this office,” “this headquarters,” “all individuals,” and so forth, for most kinds of writing.

Structure your writing to begin with the main idea first and transmit a focused message—

- Open with a short, clear purpose sentence.
- Put the recommendation, conclusion, or most important information (the main point) next. (Some writing combines the purpose and the main point).
- Clearly separate each major section. Use paragraphs, headings, or section titles.
- Use a specific format if one is appropriate.

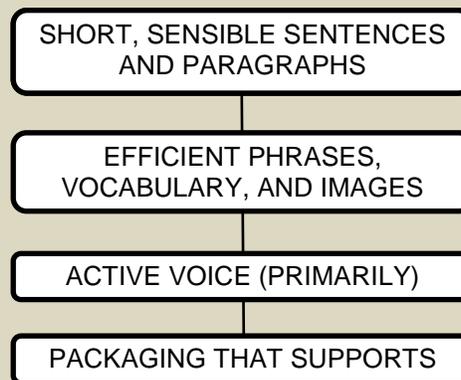
Style— *the active voice.*

- The active voice is direct, natural, and forceful.
- The active voice does more than make sentences clearer – it shortens sentences. Eliminating the passive voice reduces a piece of writing by about 20 percent.
- Active voice writing emphasizes the doer of the action, shows who or what does the action in the sentence, and creates shorter sentences.

- The passive voice is actually very easy to recognize: it uses one of the eight forms of to be plus a verb usually ending in –en or –ed. Example: am, is, are, was, were, be, being, been plus the –en, –ed word (is requested, were eaten).

### PRINCIPLES OF GOOD WRITING

1-3. Army Regulation 25-50, *Preparing and Managing Correspondence*,\* requires that writers incorporate the following principles into their communications–



Department of the Army, *Army Regulation 25-50, Preparing and Managing Correspondence* (Washington, DC: Government Printing Office, 3 June 2002) Online at [www.army.mil/usapa/epubs/pdf/r25\\_50.pdf](http://www.army.mil/usapa/epubs/pdf/r25_50.pdf)

#### Short, Sensible Sentences and Paragraphs

1-4. Effective writers employ both long and short sentences; *however, the average sentence will be somewhere around 15 words.*\* The same holds true for paragraph length. Some paragraphs may be 2 inches in depth while others less than an inch, *but the average paragraph will be about 1 inch (about 6 lines) deep for a single spaced document.*

#### Efficient Phrases, Vocabulary, and Images

1-5. Use commonly accepted words and word pictures. Know your audience. Avoid the use of jargon, "official-speak," and acronyms, especially when writing or speaking to an audience that may not be familiar with them.

### Active Voice (Primarily)

1-6. The topic of active or passive voice in writing and speaking seems to create a lot of confusion. The problem is that many writers confuse **voice** with tense and conclude that passive voice always refers to the past while active voice refers to the present or future. **Voice only shows whether the subject is performing the action (active voice) or receiving the action (passive voice).** Active and passive voice never refers to tense but to action. Key to determining active voice is to tell who is doing the acting.

1-7. You form the passive voice by using a form of the verb "to be" with the past participle of the main verb. First, the past participle's endings are **-ed** or **-en**. Second, some form of the auxiliary verb "*to be*" (*am, is, are, was, were, be, being, been*) will always precede the past participle. Consider the following examples. Whenever possible, let the subject of your sentences do the action.

#### Passive Voice

The M4 was fired by PFC Mendez.  
The HMMWV was wrecked by SGT Choi.

#### Active Voice

PFC Mendez fired the M4.  
SGT Choi wrecked the HMMWV.

1-8. Use passive voice when you do not know who the actor is. For example, you discover the wrecked HMMWV, but you don't know who was responsible. In this case use the passive voice and say "The HMMWV was wrecked."

1-9. Use the passive voice when the receiver of the action is more important than the actor. For example, say, "The Buffalo Soldier monument was completed in 1997."

### Packaging That Supports

1-10. What is your *bottom line*? (your position, conclusion, or recommendation) Put it up front at the beginning. Arrange your writing, speech, or briefing so that your audience can quickly and easily understand your intent. Make sure you do not mislead your audience.

1.11. The standard also holds true for verbal communications. It means that by the time you finish presenting information or a course of action, your subordinates, peers, and superiors should know your intent and understand your recommendation or decision. Effective writing and communication is based on applying critical thinking, creative thinking, decision making, and problem solving skills to identify answers for complex problems.

### Critical Thinking

1-12. Organizational leaders must think critically to solve problems effectively. Critical thinking—

- Follows recognized standards and uses mental models.
- Is *thorough* and involves all elements of reasoning.
- Is *rigorous* in applying high standards to identify and evaluate evidence to guide decision making.
- Requires you to analyze the task, identify your goal(s), and clarify the problem you need to solve.
- Considers the many perspectives influencing the task and recognize that the data (information, evidence, facts, observations, or experiences) you work with may be incomplete.
- Requires you to examine assumptions (yours and others), along with inferences, conclusions, implications, and consequences of these assumptions.

### Creative Thinking

1-13. Successful creative thinking never takes place in a vacuum; it builds on critical thinking skills. Creative thinking—

- Is specific thought processes which improve our ability to be creative.
- It is thinking deliberately in ways to improve the likelihood of new thoughts occurring.
- Maximizes the ability of the brain to think of new ideas and explore multiple avenues of actions or thoughts.
- Sometimes called *divergent thinking* because thought patterns and areas of belief are expanded.
- Asks you to identify those inhibitors that focus your thinking along predetermined paths.
- Inhibitors include perceptions, culture, environment, emotions, intellect, and "idea killers" (usually expressed in such phrases as "We already tried that," "It would take too long," "The commander would never support it," "I have enough information," etc.).

### Decision Making

1-14. Decision making is—

- The process of making choices or reaching conclusions.
- Cognitive process of reaching a decision.
- Applying critical thinking skills and creative thinking processes to solve complex problems.

- The critical reasoning and thinking standards help you evaluate your reasoning and thinking for clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

### **Problem Solving**

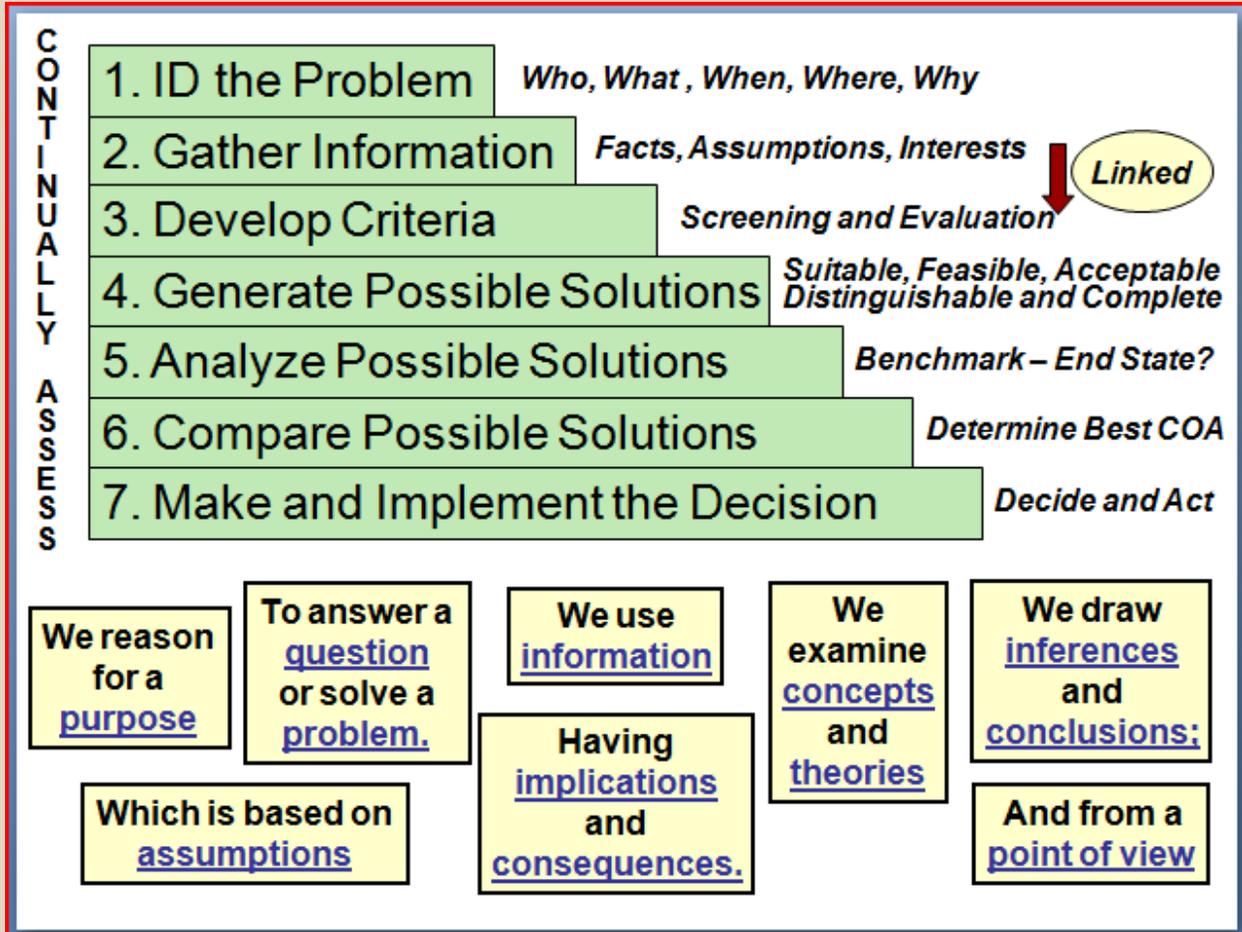
1-15. Problem solving is–

- A series of decisions to resolve a situation.
- The ability to get answers to questions through a conscious, organized process.
- A systematic approach using multiple perspectives to uncover the issues related to a problem, develop a plan to resolve the problem, and implement the plan.
- A daily activity for leaders.

Problems may be structured in one of three ways–

- Well-Structured Problems
  - Problem is easy to identify.
  - Required information is available.
  - Method to solve is obvious.
- Medium Structured Problems
  - Problem identification takes more experienced leaders.
  - Some but not all information is available.
  - Method to solve is based upon MDMP and troop leading procedures.
- Ill-Structured Problems
  - The problem is not clear and consensus is difficult to reach.
  - Information on nature of problem is hard to collect.
  - A broad approach is essential and no single action will solve.

The seven steps of problem solving are–



## CHAPTER 2

### WRITING STANDARD

*"I wrote both the H100 and L100 papers the night before they were due and turned them in without proofreading them. This was consistent with my writing habits during college. After receiving my grades for my history and leadership papers, I quickly realized that I needed to modify my writing habits."*

*ILE Student, 2010*

2.1 The standard for effective writing at CGSS includes the elements of Substance, Organization, Style, and Correctness.

#### Substance



2.2 Substance is divided into Content and Analysis/Problem-Solving/Conclusions.

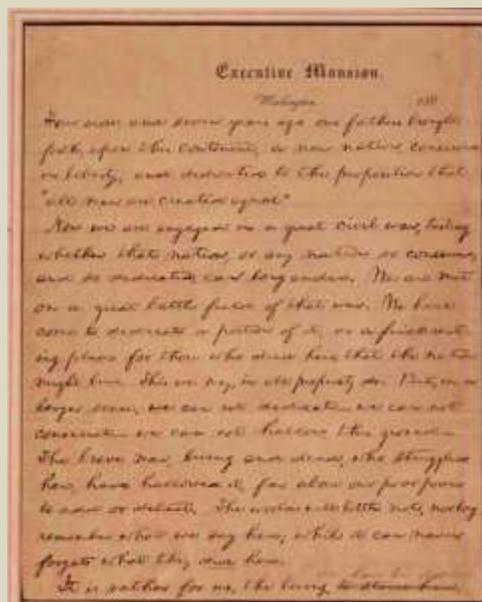
- Content means that your thesis is clear and concise. The content is fully compliant with the assigned requirement and the needs of the reader. Everything is accurate and the level of detail is suited to the needs of the assigned requirement and reader. Explanations and descriptions of content are clear and precise. Quantitative information is relevant and accurate, expressed with appropriate examples, and well integrated into the text.
- Analysis/Problem-Solving/Conclusions attain the highest cognitive level that is appropriate to the assignment. Insightful, original analysis and your conclusions are supported by evidence clearly explained. You consider ethical and legal issues when relevant, alternative points of view, and address counter evidence.

## Organization



2.3 Organization ensures that the points of your paper are clear and logically arranged so as to develop the content and analysis most productively for the audience.

## Style



2.4 Style means that words are precise; language is concise and without wordiness; and the writer's tone is appropriate to the audience and purpose. Sentences track clearly even to the rapid reader; transitions lead smoothly from one idea to the next. Active voice predominates and sources are appropriately cited.

## Correctness



2.5 Correctness is defined as few, if any, departures from the published standard for grammar, punctuation, and usage.

## The Writing Process

### What is the writing process ?

Writing an essay, award, recommendation, decision memorandum, or information paper takes time. That's why writing is a **process**. There are five steps in the writing process. The steps are:

- ✓ **Research and Pre-Writing**
- ✓ **Planning and Organizing**
- ✓ **Drafting**
- ✓ **Revising and Editing**
- ✓ **Proofing and Final Product**

2-6. The five steps of the writing process are: (1) research and pre-writing, (2) planning and organizing, (3) drafting, (4) revising and editing, and (5) proofing and final product.

Good writers have a tool box with the tools they need just like a good mechanic. Purchase, check out from your library, or research references on-line such as–

- *The Gregg Reference Manual*
- Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*
- *The Brief McGraw-Hill Handbook*
- *The Prentice Hall Handbook for Writers*
- *Writing Research Papers Across the Curriculum*
- *Critical Thinking Reading and Writing*

These books are invaluable during CGSS and your professional career.

2-7. Writing begins with research of a given topic. Organized and focused research provides a wealth of material that improves the quality of a product. The tasking may come from a job requirement, professional development, or a college class. Most of your CGSS writing will begin with research of a given topic: finding information, making notes, expounding on the notes, and documenting the sources.

### **Research and Pre-Writing** **Step One**

All writing begins with research of a given topic. Organized and focused research provides material that improves the quality of a product. The tasking may come from a job requirement, professional development, or a college class. Before you actually begin writing you will need to:

- ❑ **choose a topic to write on**
- ❑ **brainstorm or generate ideas for your topic**
- ❑ **focus in on central ideas**

2-8. Research systematically gathers information to find the answer to a specific question or to develop the solution to a given problem. The process has several distinct characteristics—

- Begin with a research question that you cannot answer with a yes or no.
- Clearly state the purpose.
- Divide the primary problem into sub-problems.
- Make educated guesses (hypotheses) to answer the question based on specific assumptions.
- Develop a specific plan of action.
- Accept information, evidence, facts, observations and experiences.
- Your investigation has an audience.

2-9. Research consists of asking questions and finding answers. Whenever you attempt to answer a question that requires more than a yes or no answer, you have a problem requiring research. Some questions that you may use to identify the problem, establish your purpose, analyze the data, and draw valid conclusions include—

- What is the real problem?
- What is your purpose in answering the problem?
- What are the subordinate questions you must answer to solve the problem?
- What are your educated guesses (hypotheses) that suggest solutions to the problem?
- What are the assumptions behind your educated guesses?
- What is your research plan?
- What type of information do you need?
- What is your plan to analyze the information (data)?
- Why does your information support your hypothesis? Why not?
- What conclusions can you draw from the data analyzed?

2-10. State the purpose. The mere statement of a research question only gives you direction for research. Compiling information without a purpose is merely collecting facts, opinions, and ideas on a given topic that only has value to the individual. You must identify why you need to answer the research problem. "Why" provides purpose for your efforts. Purpose provides you with direction, while helping you and your audience understand what you want to accomplish.

2-11. Divide the primary problem into sub-problems. There are several sub-problems that you need answers to before you can fulfill the purpose behind your tasking. Each sub-problem directly affects your purpose. It is imperative that you take the time to identify the sub-problems that directly affect your purpose.

2-12. Develop a specific plan of action. Military operations begin with a clearly stated purpose, the mission statement. Implementation requires a specific plan of action—the operations order. Research requires the same. You identify your purpose and then develop a plan to discover the information needed to answer the question. It then

becomes important to consider where you will find your research data. Just as important is to consider how you are going to analyze the data to ensure you recognize and understand its significance for your research.

2-13. Accept information, evidence, facts, observations, and experiences (data) relevant to the problem. Every problem has many factors. Some are relevant while others may have nothing to do with the solution. Determine what data is relevant and then collect it. What you collect becomes significant when you use your mind to extract meaning from it. Data demands interpretation; it cannot stand alone. It must pass from your notes through your mind for processing and interpretation. Data that passes from the raw stage to the final product without interpretation are merely the regurgitation of meaningless ideas.

2-14. Clarify the requirement and confirm your purpose. Identify any existing assumptions and know exactly who you are writing for. Organize your data and get ready to write. Getting started is one of the greatest challenges that skilled and unskilled writers and researchers face. Knowing the type of writing that will meet the requirement is critical.

### **Clarify the Requirement**

- ✓ **Confirm Purpose**
- ✓ **Identify Assumptions**
- ✓ **Specify the Audience**
- ✓ **Organize Your Data**

2-15. The three main types of CGSS ILE Common Core, Advanced Operations Course, and elective writing are argumentative, expository, and compare and contrast essays.

### CGSS Types of Essays

- ✓ **Argumentative**
- ✓ **Expository**
- ✓ **Compare and Contrast**

### Argumentative Essay

2-16. Argumentative writing requires the writer to agree or disagree with a statement, take a stand or defend a point of view. Another way to understand the argumentative essay is that you will propose an idea or proposition and then proceed through your paper to present evidence and analysis that supports the argument you present. It is important that your writing emphasize substance, organization, style, and correctness.

2-17. The Department of Military History (DMH) states that–

- An argumentative essay seeks to prove and illustrate an idea or theory. Most officers attending the Command and General Staff School (CGSS) have had experience in presenting briefings, but probably not in publishing essays. Obviously, briefings will continue to be important, but key positions require one to relate information to a larger and in some cases more sophisticated audience.
- You are required to submit essays during your tenure at CGSS. You will answer a specific question from a list of topics in the assessment plan. We suggest you examine those questions with care several months before the paper is due. Topical questions from the assessment plan are not necessarily your *topic statement*. A challenge is keeping your paper concise and within the word limit. Organization is important in satisfying this writing requirement.

- There are many different approaches and writing styles, but at CGSS it is necessary to impose a measure of standardization.

Begin with a clearly stated thesis (the point you want to prove) in your introduction and use the body of your paper to construct your argument. Rationally build your case, leading to the conclusion, which should be consistent with your thesis. Avoid using information or comments not directly supporting your thesis.

- In general, devote one paragraph to one idea or concept. Arrange your sentences in logical order. Do your best, however, to connect your paragraphs with transition sentences. It is usually best to start each paragraph with a strong topic sentence informing the reader what the paragraph contains so that it contributes to the thesis. For additional information and guidance, consult *ST 22-2* as well as *The Elements of Style* by William Strunk, Jr. and E.B. White.
- The H100 assessment plan and style guide stipulate that your history papers contain proper footnotes or endnotes in the traditional academic manner. The abbreviated style of putting the source and page number within parentheses in the text is unacceptable. Every direct quotation requires a footnote/endnote in order to properly identify and credit the source. We recommend using direct quotations sparingly, generally only to support the central thesis. Refer to Kate L. Turabian's *A Manual for Writer's of Research Papers, Theses, and Dissertations* for examples and formats.
- Stringing together direct quotations is usually ineffective and distracts from the paper's purpose. A more effective technique is summarizing ideas and information within a paragraph and then inserting a footnote/endnote to direct the reader to the source. Footnotes/endnotes should also be used to provide more depth or explanatory information that otherwise would interrupt the flow of the paragraph. Including several sources within the same footnote/endnote is acceptable.

2-18. DMH recommends these tips when writing your essay—

- A good historical essay argues a point. The author asserts a position (thesis), offers evidence in support, accounts for opposing facts and opinions, and ends with a conclusion that restates the thesis. Use the writing “tips” below to start. For more in-depth reference, refer to *The Elements of Style* by William Strunk Jr. and E.B. White.
- Use verbs in simple past tense in active mode (he went, she thought, etc.). Passive voice fulfills a need sometimes. Yet, as a rule, writers should use active verbs for greater clarity and precision. To write, “Napoleon was surprised at the Battle of Waterloo” is factually correct. However, an active verb expresses a more complete thought: “The arrival of the Prussian Army surprised Napoleon.”

- 
- Avoid jargon and slang. Do not use unofficial abbreviations, such as “WWI” for World War I.
  - Use quotations judiciously, particularly in short papers. It is possible to write your paper without any quotations.
  - Quotations three lines and longer should be single-spaced and indented, without quotation marks. Refer to Kate L. Turabian’s *A Manual for Writer’s of Research Papers, Theses, and Dissertations* for examples and formats.
  - Introduce a person into the text by name and title or position the first time you mention him or her.
  - Extensive stringing together of loosely paraphrased sentences is unacceptable. Citing references protects you from a charge of plagiarism but not from an assessment of failing to analyze the material. Demonstrate *your* writing and analytical skills, not those of another author. Use direct quotations or your own words to articulate someone else’s position.
  - Keep papers within length guidelines. Succinct writing is effective.
  - Times New Roman, 12-pitch font is standard for formal paper submissions. Double-space all papers unless told otherwise.
  - Italicize and, if necessary, define foreign words, ship names, book titles, journal titles, etc. Enclose chapters within a book or articles within a journal with quotation marks. Refer to *Elements of Style* for further explanation.
  - Rewriting creates clarity. Proofread carefully. Spell check and grammar check programs do not identify correctly spelled words used incorrectly. Let time pass before re-reading your work. Read your essay aloud; if a word, phrase, or sentence appears awkward, revise. If you are pressed for time, ask someone else to read it aloud to you. Reduce wordiness.
  - You can write an “A” paper based on mandatory course readings. Outside research is permitted; sources must be reliable and given credit. Be careful about Internet sources. If in doubt, ask the instructor.
  - On the title page include your name, student number, staff group, date, and course title. Word count does not include the title page, footnotes (endnotes), or the mandatory bibliography.
  - Use either chronological or topical organization. Usually a chronological discussion works better. Outlines help to enhance logical presentation.
  - Clear transitions between topics signal change. Avoid the overuse of subheadings.

- Topic sentences are important. If a sentence does not relate to the first sentence of a particular paragraph, change the topic sentence or move the statement to another paragraph.
- Avoid overuse of a word or phrase. Consult a dictionary or thesaurus for appropriate synonyms. There are two exceptions: when the exact word is necessary for clarity or no other word conveys the same idea, and when an author repeats the same word or phrase for dramatic emphasis.
- A paragraph consists of at least three sentences. Vary sentence structure and length.
- Follow subject-verb agreement. A singular subject takes a singular verb. A plural subject takes a plural verb.
- Use connections such as “however,” “yet,” “unfortunately,” “rather,” “on the contrary,” etc., to signal a change in the direction of your argument and/or contrasting ideas.
- Identify speakers, authors, actors, and new terms in the narrative. When introducing a new actor, the first reference should include first and last name as well as job position. Any subsequent reference should give last name only. When introducing a specific term or abbreviation, define clearly or spell out fully. Subsequent references consist of the term itself or the abbreviated form.

Examples:

First reference:

Historian John Keegan  
Operation ENDURING FREEDOM (OEF)

Second reference:

Keegan  
OEF

- Avoid first person and qualified statements.
- Commonly noted problems in history essays:

No thesis or introduction

Failure to follow essay format

Disregard for rules of style and grammar

Lack of authority (use of first person or unnecessarily qualified statements)

Flaw in organization (logical development)

No bottom line up front (BLUF) or weak topic sentences

Weak conclusions (no restatement of thesis, summary of evidence, and/or lack of significance)”

### Expository Essay

2-19. Taking information from several sources and synthesizing it into a single explanation creates expository writing. The main purpose of this type of writing is to

explain something. An example of expository writing is a news article covering a campaign appearance of a political candidate.

The article will include factual information about what the candidate said and did, give observations on the crowd's reactions, and discuss what the political pundits or commentators said about the event all drawn and blended together into an expository article.

### **Compare and Contrast Essay**

2-20. When you are tasked to discuss similarities and differences of an idea, item, or event, you are writing a compare and contrast type of essay or product. Comparing requires the writer to look at similarities between the ideas, items, or events the writer is writing about. When a writer contrasts ideas, items, or events, they look at their differences. Comparing and contrasting requires the writer to analyze the ideas, items or events by taking things apart and addressing those key components that can be compared or contrasted.

### **Mind Mapping**

2-21. Once you understand the requirement and decide which type of writing meets the requirement it is time to organize the data from your research. One helpful technique is *mind mapping*. Mind mapping is a structured brainstorming technique that emphasizes capturing the free flow of ideas and discovering the relationships within and between the ideas. It is an especially effective tool to help you identify what you already know about your topic and showing you where you need more information.

### **Thesis Statement**

2-22. Thesis statement. The problem you are investigating is at the very heart of any report, paper, or research. This is the most important element of your writing. It is here that you clarify the problem. This is the point where many writers fail--they are not able to tell their audience why the topic merits serious consideration. The thesis statement tells the audience why the topic demands attention. You do this by clearly stating your topic and your purpose, assertion, or question.

**Thesis = Topic + Your purpose, assertion, or question**

**Note: Conduct an internet search for tips on writing thesis statements.**

## **Planning and Organizing**

### **Step 2**

Making an outline helps you organize what you want to write. This is a plan for your essay and gives you a start point for your writing.

Essay Outline		
I.	Introduction	Thesis: _____
II.	Body	1. Topic Sentence: _____ - supporting idea - supporting idea
		2. Topic Sentence: _____ - supporting idea - supporting idea
		3. Topic Sentence: _____ - supporting idea - supporting idea
III.	Conclusion	

2-23. Effective writing results from a good outline. Your outline gives your paper and writing a start point. It identifies your thesis and its major points. It presents facts that support each major point. It shows your analysis of the facts, opinions, and ideas that support your thesis. It concludes with a brief summary restating your thesis. The key elements are the introduction (which includes your thesis and your major points), the development of the thesis, and the conclusion.

**Note: Conduct an internet search for tips on how to outline.**

### **Drafting** **Step Three**

After you finish the outline start writing the draft of your essay. Begin drafting and remember:

- You will not write the final product the first time.
- Your goal in writing a draft is to develop and support the ideas listed in your outline.
- Do not focus on spelling and grammar.

2-24. The purpose of drafting is to dump very quickly ALL you have to say onto the page. Focus on the substance and organization of your document, not on what the final product may look like. This is your first draft, not your final product. However, when finished, it should contain the substance you need to communicate. Two techniques can help you write the first draft: (1) use your outline, and (2) draft quickly.

2-25. The outline keeps you focused on both the substance and organization of your paper. Print out your outline or minimize it and place it where you can see it clearly. Place any quotations, references, and supporting documents in the order they occur in the outline. Now begin writing. Follow your outline and insert supporting material as needed.

2-26. Write quickly as the ideas come to mind. Don't worry about the perfect word or the just-right sentence. The purpose is to capture the ideas that race through your mind. It is very easy to lose an important idea whenever you pause to capture the right word or sentence. Write as rapidly as you can and capture those ideas that grab your attention.

2-27. Good writers are invariably good revisers. They are able to set aside "pride of authorship" and critically review what they wrote.

2-28. Essay Format. The format standard for essays and other writing requirements (unless otherwise dictated) is:

- Pages with one-inch borders on all sides.
- Font is Times New Roman size 12.
- Double-space lines and paragraphs.
- Cover pages are not numbered.
- Page one of a paper is the first page.
- Pages are numbered on the bottom and centered.
- Short papers (4-5 pages or less) use endnotes or parenthetical citations.
- New paragraphs are indented five spaces.
- Turabian is the standard for citation formats based on the source of the reference.
- Endnote and bibliographic pages are separate.

2-29. Writers may not revise well for three reasons: (1) they don't know how; (2) they find it difficult and avoid it; or (3) they don't schedule enough time. Effective writers set aside sufficient time just for revising. At the appointed time, confident writers sit down and begin the revision process following established criteria to review and revise their writing.

### **Revising and Editing**

#### **Step Four**

After writing your first draft, go back over it and look for ways to improve your essay.

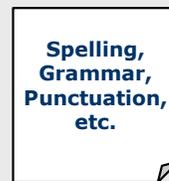
Revising examines your content and organization. During revision apply Paul and Elder's Universal Intellectual Standards.

Editing focuses on spelling, grammar, punctuation, and sentence structure.

#### **Revising**



#### **Editing**



2-30. Writers may not revise well for three reasons: (1) they don't know how; (2) they find it difficult and avoid it; or (3) they don't schedule enough time. Effective writers set aside sufficient time just for revising. At the appointed time, confident writers sit down and begin the revision process following established criteria to review and revise their writing.

2-31. During revision apply Paul and Elder's Universal Intellectual Standards described in *The Miniature Guide to Critical Thinking Skills, Concepts and Skills*. The standards are clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

2-32. Documentation. Whenever you use other sources in your document, you may quote the source directly, paraphrase, or summarize. When you reference sources use the CGSS approved standard: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

2-33. Turabian allows students to document sources using either endnotes and bibliography or parenthetical notes and reference list. If you choose endnotes then you must place them in front of the bibliography, not at the end of each chapter. Your bibliographic entries may be either alphabetic or grouped by publication type (e.g., books, journals, oral history, etc.). If you choose the parenthetical notational method then you need to organize your reference list alphabetically.

"The parenthetical, or author-date, reference system...consists of three basic elements—author, dates of publication, and reference pages--usually in parentheses and placed in the text (Turabian 2007, 136).

2-34. The Department of Military History (DMH) provides *The Concise DMH Style Guide* (see App A). Based on Turabian, this guide addresses common errors in citing references, use of quotations, bibliographic entries, and paraphrasing. It outlines the following—

### EXAMPLE BIBLIOGRAPHY AND NOTE FORMAT

2-35. The following examples illustrate the appropriate documentation for works commonly cited by CGSS students and not addressed specifically in the above references. These are the accepted formats for such entries. Otherwise, use the examples in Turabian.

#### Field Manual

##### Bibliography:

US, Department of the Army. *FM 25-100, Training the Force*. Washington, DC: Government Printing Office. November 1988.

##### Note:

<sup>1</sup>Department of the Army, *FM 25-100, Training the Force* (Washington, DC: Government Printing Office, November 1988), 121.

#### Book of Readings

##### Bibliography:

von Clausewitz, Carl. "What is War?" *On War*. Princeton, NJ: Princeton University Press, 1976, 75–89. Excerpt reprinted in US Army Command and General Staff College, *H100 Book of Readings*, 50–61. Fort Leavenworth, KS: USACGSC, July 1992.

##### Note:

<sup>1</sup> Carl von Clausewitz, "What is War?" *On War* (Princeton, NJ: Princeton University Press, 1976), 75–89; excerpt reprinted in US Army Command and General Staff College, *H100 Book of Readings* (Fort Leavenworth, KS: USACGSC, July 1992), 55.

[List author by first name in the note and last name in the alphabetical bibliography.]

**Bibliography:**

Howard, Michael. "Military Science in an Age of Peace." *RUSI, Journal of the Royal United Services Institute for Defence Studies* 119 (March 1974): 3–9. Reprinted in US Army Command and General Staff College, *H100 Book of Readings*, 205–11. Fort Leavenworth, KS: USACGSC, July 1992.

**Note:**

<sup>1</sup> Michael Howard, "Military Science in an Age of Peace," *RUSI, Journal of the Royal United Services Institute for Defence Studies* 119 (March 1974); reprinted in US Army Command and General Staff College, *H100 Book of Readings* (Fort Leavenworth: USACGSC, July 1992), 210.

**Books**

Your research may require the use of individual pages and/or chapters within a book written by different authors and edited by someone other than the author. The following example is a chapter from a book used throughout the course:

**Bibliography:**

Herwig, Holger H. "Innovation Ignored: The Submarine Problem—Germany, Britain, and the United States, 1919–1939." In *Military Innovation in the Interwar Period*, Edited by Williamson Murray and Allan R. Millett, 227–264. Cambridge, UK: Cambridge University Press, 1996.

**Note:**

<sup>1</sup> Holger H. Herwig, "Innovation Ignored: The Submarine Problem—Germany, Britain, and the United States, 1919–1939," in *Military Innovation in the Interwar Period*, ed. Williamson Murray and Allan R. Millett (Cambridge, UK: Cambridge University Press, 1996), 229.

**Journal Articles**

Following is an example using a common source (*Military Review*) of research topics and information.

**Bibliography:**

Karcher, Timothy M. "The Victory Disease." *Military Review* 83 (July–August 2003): 9–17.

**Note:**

<sup>2</sup>Timothy M. Karcher, "The Victory Disease." *Military Review* 83 (July–August 2003): 11.

### Leavenworth Papers

Following is an example using a common source from the Leavenworth Papers series of professional writings.

#### Bibliography:

Doughty, Robert A. *The Evolution of US Army Tactical Doctrine, 1946–76*. Leavenworth Paper No. 1. Fort Leavenworth, KS: Combat Studies Institute, 1979. (Reprinted 2001)

#### Note:

<sup>3</sup>Robert A. Doughty, *The Evolution of US Army Tactical Doctrine, 1946–76*, Leavenworth Paper No. 1 (Fort Leavenworth, KS: Combat Studies Institute, 1979, reprinted 2001), 28.

### Electronic and Web-based Sources

#### Bibliography:

US Department of the Army, Center For Army Lessons Learned. *Urban Combat Operations—References*. Fort Leavenworth, KS: Center for Army Lessons Learned, 2002. CD ROM; available from CALL.

#### Note:

<sup>4</sup>Department of the Army, Center For Army Lessons Learned. *Urban Combat Operations—References* (Fort Leavenworth, KS: Center for Army Lessons Learned, 2002) [CD ROM]; available from CALL.

#### Bibliography:

Royal Air Force. The Battle of Britain History Site. *The Battle of Britain—Commanders*. Delta Web International, 2000. online at <http://www.raf.mod.uk/bob1940/bob>; accessed (date).

#### Note:

<sup>5</sup>Royal Air Force. The Battle of Britain History Site. *The Battle of Britain—Commanders* (Delta Web International, 2000) online at <http://www.raf.mod.uk/bob1940/bob> accessed on (date).

### **Proofing and Final Product**

#### **Step Five**

Proofreading is effective when you approach it systematically.

- ❑ **Read your paper backwards**
- ❑ **Use spell check**
- ❑ **Perform a grammar check**

2-36. Proofreading is effective when you approach it systematically. One helpful technique follows three steps: reread the paper, do a spell check, and check the grammar. First, read your paper backwards beginning at the end and proceeding to the beginning. We call this "proofing from the bottom to the top." Look for correctly spelled words that are not the right words. For example, you may use "sight" rather than "site" when referring to a location. Second, use the spell check function of your computer to review the document. Finally, perform a grammar check of your paper. Look for incomplete sentences, passive voice, verb tense agreement, and subject agreement with verbs and pronouns. The computer can assist you in this task but it is not perfect. Although you must remember, the computer is only a tool that suggests what you can do. You, as the author, must still make the final decision on how to compose each sentence. Once you finish proofreading your paper, you have the final product.

2-37. Assessing writing. The assessment tool for writing is CGSS Form 1009W and is located in the Blackboard Master Library in the Communication Skills Resources folder at:

<https://blackboard1.leavenworth.army.mil/webapps/portal/frameset.jsp>

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## CHAPTER 3

### ACADEMIC ETHICS

3-1. Professional and Academic ethics is of paramount importance to the CGSC. Work presented by students, staff, and faculty as their own, will be their own. To do otherwise results in unfair advantage and is inconsistent with professional ethics and integrity. Academic ethics, as it relates to staff, faculty, and students and their duties at the CGSC, is defined as the application of ethical principles in an academic environment to include the giving and receiving of only authorized environment to include the giving and receiving of only authorized assistance, the conduct of legitimate research, and properly attributing credit to sources of information used in written submissions.

This statement and the following amplifications of it are intended to assist the vast majority who want to do the right thing and thereby have a more productive learning experience. This policy is not intended to be a vehicle to incriminate those who might be inclined to violate professional standards. Officers may be technically guilty of plagiarism and subject to the full penalties for it, even though they have the best intentions, if they don't document the sources of their information properly. Ignorance is not a defense. **PLAGIARISM, IN ANY FORM, IS STRICTLY PROHIBITED!**

#### KEY DEFINITIONS

3-2. Key Definitions concerning Academic violations of College policy are found in CGSC Bulletin No. 920, *Command and General Staff College Academic Ethics*:

<https://cacnet.army.mil/Site/LDC/>

3-3. Cheating. To act dishonestly, to violate rules, to practice fraud. The acts of stealing, lying, and plagiarizing are also considered cheating for purposes of this Bulletin. Examples of cheating include, but are not limited to, copying answers from another student during tests; copying examination answers from another mode of the course; removing test booklets from the examination room after completion of the test unless approved by the examination proctor; failing to turn in test booklets at the end of the test; or using crib notes or unauthorized materials when taking examinations.

3-4. Unauthorized collaboration. If working jointly with others on a project or written assignment if that project or paper has been assigned as an individual project, for the sole purpose of acting dishonestly or practicing fraud. This may include but is not limited to cooperating or allowing another student to copy one's answers during an examination; openly passing notes or discussing examination answers/solutions during the examination or discussing the examination with a student who hasn't yet taken the examination; or receiving unauthorized assistance in preparing out-of-class assignments.

3-5. Plagiarism. To present someone else's ideas, words, data, or work as one's own. This includes both published and unpublished work.

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Plagiarism, in any form, is strictly prohibited. Plagiarism includes, but is not limited to:

- Presenting as new and original an idea or product derived from an existing source.
- Presenting another's writing as one's own.
- Copying words from a source without identifying those words with quotation marks and/or endnotes.
- Copying the words of another student.
- Borrowing another student's paper, handing in a paper purchased from an individual or agency, or submitting papers from study groups or organizational files.
- Providing or asking for unauthorized assistance on exams, individual projects, or group projects.
- The direct lifting or transfer in whole or in part of computer based text from websites, computer disks, and databases without placing that text in quotes and properly footnoting the source.

3-6. Unauthorized Assistance. Unauthorized assistance is defined as any type of assistance with assigned work product by any source not specifically allowed by instructors or indicated in the course syllabus. Unauthorized assistance does not include receiving proof-reading assistance or format assistance from spouses, fellow students or faculty. Such formatting or proof reading assistance will be indicated in the assignment when it is turned in by the student. Examples of unauthorized assistance include the following:

- Possession of, or use of copies of solutions to practical exercises, examinations, lessons, or any other controlled issue material used in any CGSC resident or nonresident courses that have not been issued to them by the faculty conducting the course or courses in question. This includes materials used in prior years and in previous versions of the courses taught within CGSC.
- The transfer of any of the material listed in the above paragraph to anyone unless specifically authorized to do so.
- Assisting or receiving assistance from any person in completing practical exercises, examinations, or the graded course requirements unless such assistance is expressly authorized by the instructor.
- Using information from previous examinations, to include information contained in students' notes or information obtained from students in section/staff groups who have already completed the core curriculum lesson or elective course in question.

3-7. Writing Requirements. Students will write in accordance with ST 22-2 unless specifically instructed otherwise by the course or lesson instructor. Instructors must state specifically what type of help a student may receive from faculty, spouse, or other students for that course or lesson. f. Writing

3-8. Group Work.

- When an instructor assigns group work the concept of team work will apply. This means that brainstorming, sharing of ideas, joint authorship, and critiquing of each other's work is important and critical to a successful project. Each member of the group will do his or her fair share of the effort. Groups will not delegate all or most of the work on a project to one or two individuals. All group members will participate equally in the completion of the project.
- When an instructor assigns similar projects to several groups, each group will produce its own solution or work product. Collaboration between groups to produce a common solution is prohibited unless specifically permitted by the instructor. If an instructor approves collaboration with other groups, the instructor will specify, in writing, the nature and limits of the collaboration allowed. A group solution or project based in whole or in part on help or collaboration with another group must indicate all such assistance received by another group or individual. For example: "Our solution is based in part on a decision matrix develop by Major Smith's Group."

3-9. Proofreading. Part of the learning process is talking with fellow students and working on improving known weaknesses. As part of this learning process, ILE students may ask their spouse or another individual to proofread papers for simple punctuation, spelling errors, and clarity of expression. However, this assistance must be noted on the paper. This type of assistance may not include any comment or correction on the paper or project content or help with research.

3-10. Copyright Laws. Copyright laws are specific and demanding. All papers submitted by students and faculty will abide by all copyright laws and will not photocopy, duplicate tapes, or use other technologies in violation of these copyright laws. A violation of copyright laws may subject an individual to civilian and/or criminal penalties. For specific information on the use of copyrighted materials, contact the Combined Arms Research Library (CARL) at 758-3018.

3-11. Professional Standards. All members of the resident and nonresident College community, to include staff, faculty, and students, must maintain the highest professional standards and uphold the Army values.

- Instructors and authors are expected to do honest research and, when they publish for personal recognition, to attribute credit to those from whose work they borrow.

- Instructors, staff leaders, Staff Group Advisors (SGAs), and others called on to give extra instruction or tutorial assistance must be cautious not to compromise the spirit of academic ethics in their efforts to assist students desiring help.

3-12. Evaluation Process. To preclude compromising the evaluation process, students and instructors will refrain from discussing or otherwise exchanging information on examinations or quizzes within the hearing of those students who have not yet taken the examination or quiz. The student evaluation process is designed to determine the assimilation and comprehension of each student for each course and to provide information for curriculum design and improvement. Deliberate or unintentional disclosure of examination or quiz content not only invalidates the evaluation process but could result in punitive action being taken against the person who disclosed the information.

3-13. Use of computer language-analysis software.

- Departments and instructors allow and encourage the use of spelling, grammar, and style checkers by students while working on their written assignments. Language-analysis software is a powerful tool for learning and a quality control for writing. This software, unlike the dictionary or composition text, “proofreads” writings and recommends changes based on “rules” set up for that program. It flags potential problems and offers recommendations; the writer makes the decisions. A writer may passively accept these recommendations, but a good writer recognizes the program’s limitations as an analytic tool and bases decisions on personal knowledge. Because the final decision for accepting or rejecting the suggested change rests with the writer, CGSC does not require that students acknowledge the use of these programs in their written assignments.
- Students are authorized to use College computers located in the classrooms, Hoge Barracks, and CARL for written work. They may also bring a computer from home or rent one from the PX or a local vendor. However, personal computers may not be connected to the College LAN.
- Students are not authorized to use a personal computer belonging to another student under any conditions. This will prevent students from placing themselves accidentally in harm’s way by unwittingly accessing another student’s work.

3-14. CGSC Circular 350-1, *United States Army Command and General Staff College Catalog* states: Any student who is suspected of violating U.S. Army CGSC Academic Ethics policy is subject to an Army Regulation (AR) 15-6 investigation that may result in appropriate disciplinary action. See CGSC Bulletins No. 912, *Command and General Staff College (CGSC) Academic Misconduct Investigations and Student Dismissal/Release Procedures*, and No. 920, *Command and General Staff College Academic Ethics Policy*. Bulletins are located at:

<https://cacnet.army.mil/Site/LDC/>

## REPORTING PROCEDURES AND RESPONSIBILITIES

3-15. All faculty and students are expected to comply with the above academic ethical standards regarding individual and group work done at the College. The following reporting procedures will be used when a violation is suspected:

**Resident Course.** Students and faculty will report suspected violations to the class SGA, section leader, or course instructor. During the initial investigation process, all parties involved will ensure the rights of the suspected violator are protected. Prior to speaking to or requesting a written statement from an individual suspected of violating the provisions of CGSC Academic Ethics, the individual doing the questioning will inform the suspect of his or her rights under either Article 31, Uniform Code of Military Justice or the civilian equivalent.

The SGA, course instructor, or the section leader will then investigate the allegation to the point he or she believes, based on the information gathered, that a violation has probably occurred. They will then notify their department director, committee chief, or team leader who will inform the College chain of command. Legal advice will be obtained from the CGSC Legal Advisor as necessary. If a school or department director reasonably believes that an ethics violation has occurred, he or she will forward a memorandum to the Dean of Academics recommending that an AR 15-6 investigation be initiated in accordance with CGSC Bulletin #912, Command and General Staff College (CGSC) Academic Misconduct Investigations and Student Dismissal/Release Procedures, located at:

<https://cacnet.army.mil/Site/LDC/>

After receiving the information of the alleged violation, the Dean of Academics will determine if an investigation will be initiated. School and department directors will notify the senior representative of the AFELM, NAVELM, or MCELM of any suspected violation by an officer of their respective service.

### **Non-Resident Courses.**

**Distance Learning (DL).** Adjunct faculty and ILE students enrolled in DL will report suspected violations of academic ethics to the Director, DDE. During the investigation process, all parties involved in the investigation will ensure compliance with CGSC policy, applicable regulations, and the recognition of the rights of the suspected violators. The Chief, Student Services, DDE will conduct a preliminary investigation into the alleged in accordance with local procedures and CGSC Bulletin #912 and will forward findings and recommendations to the Director, DDE. The Director, in conjunction with the directorates whose course work has been the subject of the alleged violation will do the following:

- Determine if an Academic Review Board is warranted in accordance with CGSC policy.

- If warranted, forward a memorandum to the Dean of Academics recommending that an Academic Review Board be initiated.
- Conduct investigations concerning adjunct faculty members and forward findings to the appropriate division director.
- As with the Resident Course, all parties involved in the investigation will ensure the rights of the suspected violator are protected.

**Professional Development Education (PDE) Brigades.** TASS ILE Battalion and PDE Brigade students who suspect academic ethics violation will report them to instructors or section leaders, who will then report all suspected violations to battalion commanders. The battalion commander will then establish procedures for conducting a preliminary inquiry to determine whether there is sufficient evidence to warrant an investigation. This preliminary inquiry can be as simple as comparing the student's paper and the document that he or she is alleged to have plagiarized. If the preliminary inquiry supports a reasonable belief of wrong doing or improper conduct, the battalion commander will follow the procedures outlined in CGSC Bulletin #912.

### ACADEMIC FREEDOM

3-16. CGSC is an institution accredited by the North Central Association of Colleges and Schools (NCACS), and subscribes to the American Association of University Professors 1940 Statement on Academic Freedom. CGSC depends on the free flow of ideas for its intellectual vitality. Indeed, the principles of adult education practiced by the College are based on the importance of free thought in an academic environment. But, this freedom also imposes certain obligations:

- In the classroom, the College encourages aggressive examination of all academic subjects. However, the debate naturally arising among professionals in such an environment should be kept free from controversial matter having no relation to the scheduled instruction.
- Students, staff, and faculty are entitled to full freedom in research and publication of results, consistent with the academic responsibilities of the CGSC. Nonetheless, these efforts are subject to regulatory and statutory limitations, current public affairs policies, copyright laws, security considerations, and the CGSC non-attribution policy.
- When CGSC students, staff, and faculty speak or write on matters outside the purview of the College, they are free from academic censorship or discipline. But they must remember that the public may judge their profession and the CGSC by what they say. They should be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that the views they express are theirs and not necessarily those of the CGSC or Department of the Army (DA).

### **STATEMENT ON ACADEMIC FREEDOM AND RESPONSIBILITY**

3-17. The U.S. Army CGSC believes academic freedom for its faculty and students is fundamental and essential to the health of the academic institution. Without academic freedom, the uninhibited search for insight and knowledge is impossible. At the same time, certain individual responsibilities are inherent in the time-honored tradition of free speech. Academic integrity requires that each of us pursues factual accuracy and safeguard classified information. The combination of individual responsibility and academic freedom contributes to the institutional integrity of the CGSC and includes the following principal elements:

- Freedom to discuss in a non-attribution manner within a classroom any material or ideas relevant to the subject matter supporting course objectives.
- Freedom to teach, conduct research, and publish research findings.
- Freedom to seek changes in academic and institutional policies.
- Responsibility to ensure specified institutional learning objectives are achieved.
- Responsibility to pursue excellence, intellectual honesty, and objectivity in teaching.
- Responsibility to encourage faculty, students, and colleagues to engage in free discussion and inquiry.
- Responsibility to encourage and nurture innovative, critical reasoning and creative thinking, discussion, and writing in all areas supportive of the curriculum.
- Responsibility that information is presented objectively; a particular point of view may be advanced, as long as the right to further inquiry and consideration remains unabridged.
- Responsibility to assess the claims of others with respect and objectively.
- Responsibility to uphold scholarly standards for research and publication.

### **NON-ATTRIBUTION POLICY**

3-18. Full freedom of expression is encouraged during all academic endeavors at the College. U.S. Army CGSC wants students, faculty, and guest speakers to speak freely and openly about the many important subjects studies and presented at the College. Guest speakers are encouraged to speak openly to CGSC staff, faculty, and students without invoking the College's non-attribution policy so that their comments may be used by the students and instructors throughout the course. However, when a guest speaker does invoke the College's non-attribution policy during their presentation, nothing the speaker says during the presentation may be attributed to them by name,

position, or title to any outside source to include news media, public forums, or published writings. Because many guest speaker presentations are videotaped for later use throughout the College, when a guest speaker requests application of the non-attribution policy, they will also indicate how long they want the policy to apply to their comments. If journalists or media representatives are present during the guest speaker's presentation, the non-attribution policy does not apply.

## Chapter 4

### MILITARY BRIEFINGS

*“There are two types of speakers, those that are nervous and those that are liars.”*

*Mark Twain*

4-1. Importance of briefings. What you say and how you say it is leadership. As staff officers, the commanders we work for have numerous decisions to make and very little time to analyze the issues impacting these decisions. They depend greatly on their staffs to conduct this analysis and make sound and logical recommendations. In order to instill the confidence necessary to go with your recommendation, each staff officer must be able to effectively communicate or brief the recommendation and supporting logic. Your ability to seize the opportunity, command the audience, and control the briefing will directly influence the outcome of your briefing. Hours of analysis could be wasted if the briefer cannot accomplish this task.

#### **Importance of Briefings**

- ❑ **Seizing opportunity**
- ❑ **Look, sound, and act more like a leader**
- ❑ **Requires the right thinking and a correct attitude**

4-2. Characteristics of good briefings. Good briefings are interesting, well organized, and clear. The briefer is energetic, confident, and speaks loudly and clearly. The speaker's body language and gestures emphasize key points. The speaker maintains eye contact with the audience and is dressed appropriately. All visual aids are clear, easy to read for the environment, and relevant to the topic.

### **Characteristics of Good Briefings**

- ❑ **Material is relevant, interesting, well organized, and jargon free**
- ❑ **Voice is energetic, loud, clear, good pronunciation, not too fast or slow**
- ❑ **Body language is relaxed**
- ❑ **Eyes address the audience**
- ❑ **Clothing is appropriate**
- ❑ **Visual aids are clear and necessary**

4-3. Types of military briefings. Your primary source for the types and formats of military briefings is ATTP 5-0.1, *Commander and Staff Officer Guide*. September 2011.

Access our Master Library at:

<https://blackboard1.leavenworth.army.mil/webapps/portal/frameset.jsp>

### **Types of Military Briefings**

- ❑ **Information**
- ❑ **Decision**
- ❑ **Mission**
- ❑ **Staff**

4-4. Briefing steps. First the staff officer has to analyze the situation. Why are we briefing this? What are the critical points? What is the purpose (to inform; to get a decision?)? After the staff officer completes the analysis, he or she must then construct the briefing. Constructing a briefing is like building a house--it is critical to know the needs/desires of the folks you are building it for. The staff officer has to identify with the audience and their needs and construct the briefing to communicate to them. Use of formats is critical. Decision-makers have little time and they use formats so they know where to look for the critical information. Once the briefing is constructed and REHEARSED, the staff officer delivers the briefing. While delivering the briefing, the staff officer or an assistant must take notes to capture the communication occurring between the briefer and the audience. After completing the delivery, the briefer must address all issues that arose during the briefing and follow-up on each. These may be addressed through further coordination, fact sheets, or decision papers.

### **Briefing Steps**

- ❑ **Analyze the situation**
- ❑ **Construct the briefing**
- ❑ **Deliver the briefing**
- ❑ **Follow-up**

4-5. The standard for an effective briefing at CGSS includes the elements of Substance, Organization, Style, and Correctness. Substance and Organization are broken into three areas: Introduction, Body, and Closing.

### **Substance and Organization**

- ❑ **Introduction**
- ❑ **Body**
- ❑ **Closing**

4-6. Introduction. The introduction includes the greeting, purpose, references, and outline. The briefer should greet or address the key person(s) in the audience with the appropriate greeting of the day. The briefer should announce the purpose of the briefing--answer the question "Why are we briefing this?" This is the BLUF (bottom line up front). It is the thesis of the briefing. The briefer should then identify and highlight key references used to develop this briefing. Last the briefer should provide a "roadmap" or outline to orient the audience as to the direction of the briefing.

## **Introduction**

- ❑ **Greeting: Render the appropriate greeting to your audience. Introduce yourself and establish your credibility on the topic.**
- ❑ **Purpose: BLUF—Why are you here briefing the audience. Establish importance of the topic.**
- ❑ **Reference: Highlight key references used while researching the topic.**
- ❑ **Outline: Provides the "road map" for the brief.**

4-7. Body. The body is subdivided into four areas. First, accuracy and completeness address the analysis, research, and accuracy of the information being presented. The briefer must establish credibility as the subject matter expert on the topic. Next is support and significance. Is the information relevant to the topic? Is it relevant to the audience? Is the information supported by hard facts? Next is sequence. Does the briefing follow a logical flow? Is the briefing easy to follow? The last area is transitions. These are the linkages from slide to slide/idea to idea. These help the brief to flow and aid in maintaining the audience's attention.

### **Body**

- ❑ **Accuracy and completeness**
- ❑ **Support and significance**
- ❑ **Sequence**
- ❑ **Transitions**

4-8. One theme – one message. Within the body of the briefing it is critical to have one theme or message. This theme may have several subtopics that further define or explain the topic. As part of the “analyze the situation” step, the briefer must analyze the amount of time available to brief the audience. Time will be the main factor in determining the number of subtopics that will be used in the briefing. The briefer should provide examples to demonstrate the significance of each topic. It is also important to nest outlines or summaries to keep the audience on track when using multiple subtopics.

## 4-9. Transitions.

**Useful Transitions**  
**"Explanation"**

- ❑ **For example**
- ❑ **To illustrate**
- ❑ **For instance**
- ❑ **In other words**
- ❑ **To simplify**
- ❑ **To clarify**
- ❑ **Case in point**

**Useful Transitions**  
**"Importance"**

- ❑ **Most importantly**
- ❑ **Above all**
- ❑ **Keep this in mind**
- ❑ **Remember**
- ❑ **Listen carefully**
- ❑ **Take note of**
- ❑ **Indeed**

**Useful Transitions**  
**"Numerical order"**

- ❑ **First**
- ❑ **Second**
- ❑ **In the first place**
- ❑ **To begin with**
- ❑ **Initially**
- ❑ **Subsequently**
- ❑ **Eventually**
- ❑ **Finally**

**Useful Transitions**  
**"Comparisons"**

- ❑ **Compare with**
- ❑ **Both are**
- ❑ **Likewise**
- ❑ **In comparison**
- ❑ **Similarly**
- ❑ **Alike**
- ❑ **Of equal importance**
- ❑ **Another type of**
- ❑ **Just as**

4-10. Common mistakes. Some of the common mistakes that briefers make with transitions are listed here. Transitions generally do not come naturally--they must be rehearsed. It is often helpful to place sticky notes or other reminders on your notes to help you develop the use of transitions.

### **Common Mistakes When Using Transitions**

- ❑ **Doesn't use transitions at all**
- ❑ **Using transitions that are too short to bridge to the next idea**
- ❑ **Using the same transition throughout the briefing**

4-11. Closing. The closing includes the Summary, Questions, and Conclusion. These are generally self-explanatory. In the summary, the briefer should recap the main points of the briefing. Next, the briefer should ask for questions and entertain as many questions as time will allow. Finally, the briefer should end with a hard-hitting conclusion. Tie the conclusion to the BLUF.

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4-12. Handling questions.

### **Handling Questions**

- ❑ **Repeat so the entire audience hears**
- ❑ **Pause, reflect on the question before answering**
- ❑ **Avoid prolonged discussions with one person**
- ❑ **If you can't answer it, just say so**
- ❑ **Don't make stuff up**

4-13. Preparing your conclusion.

**Preparing Your Conclusion**  
**“Providing closure”**

- ❑ **Signal the speech is coming to an end**
- ❑ **Tie the conclusion to the BLUF**
- ❑ **Give listeners something to remember**
- ❑ **Issue a call for action if appropriate**

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4-14. Style and Correctness focus primarily on the skills of the briefer and correctness or relevance of the briefing aids.

### **Style and Correctness**

- ❑ **Style focuses on the skills of the briefer**
- ❑ **Correctness addresses the relevance of the briefing aids**

4-15. The first area, Style, is divided into four areas: Physical Behavior, Speaking Voice, Vocabulary, and Enthusiasm/Confidence. The physical dimension addresses how you handle yourself under the pressure of briefing. Do you present yourself as the confident subject matter expert or do you cover behind the lectern and just suffer through the process. You may be the subject matter expert, but if you can't convince the commander that you know what you are talking about, you have just wasted everyone's time.

**Style**  
**Physical Behavior**

- ❑ **Eye contact**
- ❑ **Movement**
- ❑ **Gestures**

4-16. One of the most critical elements of the physical dimension is eye contact. The eyes are truly the “windows to the soul.” Eye contact communicates confidence and trust. It also helps you read your audience’s body language. In order to maintain effective eye contact, you have to know your material inside and out. Rehearse, rehearse, rehearse! While briefing, you have to establish a bond with the crowd. Pick a person and talk directly at them for 5 to 10 seconds, then shift to someone else. This will keep the audience alert and involved and also help calm your nervousness. Watch the body language of the audience to see if they are bored, interested, confused, etc.

### **Style** **Eye Contact**

- ❑ **Know your material well**
  - Rehearse enough so you do not have to depend heavily on notes
  - Up, down, up!
- ❑ **Establish a personal bond with listeners**
  - Select one person (5 to 10 seconds)
  - Then shift
  - Show sincerity and interest
- ❑ **Monitor visual feedback**
  - Actively seek out valuable feedback
  - Volume, bored, puzzled, interested

4-17. Movement serves both you and your audience. It allows you to get rid of some nervous energy and emphasize points. For your audience, it gives them a moving target to focus on. This helps maintain their attention throughout the briefing.

### **Style** **Movement**

- ❑ **Why move?**
  - **Forces people to focus**
  - **Natural**
  - **Relieve stress and relax**
- ❑ **Use three positions**
  - **Home position**
  - **Two steps relatively near the home position**
  - **Three steps, moving at a shallow angle**

4-18. Gestures help to emphasize key points and reinforce the importance of critical portions of your brief. Gestures also help to keep the audience's attention and stimulate their ability to remember the key points made by the briefer. Don't over-do gestures; rehearse them and ensure they are natural and convincing.

### **Style** **Gestures**

- ❑ **Respond naturally to what you think, feel, and see**
- ❑ **Create the condition for gesturing, not the gesture**
- ❑ **Make your gestures convincing**
- ❑ **Make them smooth and well timed**

4-19. Style also covers speaking voice, vocabulary, and enthusiasm/confidence.

4-20. Speaking voice addresses the volume and pace of the briefer. The briefer must speak loud enough for all in the room to hear clearly, and slow enough to be understood (without putting the audience to sleep).

**Style**  
**What Comes Out of Your Mouth**

- ❑ **Vary the pitch of your voice**
- ❑ **Speak loudly and clearly**
- ❑ **Slow down, pause**
- ❑ **Use conversational tone**
- ❑ **Listen, do you hear “ahs” and “ums”**
- ❑ **Focus on the bottom (deepest pitch) of your voice range**

4-21. Vocabulary addresses the use of words in the briefing. The briefer must use words that clearly communicate the theme of the brief. These words must be pronounced correctly and enunciated clearly. If the briefer uses acronyms, he/she must define the acronym the first time to ensure the audience has a common understanding. Enthusiasm/confidence addresses the briefer's ability to take ownership of the briefing. The briefer should be energetic and demonstrate confidence in the delivery of the briefing.

4-22. Speaker anxiety.

**Style**  
**Overcoming Speaking Anxiety**

- ❑ **Know the room**
- ❑ **Know the audience**
- ❑ **Know the material**
- ❑ **Learn how to relax**
- ❑ **Visualize yourself speaking**
- ❑ ***Realize people want you to succeed***
- ❑ **Don't apologize for being nervous**
- ❑ **Concentrate on your message**
- ❑ **Turn nervousness into positive energy**
- ❑ **Gain experience**

4-23. Controlling nervousness.

**Style**  
**Controlling Nervousness**

- ❑ **Know your subject cold – be over-prepared**
- ❑ **Talk to one person at a time**
- ❑ **Stand up straight and breathe properly**
- ❑ **Know exactly what your opening line is going to be**
- ❑ **Say to yourself, “I know what I am going to say and I’m glad for this chance to say it.”**

4-24. Remembering your briefing.

### **Style**

#### **How To Remember the Material**

- **Risk Low to High**
  - **Rehearse, rehearse, rehearse!!!**
  - **Use visual aids as notes**
  - **Use notes**
  - **Read from complete text**
  - **Memorize**

4-25. Enthusiasm is contagious. If you are excited about your topic, you will generally present a better briefing. Remember, your commander and audience is thinking, “if you don’t think it is important, then why are you telling me?”

**Enthusiasm**  
**A Combat Multiplier for Briefings**

- ❑ **Enthusiasm is contagious**
- ❑ **We judge others by their behavior**
- ❑ **If it is important enough to talk about...**
- ❑ **Feedback – what do you see?**
  - **Appreciation**
  - **Surprise**
  - **Genuine delight**
- ❑ **Remember this is person to person**

4-26. Practice and rehearsals. . Rehearse initially in your office. At some point, you have to rehearse in the actual location. How do you operate the devices? Where is the pointer? Do I have handouts? Are they in the right order? Do I want to plant questions in the audience? As you see, it covers much more than just reading your slides and notes. The rule of thumb is 10 practice runs. You may need more or you may get by with less depending on your level of experience. Bottom line, if you fail to prepare, you are preparing for failure.

### **Rehearsals**

- ❑ **The single *most important* factor for success**
- ❑ **Reflects upon you and your attitude towards the material and your audience**
- ❑ **Practice all parts equally**
- ❑ **Rule of thumb: *10 practice runs for any 1 presentation***

4-27. Correctness. Basically, your visual aids should be neat, simple, legible, and illustrate key points.

**Visual Aids Should:**

- ❑ **Be neat**
- ❑ **Be simple**
- ❑ **Be readable**
- ❑ **Be relevant**

4-28. Visual aid highlights. Ensure you use conventional capitalization and correct spelling on all your visual aids. Use bullet comments and don't crowd the slide. Often times the message is lost because the slide is too busy. Be consistent; use the same font sizes throughout as much as possible. For this class, the standard is Arial font, and you should avoid going below 18 point font. When you use a slide like a mission statement, it is helpful to use contrasting font colors to highlight the key points from the slide. Ensure your graphics and animation are relative to the topic and not just "bells and whistles." Bottom line is that all your visual aids should focus the audience on the message.

### **Visual Aid Highlights:**

- ❑ **Use conventional capitalization**
- ❑ **Use bullet comments**
- ❑ **Don't crowd**
- ❑ **Be consistent**
  - **Font size**
  - **Parallel construction**
- ❑ **Contrasting colors**
- ❑ **Graphics and animation relative to topic**

4.29. Assessing speaking. The assessment tool for speaking is CGSS Form 1009S and is located in the Blackboard Master Library in the Communication Skills Resources folder at:

<https://blackboard1.leavenworth.army.mil/webapps/portal/frameset.jsp>

## CHAPTER 5

### THE STAFF OFFICER

5-1. Most officers will spend more than 80% of their career in staff positions, serving under different commanders in a variety of staff positions. A staff officer will accomplish the mission for each commander differently, but the characteristics are the same among successful staff officers.

5-2. Staff characteristics.

#### **Staff Characteristics**

A good staff officer possesses and demonstrates:

- ❑ **Competence**
- ❑ **Initiative and Judgment**
- ❑ **Creativity**
- ❑ **Loyalty**
  
- ❑ **Flexibility**
- ❑ **Confidence**

5-3. Competence. You must be competent in all aspects of your position and know your specific duties and responsibilities better than anyone else. The commander expects you to properly analyze each problem and know, not guess at, the correct answer to make a recommendation.

5-4. Initiative and Judgment. As a staff officer, you must have the initiative to anticipate requirements. Don't wait for the commander to give specific guidance on when and where to act. Anticipate what the commander needs to accomplish the mission and the questions the commander will ask in order to make an informed decision.

5-5. Creativity. Be creative in researching solutions to difficult, unique, and complex situations. Creative thinking and critical reasoning are skills that aid you in developing and analyzing courses of action. Seek ways to support subordinate units and don't say no to a subordinate unit commander unless you have cleared it with the commander.

5-6. Flexibility. Commanders will frequently change their mind or direction after receiving additional information or a new requirement from his commander. Remain flexible and adjust to the needs and desires of the commander. It is essential that you meet suspense's because both the commander and other members of the staff are depending on your input to the problem solving process.

5-7. Confidence. Understand that all staff work serves the commander, even if he rejects your recommendation. Do not put in a half effort because you think the commander will disagree with the recommendation. Your work assists the commander in making the best possible decision.

5-8. Loyalty. You must be loyal to the commander. Additionally, you must be loyal to the individual Soldier. Being loyal will help you tell the commander the right information rather than what you think the commander wants to hear. Have the moral courage to tell the commander the "good" and "bad" news. The old adage "bad news never gets better with age" is appropriate for every staff officer. You must never forget how your recommendation will affect the Soldier. As a staff officer you must be loyal to the Soldier.

5-9. Additional skills.

### **Staff Characteristics**

In addition, a good staff officer is:

- ❑ **A team player**
- ❑ **An effective manager**
- ❑ ***An effective communicator***

5-10. Team player. Staff actions and staff work aren't completed in a vacuum; you must advise, consult, and cooperate with others. You must be able to represent another's decision as if it was your own. Maintaining a pleasant disposition is important because it

may help achieve results that may not have been otherwise obtained. Be a team player.

5-11. Effective manager. You will never have enough time. Effective management of time and resources is important. Be aware of the time you have, but also be aware of the time needed by other staff members and subordinate units.

5-12. Effective communicator. Effective communication is crucial. Oral articulation of OPLANS, staff studies, staff summaries, and reports must be done clearly to communicate the commander's intent or desires. Another part of being an effective communicator is being proficient with current computer technology. You will be asked to produce visual briefing products such as charts, graphs, slides, or other multimedia briefing products

### **The Staff's Role**

*The commander is responsible for all that his or her staff does or fails to do, but...*

#### **The staff's job is to:**

- ✓ **Assist the commander**
- ✓ **Communicate intent**
- ✓ **Be an extension**

5-13. The Staff's role. The commander is responsible for all that his or her staff does or fails to do. He will always retain the ultimate responsibility to make the final decision. The staff officer's duty is to assist the commander in making that final decision. You must ensure the commander has been provided the necessary, timely, and correct information to make the right decisions. As a staff officer your job is to accomplish the commander's intent by operating within your assigned authority to perform the duties in your area of expertise. Your efforts relieve the commander of routine and detailed work.

5-14. Staff actions. Staff actions contribute to mission accomplishment and the procedures employed must be the means to accomplish the mission and the commander's intent. Staff actions can be:

- Course of action development
- Conferences
- Inspections
- Briefings
- Research

Any activity conducted by a staff officer at the direction of the commander can be considered a "Staff Action".

### **Staff Actions**

Staff actions can be:

- ❑ **Course of action development**
- ❑ **Estimate development**
- ❑ **Conferences**
- ❑ **Inspections**
- ❑ **Briefings**
- ❑ **Research**

*Bottom Line: Any activity conducted by a staff officer at the direction of the commander is a "Staff Action."*

### **Responsibilities and Duties**

At a minimum you will be expected to:

- ❑ **Advise and provide information**
- ❑ **Produce staff estimates**
- ❑ **Conduct staff writings**
- ❑ **Execute problem solving**

5-15. Advise and provide information. The staff must continuously feed the commander information. One piece of information alone may not be significant, but added to others it may be the information that allows the commander to formulate the big picture and to make a decision. You must remember that you will be required to work multiple issues at the same time. Information must be set into the proper frame of reference and be relevant to prevent wasting yours and the commander's time.

### **Advise and Provide Information**

A good staff officer should:

- ❑ **Continuously provide information to the commander**
- ❑ **Advise the commander and staff on capabilities, limitations, and requirements**
- ❑ **Help the commander "see" the battlefield**
- ❑ **Inform and advise the commander on directives and policy guidance**

5-16. Produce staff estimates. Estimates assist the commander in decision-making. Estimates consist of significant facts, events, conclusions and recommendations on how available resources can be best used and what additional resources are required. Commanders use recommendations to select feasible courses of action for further analysis. Adequate plans hinge on early and continuing estimates. The staffs' failure to make or update these estimates could lead to errors or omissions in the development of a course of action.

*(An example is staff officers maintaining a current estimate of the situation in their areas of interest, in coordination with other staffs.)*

### **Production of Staff Estimates**

- ❑ **Estimates assist the commander in decision making**
- ❑ **A staff estimate consists of significant facts, events, conclusions, and recommendations**
- ❑ **Adequate plans hinge on early and continuing estimate updates**
- ❑ **Failure to make or update estimates may lead to errors, omissions or mission failure**

5-17. Conduct staff writing. Every officer must be able to write effectively. You must articulate, in writing, the commander's intent and guidance through operation orders, plans, staff studies, staff summaries, and reports. You should prepare the product as if you were going to sign it or brief it yourself. To adequately assist the commander you must be able to transform the commander's intent and guidance into written policy.

### **Staff Writing**

- ❑ **Writing is a means of communicating ideas to the commander, subordinate unit commanders, and other staff members**
- ❑ **Staff officers must be able to prepare a variety of written products**
- ❑ **Effective staff writing should convey the writer's exact meaning and not be subject to misinterpretation**
- ❑ **Briefings, e-mail, staff papers, reports, and summaries are methods to write and disseminate information**

5-18. Execute problem solving. Staff officers cannot be just data collectors and transmitters. They must have the ability to analyze and clearly articulate information. The staff collects, collates analyzes, processes, and disseminates information that flows continuously into the headquarters. The staff rapidly processes and provides critical elements of this information to the commander and other members of the staff.

### **Problem Solving**

- ❑ **Staff officers must analyze and clearly articulate information**
- ❑ **The problem and the main issues determine what kind of information is collected**
- ❑ **The staff must rapidly process and provide critical elements of information to the commander**
- ❑ **Valid conclusions are relevant to the topic and supported by data**
- ❑ *Staff officers cannot be just data collectors and transmitters*

5-19. Staff coordination. Staff coordination is essential for several reasons. It ensures a thorough understanding of the commander's intent. It serves as the integrating function in management and is vital to any planned activity. Coordination ensures complete and coherent staff actions. It enables the staff officer to avoid conflict and duplication by adjusting plans or policies before their implementation to ensure all factors are considered. It is a systematic way of communicating with organizations and staffs at all levels.

### **Staff Coordination**

- ❑ **Coordination is a systematic way of communicating**
- ❑ **It is the integrating function in management and is vital to any planned activity**
- ❑ *A staff officer must have a thorough understanding of the commander's intent*

5-20. Keys to coordination. Coordination is necessary to ensure a smooth running operation. Listed are some keys to success that many inexperienced officers often overlook.

### **Keys to Coordination**

- ❑ **Build your reputation through competence**
- ❑ **Build relationships with subject matter experts and professionals**
- ❑ **Deliver on promises**
- ❑ **Treat others courteously, especially administrative personnel**
- ❑ **If people deny your requests, thank them anyway; you may need their assistance later**

5-21. Coordination “must do’s”. While learning to coordinate isn't hard, it requires initiative and perception. As soon as you report to your new job, you must:

- Observe what's going on around you.
- Find out who's making things happen.
- Get a copy of the organization or installation staff officer's guide.

To find out what's going on review these documents:

- Mission Statement - This helps you determine the mission, goals, and priorities, so you know what's worth coordinating.
- Organization & Functions Manual - This document can help you identify functions, positions, and responsibilities and locate where you fit in.
- Office and computer files - Review office and computer files for background and precedents on actions for which you're responsible.

### **Coordination “Must Do’s”**

- ❑ **As soon as you begin a new job, you must:**
- ✓ **Observe what is going on around you**
- ✓ **Find out who is making things happen**
- ✓ **Get a copy of the organization or installation staff officer’s guide**
- ✓ **Review the organization’s mission statement, organization and functions manual, and office and computer files**

**APPENDIX****Concise Department of Military History Style Guide**

**This guide addresses common errors in citing references, use of quotations, bibliographic entries, and paraphrasing.**

**REFERENCES**

Student Text 22-2 (ST 22-2) [PDF is located in the Blackboard Master Library under Student Texts.] is the primary reference for writing at CGSC. DMH uses the examples in Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* (seventh edition) as the standard for footnotes, endnotes, and bibliographic entries. This generally follows the same style as the Prentice-Hall *Handbook for Writers* (also refer to *The Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting* [eleventh edition]), but Turabian has more detailed examples.

**FOOTNOTES OR ENDNOTES**

**DMH accepts either footnotes or endnotes but not in-text or parenthetical citations. Footnotes and endnotes are not part of the word count requirement for the essay. Number footnotes and endnotes sequentially (1, 2, 3, etc.) according to their placement in the essay; do not reuse a footnote or endnote number simply because it refers to the same source.**

**Ideas or data forming the core of common knowledge do not require citation. Careful citation of all other ideas, data, and quotations is especially important when paraphrasing and should protect the writer from the possibility of plagiarism.**

**The only acceptable form of endnotes and footnotes are the examples in ST 22-2. (For further examples, see: Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: The University of Chicago Press, 2007.) DMH does not accept parenthetical documentation inserted into the text of an essay. An example of this unacceptable style would be "(Gabel, 1992, p. 144)."**

**Subsequent References to Previously Cited Material in Footnotes or Endnotes**

When citing references previously cited in full in earlier footnotes or endnotes:

Use *Ibid.* (from *ibidem*, "in the same place"; always takes a period) when referring to the identical source and page number as in the previous source (footnote or endnote immediately preceding the current footnote or endnote). For example:

<sup>1</sup> James Willbanks, *Abandoning Vietnam: How America Left and South Vietnam Lost Its War* (Lawrence, KS: University Press of Kansas, 2004), 46.

<sup>2</sup> *Ibid.*

Use *Ibid.* and the page number, if only the page number differs from the immediately preceding reference. For example:

<sup>1</sup> James Willbanks, *Abandoning Vietnam: How America Left and South Vietnam Lost Its War* (Lawrence, KS: University Press of Kansas, 2004), 46.

<sup>2</sup> *Ibid.*, 24.

The second, nonconsecutive reference to a work already cited in full requires an **abbreviated** format: last name of author, shortened title of book, page number. This makes it easier for the reader to identify when you are introducing a new source. For example:

<sup>2</sup> James Willbanks, *Abandoning Vietnam: How America Left and South Vietnam Lost Its War*, (Lawrence, KS: University Press of Kansas, 2004), 46.

<sup>14</sup> Willbanks, *Abandoning Vietnam*, 48.

## DIRECT QUOTATIONS

Authors should enclose direct quotations of *less than three lines* in quotation marks inside the main text. See examples on page A-6, ST 22-2. Failure to cite a direct quotation is plagiarism. Set quotations of *three or more lines* apart from the text by indenting and single-spacing them *without* quotation marks. The superscript endnote or footnote number usually appears at the end of such indented text.

## BIBLIOGRAPHY

A bibliography is required only if sources other than course materials are used. The bibliography should follow the endnotes (if used), or the last page of text if footnotes are used. Arrange bibliography alphabetically (last name first) and group according to type of source (books, Internet, periodicals, etc.). Use the style in Turabian, Prentice-Hall (also refer to *The Gregg Reference Manual*), and ST 22-2.

## Internet and Electronic Sources

Citation of Internet and electronic sources remains in transition. The principal rule is that the source must be traceable, so that the reader can locate that source. If you are in doubt as to the site's stability or longevity, download and print the file. If you have any questions, consult your instructor for detailed guidance. Commonly cited information includes the source of the site (generally an organization or individual), title, date website last revised, web address, and date accessed. (See examples below for format.) Researchers beware. While information found in books and scholarly journals is routinely subject to scholarly review, the same level of fact checking and evaluation may be lacking for information and articles on the Internet. For that reason, **please do not use Wikipedia or similar uncontrolled sources for information.**

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## EXAMPLE BIBLIOGRAPHY AND NOTE FORMAT

The following examples illustrate the appropriate documentation for works commonly cited by CGSC students and not addressed specifically in the above references. These are the accepted formats for such entries. Otherwise, use the examples in Turabian, Prentice-Hall (also refer to *The Gregg Reference Manual*), and ST 22-2.

### 1. Field Manual

Bibliography:

US, Department of the Army. FM 25-100, *Training the Force*. Washington, DC: Government Printing Office. November 1988.

Note:

<sup>1</sup> Department of the Army, FM 25-100, *Training the Force* (Washington, DC: Government Printing Office, November 1988), 121.

### 2. Book of Readings

Bibliography:

Clausewitz, Carl von. "What is War?" *On War*. Princeton, NJ: Princeton University Press, 1976, 75–89. Excerpt reprinted in US Army Command and General Staff College, *H100 Book of Readings*, 50–61. Fort Leavenworth, KS: USACGSC, July 1992.

**Note:**

<sup>1</sup> Carl von Clausewitz, "What is War?" *On War* (Princeton, NJ: Princeton University Press, 1976), 75–89; excerpt reprinted in US Army Command and General Staff College, *H100 Book of Readings* (Fort Leavenworth, KS: USACGSC, July 1992), 55.

**[List author by first name first in the note and last name first in the alphabetical bibliography.]**

Bibliography:

Howard, Michael. "Military Science in an Age of Peace." *RUSI, Journal of the Royal United Services Institute for Defence Studies* 119 (March 1974): 3–9. Reprinted in US Army Command and General Staff College, *H100 Book of Readings*, 205–11. Fort Leavenworth, KS: USACGSC, July 1992.

Note:

<sup>1</sup> Michael Howard, "Military Science in an Age of Peace," *RUSI, Journal of the Royal United Services Institute for Defence Studies* 119 (March 1974); reprinted in US Army Command and General Staff College, *H100 Book of Readings* (Fort Leavenworth: USACGSC, July 1992), 210.

### 3. Books

Your research may require the use of individual pages and/or chapters within a book written by different authors and edited by someone other than the author. The following example is a chapter from a book used throughout the course:

**Bibliography:**

Herwig, Holger H. "Innovation Ignored: The Submarine Problem—Germany, Britain, and the United States, 1919–1939." In *Military Innovation in the Interwar Period*, Edited by Williamson Murray and Allan R. Millett, 227–264. Cambridge, UK: Cambridge University Press, 1996.

**Note:**

<sup>1</sup> Holger H. Herwig, "Innovation Ignored: The Submarine Problem—Germany, Britain, and the United States, 1919–1939," in *Military Innovation in the Interwar Period*, ed. Williamson Murray and Allan R. Millett (Cambridge, UK: Cambridge University Press, 1996), 229.

### 4. Journal Articles

Following is an example using a common source (*Military Review*) of research topics and information.

**Bibliography:**

Karcher, Timothy M. "The Victory Disease." *Military Review* 83 (July–August 2003): 9–17.

**Note:**

<sup>2</sup> Timothy M. Karcher, "The Victory Disease," *Military Review* 83 (July–August 2003): 11.

### 5. Leavenworth Papers

Following is an example using a common source from the Leavenworth Papers series of professional writings.

**Bibliography:**

Doughty, Robert A. *The Evolution of US Army Tactical Doctrine, 1946–76*. Leavenworth Papers No. 1. Fort Leavenworth, KS: Combat Studies Institute, 1979. (Reprinted 2001)

**Note:**

<sup>3</sup> Robert A. Doughty, *The Evolution of US Army Tactical Doctrine, 1946–76*, Leavenworth Papers No. 1 (Fort Leavenworth, KS: Combat Studies Institute, 1979, reprinted 2001), 28.

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## 6. Electronic and Web-based Sources

### Bibliography:

US Department of the Army, Center For Army Lessons Learned. *Urban Combat Operations—References*. Fort Leavenworth, KS: Center for Army Lessons Learned, 2002. CD ROM; available from CALL.

### Note:

<sup>4</sup> Department of the Army, Center For Army Lessons Learned. *Urban Combat Operations—References* (Fort Leavenworth, KS: Center for Army Lessons Learned, 2002) [CD ROM]; available from CALL.

### Bibliography:

Royal Air Force. The Battle of Britain History Site. *The Battle of Britain—Commanders*. Delta Web International, 2000.  
<http://www.raf.mod.uk/bob1940/bob> (accessed [date]).

### Note:

<sup>5</sup> Royal Air Force. The Battle of Britain History Site. *The Battle of Britain—Commanders* (Delta Web International, 2000) <http://www.raf.mod.uk/bob1940/bob> (accessed [date]).

### Bibliography:

Paret, Peter, ed. *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Princeton, NJ: Princeton University Press, 1986. Kindle edition, 2007.

### Note:

<sup>6</sup> Felix Gilbert, "Machiavelli: The Renaissance of the Art of War." In *Makers of Modern Strategy: from Machiavelli to the Nuclear Age*. Princeton, NJ: Princeton University Press, 1986, chap. 1. Kindle edition, 2007.

**REFERENCES**

Sabin, William A. *The Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting* (Tribute ed., 11<sup>th</sup> ed.). New York, NY: McGraw-Hill College, 2010.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations* (7<sup>th</sup> ed.). Rev. by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Chicago, IL: The University of Chicago Press, 2007.

Army Doctrine Publication No. 5-0, *The Operations Process*. Washington, DC, May 2012.

ATTP 5-0.1, *Commander and Staff Officer Guide*. Washington, D.C. September 2011.

U.S. Department of the Army Pamphlet 600-67, *Effective Writing for Army Leaders*. Washington, DC, June 1986.

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