Communication: The Key to Effective Leadership
(a scuffed-up, scarred, practitioner and leader’s view)

OCTOBER 2017
TONY CUCOLO
ASSOCIATE VICE CHANCELLOR, UT SYSTEM
Please note: the purpose of this keynote is to pass on “tribal wisdom” from trial and error...

...as well as provoke thought and discussion for your personal leader development and your own abilities to communicate as a leader.

It is not meant to state procedure or policy within the UT System.
Up front:
The “formal” portion of this keynote is not about media relations or personal media engagement techniques –
but we can go there if you want.

(“there”)
Three Takeaways

1. In the early 21st Century, a leader’s credibility is based on his/her ability to communicate. But effective communication is significant leadership challenge: it requires acceptance of responsibility, self-discipline, and a focused effort.

2. The most effective approach to communicating at the strategic level is to identify the “perception – reality gap,” and then relentlessly address perceptions (to close the gap).

3. Speaking and writing publicly requires the moral courage to routinely accept -- and face -- personal professional risk.
But if you retain nothing else:

1. If you are a leader, be personally involved in how your outfit communicates. I say again, *personally* involved.

2. Visual, sound, and voice beats the written word.

3. Assess the perception-reality gap before every effort, then always communicate with *empathy*.

4. Write, finish, polish your own material.
Three Takeaways

1. In the early 21st Century, a leader’s credibility is based on his/her ability to communicate. But effective communication is a significant leadership challenge and requires acceptance of responsibility, self-discipline, and a focused effort.

2. The most effective approach to communicating at the strategic level is to identify the “perception – reality gap,” and then relentlessly address perceptions (to close the gap).

3. Speaking and writing publicly requires the moral courage to routinely accept -- and face -- personal professional risk.
First point: Acceptance of responsibility: building self-discipline, and focusing your effort.
For context, a definition:

**Communicating**: the application of energy to the thoughtful, purposeful act of delivering a message to an audience for a desired effect and retention.
Throughout the majority of your life to date, during normal times and during crises, this has almost always been “someone else’s job.”
When you become a leader, \textit{it is your} “job.” \textbf{You} have a role to play in communicating on behalf of the organization you lead.

You have a choice: you can be incredibly effective...or sadly ineffective and worthless...to your organization.
Introspection for leaders:

Do you need to adapt any personal habit or improve any personal skill to be a truly effective communicator?
Self Discipline

How do you know what you know?

(Stories/tips: the busy person’s rut; “there’s an app for that”)

One of the most important traits of an effective leader is open mindedness.

Open mindedness takes effort on your part; requires maintenance -- *read and listen to things that make you mad; and frequently refresh your list.*

(Stories/tips: posting the contrarian view on Stand To; choosing guest speakers and required readings)

Some time soon, do an inventory of where you get your information – do you read, watch, or listen to those sources because you agree and like all the things they say? If so, re-calibrate.
Reorganize to Communicate

What if, as the leader, you’re too busy to keep up with information flow?

Reorganize to stay current.

(no matter how small your staff or office, try it – it can be developmental).

Tips:

• Assign daily reading/listening...give someone your own “news and info critical information requirements” (or get a copy of your Boss’)...assign a mix of full spectrum and influential media sources for reading.

• You (or your people) scan the headlines of sources, and pick and choose relevant topics, then read to confirm or deny importance...ask yourself the “Fatal Four”:
  • Does this impact my organization?
  • Who needs to know this is out there?
  • Should we respond or not? (TIP: if info is false you should respond)...or,
  • Is this an opportunity to communicate?
To focus your effort, do the “Sphere of Influence Drill”
(best done in writing)

• Ask this question: “Who has the greatest, the most, influence on the outcome of my organization’s role/mission/purpose?” (list them; these will be your top tier to engage)

• “Who has important impact, but perhaps not direct influence on our role?” (second tier; list them, too)

• “With whom must we sustain an important relationship for some good reason, even though they do not impact the mission?” (third tier...okay, you get the idea)

• Now, look back and determine who, above you and below you in your organization communicates with your top tier right now...this will show overlapping “spheres”...important to know and sort out (i.e., who is the primary communicator to this important audience?)

• Now: create a calendar that drives your communication and engagement with each of these tiers.
  • If you have a team, assign leads for this activity...and set a routine forcing function for the effort. 

Tip/example
Second point:
The perception – reality gap.
The most important concept for a communicator to understand:

The main effort of your communications should be to address perceptions – good and bad.

• This means you have to know what they are. How do you know?
• Sustain the good perceptions by ensuring the gap is narrow (your proactive effort to push good news out).
• Address the bad perceptions by reducing the gap and getting closer to reality (your pre-emptive and reactive efforts to tell the truth).

PERCEPTION ➔ REALITY

Perception trumps anyone's opinion about reality.
(you may have to remind people of this frequently)
Failing to address negative perceptions most often results in a "communications crisis."
The “Communications Crisis”

Incorrect, negative, or damaging information can be considered by some as a “crisis”... oftentimes, it is a form of crisis because it impacts trust in leaders and organizations among key constituencies.

“Ready, fire, aim” and “I’d rather be first than right” are conditions of the environment. (Story)

The “crisis” most often unfolds rapidly this way:

1) Incorrect, negative or damaging information goes viral; a sense of outrage builds (no matter how inaccurate).

2) Those involved are slow to respond... for a variety of reasons.

3) Sensing the issue is not being addressed (due to a lack of a communication effort), outrage builds to the attention of public officials.

4) Public officials direct actions be taken based on the outrage -- not the actual issues.
How to close the gap in a crisis...

Step 1: List the facts of the situation...

Step 2: Identify the problem.

Step 3: Gather those with whom you must seek buy-in for problem ID and those who must communicate with you.

Step 4: Suggest elements of a coordinated communications efforts that would focus on the identified problem.

Tips:

Address general perceptions or those that are trending with memorable, repeatable, shareable descriptions of reality. Words work if descriptive, but pictures trump words. (Good rule of thumb metric: “...we’re looking for Reach, Resonance, and Reaction”)

Most importantly: When it’s bad, the leader communicates...no one else...and the leader should communicate with EMPATHY.
Shakespearean Aside

Passion is good; emotion is not — *for a leader when communicating*. Communicating with passion is important and effective; getting emotional is failure.

The difference between the two:

- **Emotion**: feeling (fear, anger, etc.); an involuntary response without judgement; self-centric; drives you to emote.
- **Passion**: strong belief; considered judgement applied to object of passion; drives you to act.
The Most Effective Leaders Communicate with Empathy and Passion

(TWO EXAMPLES: ONE VERBAL, ONE WRITTEN)
The Spoken Word: Your Speeches

ADMIRAL AND THEN CHANCELLOR BILL MCRAVEN IN ACTION
Tips on Tackling a Speaking Requirement

1. Approach each audience differently.

2. *Force that thought* in your prep. Ask:
   - What is the audience composition?
   - What is their interest?
   - What is the best delivery method to help them remember what I say and get them to repeat my key points to others?

3. Always write your own.
   - Owning the words makes for better delivery.
   - You can have someone else draft a base document for you to check facts and get you started; but always write your own.
Examples

- Acknowledge audience; Empathize with audience;
- State your overall message/main take-away, briefly;
- Spend time telling a compelling story related to the message; Tie your message to the story;
- Finish with an emotional tug and a final statement of gratitude.

End at 0:52
End at 3:02
End at 9:01
End at 14:20

End at 1:06
End at 2:14
End at 6:13
End at 19:25
The Written Word: Executive Communication in a Crisis

MURDER ON CAMPUS, APRIL 2016
Dear UT Community:

Today, we are dealing with a tragedy on campus. University police have discovered a body in Waller Creek behind the alumni center and are investigating a possible homicide.

I have spoken with campus public safety leaders and am writing to assure you that we are doing everything possible to ensure safety on campus. We are also working closely with Austin police to identify possible suspects. We are unable to release the name of the victim or any details until the family has been notified.

Based on the information we have and our conversations with police, the campus continues to operate fully, and all classes and events remain on schedule.

I will work with university police to keep you notified as new information becomes available. Anyone with information about this crime should contact university police at 512-471-4441 or, in an emergency, dial 911.

Sincerely,

Gregory L. Fenves
President
Dear UT Community,

I wish we had more information to share at this time about the tragedy on campus this week. Law enforcement agencies are actively engaged in the investigation but cannot yet release details that would compromise their efforts. A brief statement from the Austin Police Department is attached below.

Increased patrols will continue on campus tonight.

And my thoughts are with all of those who may be touched by this tragedy.

Sincerely,

Gregory L. Fenves
President
Dear UT Community,

With great sadness, I have just learned from the Austin Police Department that Haruka Weiser, a first-year Theatre and Dance student, has been tentatively identified as the victim of this week’s homicide on campus. Austin Police Department Victim Services counselors spoke this morning with her parents and my heart goes out to them. Her death is a tragic loss for the UT community.

Haruka was a beloved member of our dance community, liked and admired by her classmates and respected by professors for her intelligence and spirit. Dance faculty members first met Haruka more than two years ago when she performed at the National High School Dance Festival. They immediately began recruiting her to come to UT from her home in Portland, Oregon. Our community was made better by her decision to join the College of Fine Arts.

Trained in ballet, Haruka excelled in all her performance endeavors. She was also involved in Dance Action, a student-run organization for dancers, and performed in the fall Dance Action concert.

UTPD first learned that Haruka was missing on Monday morning and immediately began a search. As I reported in my message to campus yesterday, Austin police are leading the homicide investigation into this horrifying and incomprehensible crime and working with UTPD and other law enforcement agencies to locate and apprehend a suspect quickly.

The unthinkable brutality against Haruka is an attack on our entire family. Law enforcement is fully engaged to do everything to bring the perpetrator who committed this crime to justice.

I ask you to join me in expressing our deepest condolences to Haruka’s parents, family, classmates and friends and to help the university honor her life.

Sincerely,

Gregory L. Fenves
President
PERCEPTION  REALITY

Some tips on “getting after it”:

• Words work if descriptive, but remember *pictures beat words*. (Story: body armor; **EXAMPLE**)

• Consider the most credible messenger; know that the same message might have to be delivered differently to different audiences. (Story: Army Equipping strategy on the satellite radio; “Bloggers’ Roundtable”)

• Go local; go niche. (Stories: International Fellows; concrete at Bagram)

• Think creatively – if hard for your organization, form a team and **earn** your media (Stories: “Mad Men”; ESPN cold calls; **Example** or 50x50 on next slide)
Third, final point:

Moral Courage and Personal Professional Risk
If, in your future, if you work in public service, civil service, or for a public entity such as UT Arlington, you probably will advise or provide communication support to a public figure.

If you become a leader in the public sector, you will be a public figure.

Public Figure?
**Public Figure:**
A personage of great public interest.
(Note: “great public interest” might be local or regional).

In the law of defamation, a public figure’s right to privacy is “severely diminished”...things like libel and slander are not prosecuted unless there is clear proof of malice/hate.
Conditions of your personal and professional environment.

- Public figures are tried in the court of public opinion.
- In the court of public opinion, those engaged in communications venues (general media, social media, infotainment outlets, fake news sources) are judge, jury and executioner...
- For a public figure, there is no due process, there is no public defender to turn to, there is no appeal process.
- And the “trial” can be very ugly.
Yes, it *is* ugly out there.

Understand that cynicism, sarcasm, emotional cruelty, and personal attacks are part of the 21st Century communications environment.

Prepare yourself (and/or those you support) for handling personal attacks:

-- Recommend family awareness; help them prepare/handle it

-- Tip: Discuss openly and immediately the “respond or not respond?” question...and when you have that discussion:

- Consider the impact of the personal attack on the mission/purpose of your organization for both options (respond/do not respond).
- Consider the impact on the credibility and effectiveness of being able to lead for both options (respond/do not respond).
“Ugly” can get the blood up...be careful.

There is absolutely nothing wrong with pushing back...professionally and thoughtfully and factually.

(Story: body armor; Whole Foods)

Beware of others’ desire to default to “regime survival.” In fact, you might be the advisor who helps people “find their spine” on this one.

Note well: Think carefully before engaging in a public fight with an individual or a named group (it is always best to simply take-on or engage the issue) -- but do not shy away from or avoid engaging the group or individual if appropriate.
A leader must communicate. And that *requires* the taking of professional risk.
An amazing thing happens when you stare professional risk in the face: you find out the real reason *why* you are making a decision.

To do what is right?

Or to do what is right for you?
Are you brave enough and tough enough for this?
If leadership credibility is based largely on the ability to effectively communicate, then leaders must accept responsibility, develop self-discipline, and create a focused effort and organized effort to do so.

- Select and discipline your personal routine for sustaining knowledge of perceptions in your environment – ask yourself constantly, “How do I know what I know?”; use and frequently change available tools.
- Consider the Sphere of Influence Drill; task organize; force a sustained effort to be proactive...and be ready to pre-empt or react quickly.
- Write, finish or polish your own material. Own your personal communications.

In organizational leadership, the best approach to communicating is to 1) identify the “perception – reality gap” and 2) relentlessly communicate to close the gap.

- Perception trumps reality; visuals beat the written word (but can be most powerful when combined creatively); memorable, repeatable, and shareable messages win.
- “Same message/different delivery” for different audiences.
- Earn your media.

Seek opportunities to communicate, even in the face of risk! You only get better -- and build more courage -- through repetition.
Questions and Comments are Welcome
Communication: The Key to Effective Leadership
(a scuffed-up, scarred, practitioner and leader’s view)

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Additional Info in Slide Deck for Reference

Personal tips:

◦ More on Speeches (next)
◦ For Media Engagements (next after)
◦ More on Crisis Communications (61)
◦ A different way of thinking about communicating (63)
For some audiences, consciously apply strategically effective language:

- Make an effort to describe the complex in simple terms.
- Speak in interests.
- If discussing choices, openly state/say out loud the shared equities of each.
- When making a recommendation, describe in visual and descriptive terms what life would be like *without* your recommendation.
- Describe in “visual terms” (give examples) of what success/winning looks like; what failure/losing looks like.
Tips for Media Engagements
Overarching Recommendations

When engaging journalists and other media professionals, consider the approach of a “supporting (you) to supported (them)” relationship...

Giving a journalist context is worth the effort. Fight through resistance to do it – and do it. (“Before you go visit B Company, I'd like to talk to you; paint the bigger picture.”)

Some good questions to ask:

-- “What are you interested in?”
-- “Any early thoughts on your approach/angle? I might be able to help you confirm or see all sides to…”
-- “Do you have a deadline?”
-- “Anything I can do to help you file?”

When complete:
-- “When do you think this will run/be posted? (good question for podcasts, recorded webinars, etc.)”
-- “Tell them what you thought of their work”
## KNOW YOUR REPORTER

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the reporter?</td>
<td>When is the interview?</td>
</tr>
<tr>
<td>Who else is being interviewed?</td>
<td>How will it be used?</td>
</tr>
<tr>
<td>Who is the ultimate audience?</td>
<td>When will the results appear?</td>
</tr>
<tr>
<td>What is the topic?</td>
<td>Where will the interview take place?</td>
</tr>
<tr>
<td></td>
<td>How will the interview be conducted?</td>
</tr>
<tr>
<td></td>
<td>Why is the interview being conducted?</td>
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</tbody>
</table>

*If you don’t know this information, ask PAO*
CONDUCTING AN INTERVIEW

• Knowing the premise/purpose of the interview and knowing what type of questions will be asked is important, but...

• What are the three or four main messages you want to leave with the audience?

• How can you leave an “image” of those messages in the minds of your audience?

• Use Everyday Language, Not Jargon

• “I Don’t Know” is an acceptable response

• Never say “No Comment”

• Discuss Ground Rules up front
CRITICAL GROUND RULES

“ON THE RECORD”
- Direct Attribution
  - “Colonel John Smith said today…”

“BACKGROUND”
- Indirect Attribution
  - “Senior staff officials acknowledged…”

“OFF THE RECORD”
- By prior agreement, information cannot be published or attributed
- Information provided for a general understanding of the subject or situation
Tip: Use BRIDGING TRANSITIONS

To Bridge From a Negative to a Positive

“What I’m really here to talk to you about today is...”

“That’s not my area of expertise, but what I can tell you is...”

“Let’s look at that from another perspective...”

“That reminds me of...”
"The bottom line is...."

"The best part about this issue is...."

"The three key points are...."

"What I really want your viewers to remember is...."
USE COLORFUL LANGUAGE

◦ Language that your audience can relate to and understand.
◦ Frame in a positive manner if possible.

“...it was the logistical equivalent of moving the entire city of Sacramento -- people and everything movable -- to the Persian Gulf.”
<table>
<thead>
<tr>
<th><strong>Interviewer</strong></th>
<th><strong>Trap</strong></th>
<th><strong>Technique</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Machine Gunner</td>
<td>Trying to answer all of the questions.</td>
<td>Choose the question you most want to answer.</td>
</tr>
<tr>
<td>Dart Thrower (Ugly Question right at you)</td>
<td>You react angrily, Become negative, lose the chance to deliver the message.</td>
<td>Remain calm &amp; positive. Bridge.</td>
</tr>
<tr>
<td>Paraphraser (Gets it wrong for a purpose or agenda)</td>
<td>Your words are misinterpreted.</td>
<td>Restate your point.</td>
</tr>
<tr>
<td>Interrupter</td>
<td>You give in.</td>
<td>Be assertive.</td>
</tr>
</tbody>
</table>
How Audiences Get Their Information

- Body Language: 55%
- Voice/Tone: 35%
- Words: 10%
NONVERBAL COMMUNICATION

**VOICE**
- Speak slowly and clearly
- Project your voice
- Sound confident, sincere
- Pause before you answer

**BODY LANGUAGE**
- Open
- Relaxed
- Energetic
- Friendly
OPENNESS AND ENERGY

- Keep your head up.
- Maintain eye contact.
- “Talk” with your hands and face.
- Smile unless the subject is very grave.
- Be natural.
- Pep yourself up.
INTERVIEWS

STANDING

- Weight evenly distributed, with one foot slightly in front of the other.
- Stand straight with arms at sides when not using them.
- Ignore the mike.
- Don’t cross hands in front or back or cross arms.

SEATED

- Choose appropriate chair.
- Sit up straight, lean slightly forward.
- Look at the reporter.
- Talk with your hands.
- Vary position from time to time.
Check and double check yourself in a mirror.

*Is your uniform correct?*

*Is your appearance professional?*
Good Advice
(underlined words are things ‘us Army folks’ don’t do well)

1. Be yourself.
2. Be comfortable and confident.
3. Be honest.
4. **Be brief.**
5. Use humor when appropriate.
6. **Be personal.**
7. Concentrate.
8. **Show energy.**
9. Be positive.
10. **Show sincerity and concern.**
IF YOU REMEMBER NOTHING ELSE...

- Tell It All (within OPSEC and privacy limits)
- Tell It Fast (speed counts)
- Tell It First (maximum disclosure, minimum time)
Timeless Crisis Communication Advice
# Seven Cardinal Rules of Crisis Communication

_Corporate; from Covello and Allen_

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accept and involve the public as a partner</td>
<td>Your goal is an informed public, not simply defuse their concerns</td>
</tr>
<tr>
<td>2. Plan carefully for different audiences</td>
<td>Each different audience will require different a different goal and probably different action</td>
</tr>
<tr>
<td>3. Listen to the public’s concerns</td>
<td>People care more about empathy, fairness, competency and credibility than stats and details</td>
</tr>
<tr>
<td>4. Be honest, frank, and open</td>
<td>Lose trust, lose credibility and there is no recovery</td>
</tr>
<tr>
<td>5. If more than one organization is involved in the crisis, <em>work</em> with other <em>credible</em> sources</td>
<td>Disagreement among organizations kills public confidence</td>
</tr>
<tr>
<td>6. Meet the needs of the media</td>
<td></td>
</tr>
<tr>
<td>7. Speak clearly</td>
<td>...in understandable terms and with compassion</td>
</tr>
</tbody>
</table>
For Reference
Tip for Focusing Effort: Making the “Sphere of Influence” Operational

(PLEASE NOTE, THE DATA IN THIS EXAMPLE IS DATED; MERELY USED AS AN EXAMPLE)
Who and How Often to Communicate?
Focusing the Effort

There are many ways to group your audiences...here are a few options...pick what works for you:

- a) type, b) frequency of contact, c) lines of effort, d) geographic location, e) similarity of purpose, f) based on your unit’s objectives, ... there are no “perfect” groupings – just do it!

Questions: How crucial is engagement with the individual/group/ audience to the getting our mission done? – Does the engagement rise to the commander’s level (requires him/her personally)?

“A Way”: create four “Tiers”; Critical, Very Important, Important, Slightly Important

- I = Critical – warrants Commander’s engagement on a regular basis
- II = Very Important – regular/continual engagement at the next level commander level
- III = Important – engagement as a matter of doing business
- IV = Slightly Important – periodic engagement for situational awareness, maintain support
## Audiences & USAWC ELs – Tier I (1 of 2)

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Office / POC</th>
<th>USAWC EL</th>
<th>Purpose for Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSA</td>
<td>CSA Strategic Studies Group (Dr David Johnson)</td>
<td>SSI – Prof Trey Braun</td>
<td></td>
</tr>
<tr>
<td>CSA</td>
<td>SIG Chief (COL Jim Adams)</td>
<td>ACOM Outreach – COL Salvetti</td>
<td>Bi-weekly Meeting</td>
</tr>
<tr>
<td>CSA</td>
<td>Director, SLD (COL Fuller-Friel)</td>
<td>USAWC G1 (LTC Rainey)</td>
<td>SSC Personnel Policy (Students &amp; Faculty; Follow-on Assignments; 48 &amp; 59 Proponency)</td>
</tr>
<tr>
<td>VCSA</td>
<td>Vice’s Initiatives Group (COL Cheryl Harris)</td>
<td>ACOM Outreach – COL McConnell</td>
<td>VCSA Strategic Seminar</td>
</tr>
<tr>
<td>HQDA - DAS</td>
<td>Admin Asst to SA (Ms. Joyce Morrow), SecA’s Study Group</td>
<td>AHEC – COL Dawson</td>
<td></td>
</tr>
<tr>
<td>Army Staff (DCS, G3/5/7)</td>
<td>LTG Campbell’s Office</td>
<td>COL Towery (via Chris Rizzo)</td>
<td></td>
</tr>
<tr>
<td>Army Staff (G3/5/7) – DAMO-SS</td>
<td>MG Snow / COL(P) Field</td>
<td>ACOM Outreach – COL Salvetti</td>
<td>Propenency (48, 59, SO)</td>
</tr>
<tr>
<td>Army Staff (G3/7) – DAMO-TR</td>
<td>BG Todd McCaffrey</td>
<td>Provost – COL Nye</td>
<td>MEL I &amp; JPME</td>
</tr>
<tr>
<td>Army Staff (G1/OPMD)</td>
<td>Director OPMD (COL Doerer)</td>
<td>USAWC G1 (LTC Rainey)</td>
<td>Slating Future SSC Selectees</td>
</tr>
<tr>
<td>Army Staff (G1’s CIG)</td>
<td>SIG Chief (COL Mike Miller) / CoC</td>
<td>USAWC G1 (LTC Rainey)</td>
<td>Personnel Policy</td>
</tr>
<tr>
<td>Army Staff (ASA M&amp;RA)</td>
<td>SSL (DCLM)</td>
<td>Education/Intellectual Engagement</td>
<td></td>
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<tr>
<td>Army Staff (G8)</td>
<td>QDR Office</td>
<td>SSI</td>
<td>Inform/Host QDR Development</td>
</tr>
<tr>
<td>Army OCPA</td>
<td>BG Gary Volesky / COL Hutton</td>
<td>PA/LL – Ms Carol Kerr</td>
<td>Routine coordination; media rpts</td>
</tr>
<tr>
<td>Joint Staff (J5)</td>
<td>Strategy &amp; Policy</td>
<td>SSI</td>
<td>Support to “Evergreen Group”</td>
</tr>
<tr>
<td>Joint Staff (J7)</td>
<td>Joint Education Directorate (JPME; Accreditation)</td>
<td>Provost – COL Nye</td>
<td>MEL I &amp; JPME</td>
</tr>
<tr>
<td>Joint Staff (J7)</td>
<td>Jt Warfighting Center (JWFC) &amp; Jnt Ctr for Operational Analysis (JCOA)</td>
<td>CSLD</td>
<td></td>
</tr>
<tr>
<td>HQs TRADOC</td>
<td>GEN Cone’s Office, CIG, CoS</td>
<td>CoS or DCO</td>
<td></td>
</tr>
<tr>
<td>TRADOC (PAO)</td>
<td>COL Kubik</td>
<td>PA/LL – Ms Carol Kerr</td>
<td>Weekly coordination; media rpts</td>
</tr>
</tbody>
</table>
# Tier I: Engagement Leads; Meeting Roll Call

## DCOM
Army Staff (DCS, G3/5/7)

## Provost
Army Staff (G3 DAMO-TR)
Joint Staff (J7-JPME)
CAC (LD&E)
Board of Visitors

## SSL
Army Staff (ASA M&RA)
DOS (Pol-Mil)
FCC – SOCOM

## DAA

## CSLD
Joint Staff (J3/S)
Joint Staff (J7)
ARCIC
ASCCs: USARPAC, USARAF & ARNORTH
GCCs: PACOM, AFRICOM & NORTHCOM,
DHS
CAC/CADD

## SSI
CSA (SSG)
Army Staff (G8-QDR)
Joint Staff (J5)

## PKSOI
CAC (Doctrine)
OSD-P
DOS (International Orgs)
USAID

## AHEC
HQDA - DAS

## Garrison

## PA/LL
Congress and OCLL
TRADOC (PAO)
Army OCPA

## USAWC G1
CSA (SLD)
Army Staff (G1 OPMD)
Army Staff (G1’s SIG)

## USAWC G3

## USAWC G9
End Example
Earned Media Examples
Handing out soccer balls to local children…

Meeting local leaders in a mosque…

And patrolling the open desert in tanks.

All done by the same unit on the same day.

One Soldier diagnosed with a stroke,

Life-saving medical treatment 75 miles away,

A blinding dust storm in between,

Two amazing pilots. . . one great story.

To watch the video, go to: http://www.dvidshub.net/?script=video/video_show.php&id=77327

For something on the lighter side of life, check out “Good Luck Chuck” and other TF Marne videos on YouTube: http://www.youtube.com/user/TFMarnePAO
Operating in a wide variety of climates and conditions.

For other great photos: http://www.flickr.com/photos/tfmarne/
your Soldiers do their duty faithfully and well... 

For other great photos: 
http://www.flickr.com/photos/tfmarne/
...as they help to build a better life for others...

For other great photos and quick news, we are also on Facebook: http://www.facebook.com/pages/Tikrit-Iraq/Task-Force-Marne/156320704002
SSG Booth placed his personal safety at risk on January 29, 2009 when he extinguished a fire in an Iraqi house. His platoon was conducting a dismounted patrol near a market and were en route to a water treatment facility with a civil affairs team when four women appeared, frantically waving their hands and yelling for help. The platoon confirmed security at the site, and discovered a small electrical fire. SSG Jason Booth grabbed a nearby burlap sack and attempted to smother the fire just before the flames were touching the wall and roof. Because of his quick action, he extinguished the flames after about only 20 seconds, preventing it from destroying the house. SSG Booth successfully won the hearts and minds of several Iraqi citizens, positively impacting future US/Iraqi relations. His quick thinking under pressure and rapid, decisive action make him a perfect choice for today’s Task Force Marne Hero of the North.
Task Force Marne Hero of the North

“DOG FACE HERO”

Name: SFC RUBY
Handler: SSG JOHN SCHOENMEIER
Unit: HHOC, DSTB, 3rd ID
Hometown: FORT HUACHUCA, AZ
18th Military Police Detachment

SFC Ruby and SSG Schoenmeier are selected for their outstanding performance as a Specialized Search Dog Team (SSD). On 15 January 2010, SFC Ruby and SSG Schoenmeier were conducting an Open Area search, with the 3-18 Engineers, near FOB Cobra. With a gentle nudge and an aggressive bark SFC Ruby directed SSG Schoenmeier towards a dry riverbed located approximately 500 meters from where their search started. Located in the riverbed was an object that resembled a toy but SFC Ruby, with his keen sense of smell, obviously recognized the item as a danger. The object was an RPG round which was placed in a run-off ditch. EOD was notified and the RPG round was destroyed in place. When not on a mission, SFC Ruby enjoys getting her hair brushed for hours and taking long walks with SSG Schoenmeier. In order to recognize these accomplishments, they have been selected as this week’s Task Force Marne “Dog Face” Heroes of the North.

For more Heroes of the North see the Task Marne Website
We work hard, but get a chance to relax with the Occasional USO show.

For stories on events such as the concert tour of the female AC/DC Tribute Band “Thund Her Struck” and Superbowl Sunday in Iraq with the Houston Texans’ Cheerleaders see the Task Force Marne North Star.

We look forward to returning home, but until then follow Task Force Marne at:

Official Website: http://www.stewart.army.mil/tfm/homepage/default.asp


Flickr: http://www.flickr.com/photos/tfmarne/

You Tube: http://www.youtube.com/user/TFMarnePAO
End Example
Reinforcing Points on Imagery

(COACHING POINT: YOU MAY HAVE TO BE INVOLVED IN SELECTION OF IMAGERY TO PROPERLY MEET INTENT).
End Example