



A Report by NATO's
Joint Analysis and Lessons Learned Centre



15 January 2020

JALLC ANALYSTS TRAINING COURSE 20-11: POST-COURSE REPORT

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INTRODUCTION

The JALLC Analysts Training Course (JATC) was run from 9 to 13 November 2020 at the JALLC in Lisbon, Portugal. The course ran for 5 full days, with two three-hour lessons per day. The course was adapted to take account of COVID-19 social distancing measures by splitting the students into three permanent syndicates with a dedicated instructor for each syndicate. Only JALLC internal students attended. All lessons were instructed by one of the three instructors, with their syndicate receiving the instruction live and the other syndicates receiving the instruction over a video link set up with Skype for Business on the NU system.

DISCUSSION

The feedback from the course indicates that it was successful, both in terms of increasing the participants' confidence in understanding and performing aspects of JALLC's joint analysis projects and as a productive experience for the participants to get to know their colleagues a little better and improve their general teamwork and communication competencies. Of course, as with anything, there were some elements that were not as successful and for the most part it seems as if these were caused by a combination of technical challenges and trying to fit too much into a short space of time. Additionally, there were several requests for more real-life examples to be added.

For the first time this year we have a good idea of how well we covered the learning objectives due to a mandatory pre-course survey and learning review survey throughout the course. Incorporating these surveys into the course also allowed us to collect data from the students about what additional training they would like to get, and this can form a basis for a series of one-off training sessions as follow-up to the JATC. The results are summarized at the end of this report.

The hybrid format implemented due to COVID-19 delivered some advantages as well as some disadvantages. Advantages were:

- Keeping the syndicates together throughout built a strong sense of team within them and by the end of the week all three syndicates had a developed productive working habits that allowed them to spend more time doing the syndicate work and less time organizing themselves to do the work. Additionally, having the course limited to JALLC internal staff only helped with this aspect of the training.
- The format forced us to limit the instructing staff to three full-time instructors who stayed with the syndicates for the full duration of the course. This simplified the preparation and coordination of the lessons beforehand but most importantly provided an additional learning opportunity for the students since the instructors had been present through all lectures they could help the students to connect their learning from one day to the next.

Disadvantages were:

- It took two full working days to set up the rooms and test the equipment, which was two more days than the two hours that had been planned. Even with having completed that amount of prep, there were still occasional technical problems which caused delays and distractions to the learning experience. Of note, NCIA deciding to rebuild all NS workstations in the JALLC with 10 seconds notice was very disruptive and the Skype for Business, while it was generally reliable, had random moments when it would not share content, was unable to share video content, and seemed to affect the volume of videos played in other apps.

- Lack of plenary discussion. The set up in each room required the instructor to physically move the camera and mic to focus on whoever was speaking and this made it time consuming and awkward for participants to interact across the syndicates without going through the instructor in each room. This stifled the plenary discussions. By the end of the week we'd figured out how to improve the discussions slightly by having the syndicates discuss among themselves first and then share with the other syndicates through a spokesperson, but this was far more time consuming and less effective than holding a real physical plenary session.

Overall the support staff at JALLC should be commended for their devotion to making this course a success. Especially Pedro Ferreira from NCIA, who spent many more hours setting up and troubleshooting the IT than we had expected. Additionally, Paulo da Silva provided initial training in the Skype for Business system, Andre Sterling filled all the stationery requirements, David Peixoto helped with last minute room rearrangements and Antonio Araujo from NCIA stayed late with Pedro to try and fix the NS after it went down.

CONCLUSION

The course in this format worked well and so the five-day two lessons of three-hours per day, three full-time instructors approach can be kept as a baseline for next time. It is straightforward to run it again in hybrid format or revert to the usual physical format, so this one course can be the basis for future courses, COVID or not. Next time there is definitely a need to allocate more time to technical set up and rehearsal. Additionally, there is a need to try and incorporate more real-life examples into the training, and to set up a post-JATC series of mini-training events to cover some of the more technical topics in more detail.

WAY AHEAD

The three instructors will work together to through the course material with the following three objectives listed here in priority order:

- End-to-end syndicate work review (aim to complete by mid-Feb) – What worked well? What didn't work so well? Is the syndicate work focusing the participants on the right learning outcomes? Are the prepared materials adequate to support the syndicate work?
- Learning objectives and course structure review (aim to complete by end Apr) – Align the learning objectives and course structure to the new syndicate work plans. Streamline the objectives and ensure the wording used is appropriate for the aim.
- Lectures revision to include more real-life examples (aim to complete by end of Jun) – Review lectures against new learning objectives and build a common example project into the examples that will run through every lesson.

Additionally, the course feedback will be reviewed in detail in order to identify specific training sessions that are needed later and could be included in a series of follow-on training activities running from 1 hour to 1 day in length (aim to complete by end Apr).

Assuming no major rotation during the Christmas period, the next JATC should be scheduled between in the autumn 2021.

Annex A

LESSON EVALUATIONS AND FEEDBACK

LESSON 1: JPA AND ANALYSIS

OVERALL: 4.4/5 – VERY GOOD

Learning Objectives

	Learning Objective	Before	After
1.1	Describe the main elements of the JALLC Project Approach	2.0	3.7
1.2	Communicate and contribute effectively in syndicates and JALLC analysis project teams	2.5	4.0
1.3	Apply System 2 (rational and logical) thinking to solve a problem	2.5	3.9

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
- Better understandings of the process - stakeholders - roles	explanation of PORA/SORA roles - How LLMD is particularly involved
- got information about JAP process and its purpose - got information about roles in the JPA process and who they play - types of thinking, especially process no.2	more about activities related about pre-project stage and even before this stage - What happens when JALLC receive Analyse requirement template (task for project)
- main elements of the JPA - purpose and layout of analysis -main players of JPA	responsibilities within the JPA - analysis techniques
- Structure of the JPA - Analyzation Methods - Importance of Questions	Layout of the JPA
- The JALLC Project Approach - Roles and documents in the JPA - Difference between system 1 and system 2 thinking	Applying the JALLC project approach in practice
- the JPA is my friend - how to understand the JPA and its stages -	What each type of the products actually looks like - the process of the analysis portion
1 - The importance of diversity of roles in a team; 2 - Much better understanding of the JPA, especially the differences between the roles.	There are a couple of references in the handout that I want to check later; given the short time to complete the mid-morning questionnaire, I want to go back, re-do it and learn from my mistakes, which helps me wrap up a lesson.
1. I don't know enough about the JPA process. 2. When I first arrived to JALLC I was told not to read the Joint Analysis handbook because it was outdated but now it is up to date.	How to best utilize the Joint Analysis Handbook.
1. Learned about what the command structure is for an analysis project 2. Learned what the JPA is 3. Learned about the process to develop an analysis product	How can an analyst limit the influence of their personal biases? What is the size of a usual analysis team working on an analysis project?
1. What is JPA, 2. JPA structure, 3. System-1 and system-2 thinking.	May be; * broader analysis/research, * broader System-1 and system-2 thinking.

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
creative thinking team perspectives rational and logical thinking team roles	the elements of the analysis
JPA is our friend. Analysis is a way of thinking. The 3 elements of JPA are stages, roles and products.	more in detail the Execution Phase...
JPA roles can be mapped to JALLC roles. JPA is a friend Analysis is about critical thinking	JPA roles and where they come into play along the process

LESSON 2: JAR, CUSTOMER, RQS

OVERALL: 4.8/5 – EXCELLENT

Learning Objectives

	Learning Objective	Before	After
2.1	Explain the purpose of the Initiation Notification and its sections	1.6	3.0
2.2	Understand the nature of JALLC analysis and Joint Analysis Requirements	2.5	3.8
2.3	Clarify the details of a Joint Analysis Requirement	2.1	3.5
2.4	Start building effective relationships with the Customer, Customer Representative, and Stakeholders	2.5	3.5
2.5	Explain how to narrow down topics in a Joint Analysis Requirement	2.1	3.3
2.6	Develop Research Questions to answer a refined Joint Analysis Requirement	2.5	3.6
2.7	Evaluate Research Questions	2.7	2.9

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
Analysing a JAR - How to build RQs - Importance of the right Customer	Evaluating research Questions
What kind of team worker I am, which I found incredibly helpful - How to deconstruct Research Questions - How to question information provided to me in a JAR	the format of an Initiation Notification - evaluating Research Questions
1 - The importance of a good JAR and the steps to improve it; 2 - Insights from my colleagues on NATO entities and their responsibilities 3 - The importance of understanding the Customer and its nature to actually be able to customize the JAR to the Customer needs	I believe that a lot more hand-on experience is necessary to be able to nail down a good JAR, and will try to get hold of recent JARs to evaluate its content and the deliverable.
1. Initiation Notification, 2. JAR 3. Customers, stakeholders	1. Refining the JAR, 2. Developing research questions.
Analysis Requirements Research Questions The ambiguity in the titles of the JAR	practice more in Research Questions
How to state a good Joint Analysis Requirement. Extract proper Research Questions for that JAR.	More examples of balanced JARs.

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
- how to build JAR, - what avoid to create good JAR, - who is customer and stakeholders	- something more about Initiation Notification (how is it build - process)
purpose of Initiation Notification - What is a JAR - analyse a JAR	Develop Research Questions - Evaluate Research Questions
interaction with the Customer to refine the requirement - requirement could be fitted for exploitation - kind of requirements	JAR to RQ - Sub RQ
Drafting the right Research Questions is incredibly important. -during the interview process the people who act like they know the most, mostly know the least.	How do you properly draft research questions?
1. Learned what a JAR is 2. Learned what a good and bad JAR look like 3. Learned how to take information from a JAR to develop research questions	What do you do if the JAR is not very good, beyond developing research questions?
The format of a JAR Clarifying the JAR Formulating research questions	Interested in looking at more examples of JARs, RQs and outputs from the projects.
RQs are a way to break down the JAR You may only get one meeting with the customer Brainstorming questions is an effective way to get a lot of ideas out quickly	Evaluating RQs Formulating RQs

LESSON 3: RESEARCH PART 1, DOCUMENTATION

OVERALL: 4.4/5 – VERY GOOD

Learning Objectives

	Learning Objective	Before	After
3.1	Understand the continuous nature of research and its applicability throughout the project	3.1	3.9
3.2	Conduct initial research using NATO documentation	2.5	3.8
3.3	Describe the document management system used by JALLC	2.3	3.5
3.4	Use the Concept of Analysis template to develop and document Literature review	2.1	3.9
3.5	Understand different types of documentation in NATO and external to NATO and how they can be used	2.5	3.7

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
How to start a literature review - Research is an ongoing process - Research needs will change after evaluation of RS-Questions	
1. The importance of planning out research 2. The difficulty of performing research 3. The different types of research documentation	Providing an example of a document list from a published analysis report might be useful in showing a real world example of

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
	the breadth and depth of documents needed to develop this type of report
1 - Better awareness of the types of documents available in NATO and how to read the document reference to easily identify the origin 2 - The importance of combining a variety of knowledge and background when selecting team members 3 - How difficult it can be to integrate opposite approaches to initial research and how this could be perceived as hindering work progress by those who are more impatient	More time to research in systems
documentation research different types of documentation info contribution of the teams	research technics in NATO data bases
Importance of open sources Refer to already known background from NLLP Lot of documentation available in NATO sites	Management of multiplicity of documentation Critical feedback for documentation irt RQs
Document sources available for JALLC projects Key documents/sources Literature review section of the CA	I would like to familiarise more with the NATO document/data sources
1. Conducting initial research 2. Using the Concept of Analysis template 3. How to read a document	We could have made sample researches.
the resources provided to the JALLC via NS - How difficult It is to use those resources to get the results that you are looking for - the utility of a concept of analysis template	as someone who is new to NATO, I might need to explore the types of documentation a bit more - might be helpful to very briefly explain How tasker tracker works for those who have never used It, as It is the main tool for document collaboration during these projects
How to make Literature Review. Create RQ,s. Build Surveys	I am not clear about the connection between RQs and Literature Review + Research Summary.
1. Continuous nature of research 2. different types of documentation 3.JALLC document MGMT system	Is there a guide for refereeing sources in NATO projects (MLA, etc.)?
where to find documentation, useful links, how scan documentations-notes	Nothing

LESSON 4: RESEARCH PART 2, SURVEYS

OVERALL: 4.7/5 – EXCELLENT

Learning Objectives

	Learning Objective	Before	After
4.1	Explain the utility of Surveys for your Concept of Analysis	2.5	3.8
4.2	Understand the difference between a Survey and a Questionnaire	2.5	3.9
4.3	Explain the process of designing a survey and how to do each stage	2.1	3.4
4.4	Practice how to develop and how to answer a questionnaire	2.3	3.8
4.5	Understand how to execute a Survey with the tools commonly available tools in JALLC	1.8	3.8
4.6	Evaluate a questionnaire and identify common errors and good practices	2.4	4.0

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
How to Develop a questionnaire - difference between survey and questionnaire	
Surveys are a useful tool to scope research Surveys are difficult to develop	Providing examples of good and bad surveys would be helpful.
1 - Better awareness of the survey tools available on the different networks 2 - The importance of having a variety of people giving feedback on the structure and content of questionnaires 3 - The need to provide context and make clear to the respondents what the objective of the questionnaire is.	1 - I feel the need to explore the survey tools available and better understand the impact of that choice on the results output for subsequent data analysis
Surveys are for gaining perspectives There are lots of different tools	Deciding what questions are for surveys and what questions are for the team to answer The time it takes to plan, design, deploy, and receive responses
surveys importance Questionnaires common errors	
Linkage JAR-RQs-Survey Questionnaire shaping Critical review	Results of questionnaire Interpretation
Utility of surveys in JALLC projects Survey tools available at the JALLC Best practices/common pitfalls	Practice using survey tools available to the JALLC
The various points that are necessary to consider in writing a survey, such as double barrels, etc. - How to analyse another survey and see its pros and cons in acquiring information	the difference between a survey and a questionnaire, and if there are different things we should be considering for each - the stages of a survey
Understand the importance of surveys. Make good surveys. Write a clear questionnaire.	

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
How personal biases can affect survey creation. How to develop a survey. How important a single word can be in a survey.	I would like to create a digital survey in Survey Monkey as a practical exercise. I would like to practice formatting a Word survey into a PDF form with drop down choices. I would like to learn how to accrue the data in from multiple PDF surveys using PDF/Adobe tools.
the process of building survey, How to construct survey questions, The most often mistakes in building survey questions	Some more information how to limit number of questions but to meet JAR requirements

LESSON 5: RESEARCH PART 3, INTERVIEWS

OVERALL: 4.7/5 – EXCELLENT

Learning Objectives

	Learning Objective	Before	After
5.1	Explain the utility of Interviews for your Concept of Analysis	2.5	3.9
5.2	Identify the main types of interviews	2.1	3.9
5.3	Understand how to conduct a good interview, the process and team roles	2.3	3.5
5.4	Design and conduct an interview based on initial research	2.4	3.5
5.5	Identify common challenges in interviewing and how to address them	2.4	3.7
5.6	Describe interview tools available in JALLC	1.7	3.3
5.7	Produce and synthesize interview transcripts	2.3	3.0

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
- understand how to conduct a good interview -	produce interview report
1. The importance of interviews 2. How to set up and structure an interview 3. How to perform an interview and deal with different types of interviewees	Are there cases where after reviewing the information from an interview a follow up interview is needed? If so, is this common and are there any recommendations on how to perform such an interview?
1 - The importance of building rapport with interviewees 2 - The thorough preparation required before the interviews take place 3 - Practice, Practice, Practice	Perhaps find videos with different types of interviews to look at examples of things that went wrong and how the interviewer dealt with the problems.
interviews planning methods of interviewing people conducting the interview	more practicing conducting an interview
How to prepare an interview How to face and manage an hostile interviewee Define roles	
Utility of interviews in JALLC projects Best practices and common pitfalls Clarifying vs. probing questions	It has inspired me to revisit previous training on effective Comms and coaching, which contain more detail on questioning techniques.

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
Learned; interview types, Interview team roles, How to make a good interview (Questions)	Preparing interview questions, Writing up interviews
the different types of interviews - What NOT to do during an interview - having additional individuals with you in the interview is critical to getting as much as you can out of the interview	N/A
got which type of survey is the most appropriate - the role existing in survey and How many people is most recommended - What kind of Questions try to build	get recommendation what technics to use when interviewee has tendency to answer to long (time issue) and no directly to the clue of question (especially with high rank officer)
Interviewing skills need to be refreshed and practiced. Transcribing interviews takes practice (refreshing acronyms, shorthand, etc.) The difference between in person and distance interviews (cost, etc.)	Crash course in note taking during interviews (effective shorthand, etc.). A cost-benefit analysis of conducting interviews in person vs by VTC.

LESSON 6: ANALYSIS STRATEGIES

OVERALL: 4.3/5 – VERY GOOD

Learning Objectives

	Learning Objective	Before	After
6.1	Differentiate between deductive, inductive and abductive inference	2.4	3.5
6.2	Use Excel to gather, organize, and explore themes in text data	2.5	3.5
6.3	Infer cause and effect relationships	3.4	3.6
6.4	Identify how other tools (not Excel) available in JALLC systems can support analysis	2.2	3.3
6.5	Use the Finding template to ensure findings are complete and evidence based (top down)	1.7	3.0

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
Identify Evidence, Conclusion, also. in a text	Everything in MUCH more time!
1. The difference between deductive, inductive and abductive inference. 2. The different types of software packages available to track data 3. The difficulty in analysing data	
How interdisciplinary differences impact the approaches to reasoning	
use of the data tools	evidence and findings criteria and conclusions
There is no generic strategy. Necessity for flexibility to adapt to the study case. Planning is paramount (survey, data, analysis) before execution.	

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
Deductive, inductive and abductive inference Using the findings template Identifying elements of the findings template in text	I would like to experiment with maxQDA
Partly learned; Using excel to gather, organize and explore text data, Differentiation between deductive, inductive and abductive inference, infer cause and effect relationships.	Using excel to gather, organize and explore text data, infer cause and effect relationships.
learned about the different types of reasoning - criteria is hard to find in a piece of writing	the use of excel in organizing text data is still a bit confusing
- got initial information about "magic" between data and knowledge, - better understanding of reasoning process - better understanding of findings template/rules	a little bit more How to present interviews answers in excel - examples - some more clear examples from real project How to formulate findings in proper way in sentences
There are many free online tools for data analysis. Data analysis is a full time profession which takes many years of experience to master. Entering data from a qualitative interview into Excel is very difficult/confusing.	Crash course in Excel for data collection specifically from interviews. More in depth explanation of tools (other than Excel) available for free use at JALLC, and how to obtain these tools.

LESSON 7: PLANNING, CONCEPT OF ANALYSIS

OVERALL: 4.7/5 – EXCELLENT

Learning Objectives

	Learning Objective	Before	After
7.1	Use initial research to develop a plan	2.3	3.9
7.2	Use the Concept of Analysis (CA) template	1.9	3.9
7.3	Understand the logical connection between Joint Analysis Requirement, Research Questions and Final Report	2.2	3.0
7.4	Understand the importance of “thinking through to the end”	2.4	4.5

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
Group working is the secret to success - Develop the right Questions and review them properly and permanently	just more practise
1. The purpose of the Concept of Analysis Template 2. How to fill in the Analysis Design section and the thought that has to go into this effort.	How long does it usually take to develop the initial Analysis Design plan? Is one member of the team usually the lead for developing the Analysis Design plan (e.g. tech lead, team lead, analyst...) or is it team led effort?
Open-minded team members, who enjoy discussing, and are willing to take into account different points of view seems to be vital in the Analysis Design, where knowledge, experience and ideas are all combined to produce a plan agreed by all.	It would be interesting to read a few CAs from recent JALLC projects, before or during this session.

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
Not to be struck on a single source of data Discrimination of "evidences"	
Understand key elements of the CA template Completing the CA in a team CA examples - good practices	I would like to access good examples of CAs (and other docs in the JPA) in a centralised location - e.g. edms. I think this would help others to know what to aim for in terms of detail, etc.
Partly, to prepare an analysis plan, Data collection, Thinking through to end.	
the difference between passive and active data collection - thinking through to the end is very important and NOT something I had previously put emphasis on in my Research projects	
How to do CA - What is important when doing CA - What are data limitations	

LESSON 8: WORKING WITH THE SORA

OVERALL: 4.6/5 – EXCELLENT

Learning Objectives

	Learning Objective	Before	After
8.1	Run meetings which encourage open discourse	3.1	4.1
8.2	Self-critique own work	3.3	3.9
8.3	Make sound decisions regarding how to incorporate comments into a product	2.7	3.8
8.4	Understand dynamics of team drafting	3.0	3.9
8.5	Describe tools for team drafting available to JALLC	2.0	3.6
8.6	Understand the role of the SORA in the project team	2.0	3.5

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
SORA is your friend - permanently self-critique	
1. The role of the SORA 2. The importance of the SORA to the success of analysis projects 3. Things to take into account when planning and running meetings	Videos showing examples of how to deal with issues with the planning and running of meetings (for example how to get people to show up on time, how to keep meeting attendees on task)
Better understanding of different aspects of the SORA role in the project helps towards knowing How to seek their help.	It would be interesting to change up to 2 team members during the week to draw from their experiences gained in the other groups.
Add different points of view on your current work Take in account critics Always refer to an independent, neutral, external point of view	

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
Understanding the role of the SORA in JPA. Critiquing as a team. Working in a team to address comments.	The role of the SORA in JPA in practice.
Running meeting in an open discourse way, Understood the role of SORA, Doing self-critique own work	
of SORA in JPA - more about TT+ - more about critical thinking	

LESSON 9: CA REFINEMENT AND CUSTOMER BRIEFING

OVERALL: 4.6/5 – EXCELLENT

Learning Objectives

	Learning Objective	Before	After
9.1	Use Concept of Analysis and research conducted so far to develop customer update brief covering: refined JAR/RQs, initial research and scope, planned way ahead, the kind of results you think you'll be able to provide the customer	2.2	3.9
9.2	Explain initial research and planned way ahead to customer	2.5	3.8
9.3	Critique an analysis plan	2.3	3.8

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
preparing a customer's brief	happy
What to focus on when giving an update brief. How to structure an update brief.	Thought the lesson was great, no additional recommendations.
Listening and taking on board the ideas from all the team members takes time but is likely to produce a better presentation	
Think critically. - Customer face to face meeting is very important. - Team work job.	
Encouraging/helping others to develop a logical structure for the customer update. Differences in briefing format and styles across teams. Difference in presenting styles across Nations.	Understand more about the types/behaviours of previous/typical JALLC customers and what level of detail they prefer in a briefing.
* Preparing a good Customer Briefing * Giving a briefing * Giving a feedback to other syndicate	No need...
It takes a lot of active effort to make sure everyone has contributed input into the task	
how to build briefing what is the best way to create slides (information presented) how is the best way to present briefing	more info What present on one slide (to keep It best informative role) - the level of details in presentation

LESSON 10: PRACTICALITIES OF WORKING ON A JALLC ANALYSIS PROJECT

OVERALL: 4.8/5 – EXCELLENT

Learning Objectives

	Learning Objective	Before	After
10.1	Understand that all analysis projects are different	3.1	4.1
10.2	Understand that the roles/responsibilities of team members depend on a number of factors	2.9	4.0
10.3	Understand how to work with JALLC stakeholders such as Editor, SORA, PORA, DH, etc.	2.0	3.9

Reflection and Questions

Top 3 things you personally learned:	2 questions/ideas you would like to explore more:
learning more about different persons in JPA	
Gained better understanding of the roles of each member of an analysis project team and what skills they bring. Good to know whom to reach out to when needed.	Once again great lesson, and cannot think of anything else to look into at this time.
Roles/responsibilities are not completely fixed, and may change or adapt slightly to accommodate the type and quality of the project report.	
Role of the Project Director in JPA Role of the Technical Director in JPA Role of the Editor in JPA	Observe/experience a Joint Analysis project first hand to understand more about the process and team dynamics
Understood roles/responsibilities of team members, Understood how to work with JALLC stakeholders	No need...
a lot of fluid work between the roles, divisions NOT as concrete as on paper	
the roles of person involved in process - the most important impression of them on the process	more about interaction between people involved in project process during It executing