

U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

L331/ CONDUCT A MILITARY BRIEFING

OCT 04



Stand Alone Common Core

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L331 / CONDUCT A MILITARY BRIEFING
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	L331, Conduct a Military Briefing, Oct 03.
TSP Users	600-BNCOC, Basic Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p align="center">COMDT USASMA ATTN ATSS DC BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p align="center">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p align="center">E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

<u>Task Number</u>	<u>Task Title</u>
158-300-0020	Conduct a Military Information Briefing
158-300-0030	Brief to Inform, Persuade, or Direct

This TSP
Contains

TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data	4
Section II Introduction.....	8
Terminal Learning Objective - Conduct a military information briefing.	8
Section III Presentation	10
Enabling Learning Objective A - Discuss the four types and format of a military briefing.....	10
Enabling Learning Objective B - Discuss the four steps in the preparation of a military information briefing.....	14
Enabling Learning Objective C - Discuss the six key communication factors.	17
Section IV Summary.....	20
Section V Student Evaluation.....	21
Appendix A Viewgraph Masters A -	1
Appendix B Test(s) and Test Solution(s) B -	1
Appendix C Practical Exercises and Solutions (N/A) C -.....	1
Appendix D Student Handouts D -.....	1

CONDUCT A MILITARY INFORMATION BRIEFING
L331 / Version 2
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-BNCOC	2	Basic Noncommissioned Officer Course

Task(s) Taught (*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	158-300-0020 (*)	Conduct a Military Information Briefing
	158-300-0030 (*)	Brief to Inform, Persuade, or Direct

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>

Academic Hours The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>	
	1 hr	Conference / Discussion
Test	4 hrs	Test
Test Review	0 hrs	
Total Hours:	5 hrs	

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 Hrs	E303

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

Clearance Access Security Level: Unclassified
 Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 101-5	STAFF ORGANIZATION AND OPERATIONS	31 May 1997	

Student Study Assignments

Before class--

- Read FM 101-5, Appendix E (SH-4).
- Study Student Handouts 2 and 3.
- Review the key communication factors used to deliver an information briefing SH-3-4.

During class--

- Participate in classroom discussions.

After class--

- Turn in recoverable materials.
-

Instructor Requirements

1-16, SSG, BNCOG graduate, ITC and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD PROJECTION SYSTEM	1:16	1:1	No	1	No
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required**Instructor Materials:**

- VGTs: 1-9.
- TSP.
- Standard collegiate dictionary.

Student Materials:

- Materials to research the assigned topic.
 - Pen or pencil and paper to write on.
 - Materials for delivery aids (charts, viewgraphs, handouts, or slide projectors).
-

Classroom, Training Area, and Range Requirements

GEN INSTRUCT BLDG CLASSROOM (40X40 PER 16 STU)

**Ammunition
Requirements**

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

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Issue all materials NLT than three days prior to class.
- Read all TSP material.
- Study the student handouts.
- During day one, discuss the issues and concerns that relate to conducting an effective information briefing.

During class--

- Facilitate the group process IAW TSP.

After class--

- Collect recoverable material.
 - Report any lesson discrepancies to the Senior Instructor.
 - Conduct after action review for the lesson.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Randolph E. Kelly	GS09	Training Specialist	
Agnes D. Bennett-Green	SGM	Chief, BNCOC/ANCOC	
George V. Bucher	GS11	Chief, CMD	
Marion Lemon	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio is: 1:16
 Time of Instruction: 5 mins
 Media: None

Motivator

As you assume more leadership roles, there will come a time when your commander will measure your performance largely by how well you communicate verbally and effectively with military leaders. Your task may be to provide an information briefing or a decision briefing. This lesson will provide you with the information you need to develop your skills to accomplish the task of conducting a military information briefing.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.
 At the completion of this lesson, you [the student] will:

Action:	Conduct a military information briefing.
Conditions:	As a section sergeant, in a classroom environment, given a requirement to provide an information briefing, a specified briefing time, and access to student materials IAW FM 101-5, Appendix E.
Standards:	Conducted a military briefing with enthusiasm, correct stance, and gestures. Maintained eye contact and incorporated voice variable with clarity and passed the information briefing examination with a satisfactory rating or better IAW SH-2 and SH-3.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

You will conduct a performance-based test on day 7 demonstrating your ability to give an information briefing. The performance-based test will evaluate your ability to perform the TLO and ELOs of this lesson. You will have 6 minutes (+ or - 2 minutes) to present your briefing. You will receive a NO-GO if you go over or under the time requirements. You will present your information briefing using the Military Information Briefing Evaluation Form in SH-2.

**Instructional
Lead-In**

NOTE: The instructor will provide the students with an overview of this lesson, along with the student requirement to present an information briefing during day 7. Ensure you provide each student the student handouts.

This lesson will familiarize you with the types of military briefings, their purposes, and how to properly develop and present an information briefing.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss the four types and format of a military briefing.
CONDITIONS:	As a section sergeant, in a classroom environment, given a requirement to provide an information briefing, a specified briefing time, and access to student materials and necessary references.
STANDARDS:	Discussed the four types and format of a military briefing IAW FM 101-5, Appendix E, (SH-4).

1. Learning Step / Activity 1. Discuss the Four Types of Briefings

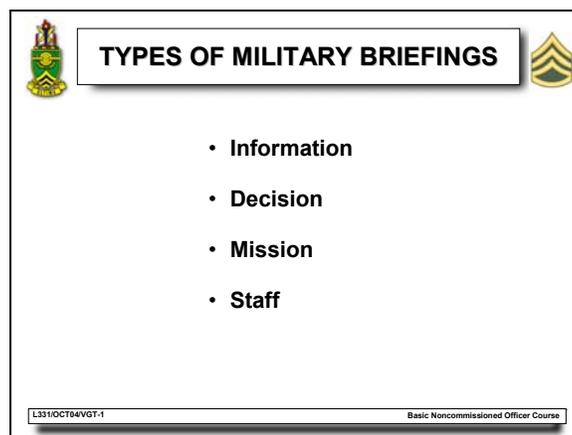
Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 5 mins
 Media: VGT-1

QUESTION: What are the four types of military briefings?

NOTE: Allow the students time to reflect on the question before calling on a student for the answer. Allow a few students to answer before showing VGT-1.

ANSWER: Information, Decision, Mission, and Staff briefings.

Ref: FM 101-5, Appendix E, p E-1

SHOW VGT-1, TYPES OF MILITARY BRIEFINGS

Ref: FM 101-5, Appendix E, p E-1

We will discuss the information briefing first.

QUESTION: The information briefing primarily deals with what?

NOTE: Allow the students time to reflect on the question before asking for an answer. Allow a few students to answer the question first, before giving the answer.

ANSWER: It deals primarily with facts.

Ref: FM 101-5, Appendix E, p E-1

Information briefings inform the listener to gain their understanding. They deal primarily with facts and do not include conclusions or recommendations. You give information briefings to present high priority information that requires immediate attention; complex information involving complicated plans, systems, statistics, or charts; and controversial information requiring elaboration and explanation.

The second briefing we will discuss is the decision briefing.

QUESTION: What is the intent of the decision briefing?

NOTE: Allow students time to reflect on the question before asking for an answer. Allow a few students to answer the question, before giving the answer.

ANSWER: The intent of a decision briefing is to obtain an answer or a decision.

Ref: FM 101-5, Appendix E, p E-1

Simply put, decision briefings are failures unless the briefing concludes in a decision. We will discuss specific format requirements for each of the briefings later in this lesson.

The third briefing we will discuss is the mission briefing.

Mission briefings give information, specific instructions, or instill an appreciation of a mission. In an operational situation or when the mission is of a critical nature, it may become necessary to provide individuals or smaller units with more data than plans and orders provide. The mission briefing clarifies roles, detail requirements and instructions, and reinforces orders.

The last briefing we will discuss is staff briefings.

Staff briefings keep the commander and the staff informed of a current situation. They can include the characteristics of the information, decision, and mission briefings. It may involve the exchange of information; transmit decisions, and

issue directives and guidance. Staff officers use the staff briefing to brief the commander on the current status of activities within their areas of responsibility.

QUESTION: Who presents matters of interest at the staff briefing?

NOTE: Allow the students time to reflect on the question before asking for an answer. Allow a few students to answer the question before giving the answer.

ANSWER: Staff officers are responsible for briefing their respected areas of responsibility.

Ref: FM 101-5, Appendix E, p E-2

Presentation of staff estimates can culminate in the commander's decision to adopt a specific course of action, is a form of staff briefing.

REMOVE VGT-1

2. Learning Step / Activity 2. Discuss the information briefing format

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio is: 1:16
 Time of Instruction: 10 mins
 Media: VGT-2 thru VGT-4

Now let's discuss the format and content of the military information briefing.

NOTE: Tell the students to turn to page E-5.

NOTE: Show VGT-2 and have the students identify information they think should go in each paragraph of the briefing. Using the same procedure, show and discuss VGT-3 and VGT-4. However, do not allow the discussion to go beyond 2 minutes for any of the VGTs.

SHOW VGT-2, INFORMATION BRIEFING FORMAT



INFORMATION BRIEFING FORMAT



1. Introduction

Greeting.

- Address the person(s) you are going to brief.
- Identify yourself and your organization.

Type and Classification of Briefing.

- "This is a **SECRET** information briefing."
- "This is an **UNCLASSIFIED** information briefing."

Purpose and Scope.

- Give the big picture first.
- Explain purpose and scope of your briefing.

L331/OCT04/VGT-2
Basic Noncommissioned Officer Course

Ref: FM 101-5, Appendix E, p E-5

REMOVE VGT-2

SHOW VGT-3, INFORMATION BRIEFING FORMAT (cont)



INFORMATION BRIEFING FORMAT (cont)



Outline or Procedure.

- Briefly summarize the key points and your general approach.
- Explain special procedures.

2. Body

- Arrange the main ideas in a logical sequence.
- Use visual aids correctly to emphasize your main ideas.
- Plan effective transitions from one main point to the next.
- Prepare to answer questions at any time.

L331OCT04VGT-3
Basic Noncommissioned Officer Course

Ref: FM 101-5, Appendix E, p E-5

REMOVE VGT-3

SHOW VGT-4, INFORMATION BRIEFING FORMAT (cont)



INFORMATION BRIEFING FORMAT (cont)



3. Closing

- Ask for questions.
- Briefly recap your main ideas and make a concluding statement.
- Announce the next speaker.

L331OCT04VGT-4
Basic Noncommissioned Officer Course

Ref: FM 101-5, Appendix E, p E-5

REMOVE VGT-4

CHECK ON LEARNING:

QUESTION: What is the intent of a staff briefing?

ANSWER: To secure a coordinated or unified effort.

Ref: FM 101-5, Appendix E, p E-1

QUESTION: When do you use mission briefings?

ANSWER: Under operational conditions.

Ref: FM 101-5, Appendix E, p E-1

B. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss the four steps in the preparation of a military information briefing.
CONDITIONS:	As a section sergeant, in a classroom environment, given a requirement to provide an information briefing, a specified briefing time, and access to student materials and necessary references.
STANDARDS:	Discussed the four steps in the preparation of a military information briefing IAW FM 101-5, App E.

1. Learning Step / Activity 1. Discuss the four steps in preparing a military briefing

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: VGT-5 thru VGT-8

Now let's discuss the steps used to prepare a military briefing.

NOTE: Ask the students to turn to pp E-2 and E-3 and follow along in their manual. Discuss the specific steps of a military briefing on VGT-5 thru VGT-8. Do not allow the discussion to go beyond 2 minutes for each step.

Lets look at Step 1, Analyze the Situation

SHOW VGT-5, ANALYZE THE SITUATION



ANALYZE THE SITUATION



- **Who will you brief and why?**
- **How much knowledge of the subject does the audience have?**
- **What does the audience expect of you?**

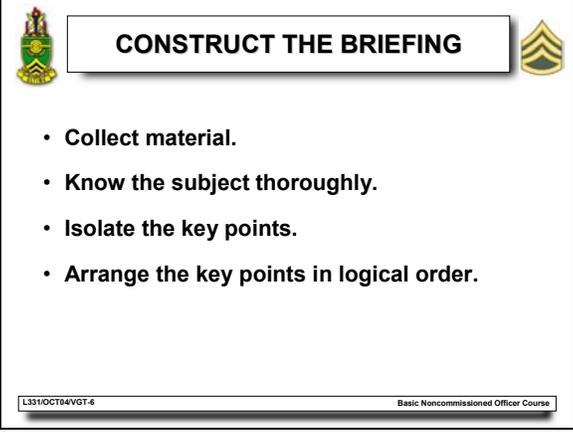
L331OCT04VGT-5
Basic Noncommissioned Officer Course

Ref: FM 101-5, Appendix E, p E-2

REMOVE VGT-5

When you conduct a briefing for the first time, you should ask, what is the particular official's desire? You must understand the purpose of the briefing.

Now for Step 2, Construct the Briefing

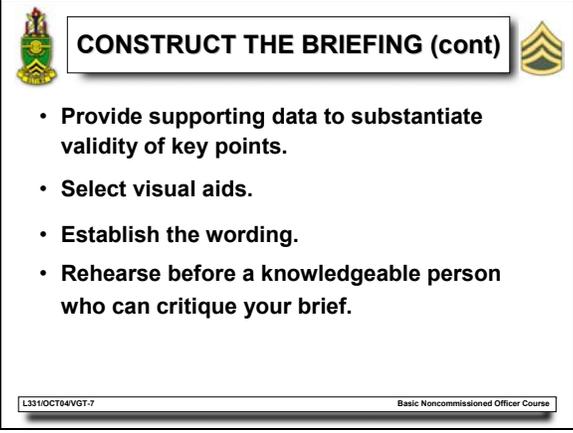
SHOW VGT-6, CONSTRUCT THE BRIEFING

CONSTRUCT THE BRIEFING

- **Collect material.**
- **Know the subject thoroughly.**
- **Isolate the key points.**
- **Arrange the key points in logical order.**

L331OCT04VGT-6 Basic Noncommissioned Officer Course

Ref: FM 101-5, Appendix E, p E-2

REMOVE VGT-6**SHOW VGT-7, CONSTRUCT THE BRIEFING (cont)**

CONSTRUCT THE BRIEFING (cont)

- **Provide supporting data to substantiate validity of key points.**
- **Select visual aids.**
- **Establish the wording.**
- **Rehearse before a knowledgeable person who can critique your brief.**

L331OCT04VGT-7 Basic Noncommissioned Officer Course

Ref: FM 101-5, Appendix E, p E-2

REMOVE VGT-7

As for Step 3, Deliver the Briefing

SHOW VGT-8, DELIVER THE BRIEFING



DELIVER THE BRIEFING



When You Conduct a Briefing Be Aware:

- Present the subject as directed and ensure that the audience understands what you present.
- Keep the briefing short and avoid lengthy introduction and summary.
- Use logic in arriving at conclusions and recommendations.
- Be ready to handle interruptions and questions which may occur at any point.

L331OCT04VGT-8
Basic Noncommissioned Officer Course

Ref: FM 101-5, Appendix E, p E-2

REMOVE VGT-8

The last step, Step 4, is Follow-up

The fourth step in conducting a military briefing is follow-up. When your briefing is over, you need to prepare a memorandum for record (MFR). Record the subject, date, time, and place of the briefing and rank, name, and positions of those present. You must concisely record the substance of the briefing. If there is a decision and you have any doubt about the decision maker's intent, you must submit a draft of the MFR to the decision maker for correction before preparing it in final form. When you complete the MFR, distribute it to the staff sections or agencies that must act on the decisions or instructions in the MFR, or whose operations or plans the MFR may influence.

Ref: FM 101-5, Appendix E, pp E-2 and E-3

CHECK ON LEARNING:

QUESTION: Name the four steps you use when preparing a military briefing?

ANSWER: The four steps used when preparing a military briefing are: analyze the situation, construct the briefing, deliver the briefing, and follow-up.

Ref: FM 101-5, Appendix E, p E-2

QUESTION: What must the briefer understand before conducting the first briefing?

ANSWER: The purpose of the briefing.

Ref: FM 101-5, Appendix E, p E-2

C. ENABLING LEARNING OBJECTIVE

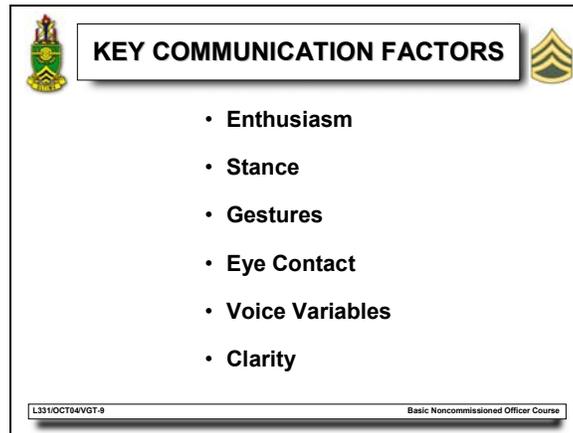
ACTION:	Discuss the six key communication factors.
CONDITIONS:	As a section sergeant, in a classroom environment, given a requirement to provide an information briefing, a specified briefing time, and access to student materials and necessary references.
STANDARDS:	Discussed the six key communication IAW SH-3.

1. Learning Step / Activity 1. Discuss the Six Key communication Factors

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 15 mins
 Media: VGT-9

The six key communication factors can make your speech effective depending on how well you perform them. We will evaluate your performance using the six communication factors when you present your information briefing. The checklist in SH-2 will provide you with the structure and standard for each factor that you must meet when you present your briefing.

NOTE: Tell the students to turn to SH-3, p SH 3-4.

SHOW VGT-9, KEY COMMUNICATION FACTORS

Enthusiasm is the first communication factor. I will now discuss the correct way to present an information briefing in order for you to receive a GO.

Enthusiasm includes three areas: Voice, Volume, and Facial Expression. Let's go over each of them.

An improve presentation lacks enthusiasm and personality. The speaker seems bored, tired, timid, or apologetic. He lacks confidence and enthusiasm. His voice is weak and there is no variation in pitch and volume, and lacked motivation. Facial expressions lack variety and convey the impression of boredom or disinterest in the subject.

A satisfactory presentation is just the opposite of the improve presentations. They show enthusiasm and convey the speaker's personality and interest in the subject. The voice is strong enough for all members of the audience to hear. The speaker varies his pitch and volume and creates a general feeling of confidence and enthusiasm. The facial expressions are natural and vary and reflect interest in the subject.

REMOVE VGT-9**CHECK ON LEARNING:**

QUESTION: What are the six key communication factors?

ANSWER: Enthusiasm, Stance, Gestures, Eye Contact, Voice Variables and Clarity.

Ref: SH-3, pp SH 3-4 and SH-3-5

2. Learning Step / Activity 2. Present a Military Information Briefing

Method of Instruction: Test
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:1
Time of Instruction: 4 hrs (on day 7)
Media: Military Information Briefing Evaluation Form

NOTES:

- Tell the students this concludes the conference portion of the class. Explain to them that it is their responsibility to prepare their information briefings for presentation on day 7.
- Assign the students a topic with a date and time they will present their briefing. Students can select their own subject for the briefing, but the instructor has to approve the subject prior to their briefing.
- Encourage the students to ask for assistance if they encounter any difficulties during their preparation.
- Inform the students they will provide a copy of their outline to the evaluator prior to giving their briefing.
- Inform the students that the rating they receive on the presentation will count towards the oral communications rating on their academic evaluation report.
- Reiterate that in order to prepare and deliver a good briefing, use the briefing checklist in SH-2.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

The questions and answers throughout this TSP serve as the check on learning for this lesson.

Review / Summarize Lesson

During the past hour, we discussed the four types of military briefings, their purposes, the steps used in constructing a briefing, and the most common pitfalls of briefers during their presentations. Effective communicators and briefers realize that giving successful presentations depends on how well they prepare. Success often starts and ends with the six key communication factors and using them will only guarantee success for you in the future.

Transition to Next Lesson

None

SECTION V. STUDENT EVALUATION**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will conduct a performance-based test on day 7 demonstrating your ability to give an information briefing. The performance-based test will evaluate your ability to perform the TLO and ELOs of this lesson. You will have 6 minutes (+ or - 2 minutes) to present your briefing. You will receive a NO-GO for exceeding the time requirement and/or an unsatisfactory rating. You will present your information briefing using the Military Information Briefing Evaluation Form in SH-2.`

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

After each student presents his briefing, the evaluator will counsel and evaluate the briefer on his performance. This counseling and evaluation will allow the next briefer time to prepare for their briefing.

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VIEWGRAPHS FOR LESSON 1: L331 version 2

Enabling Learning Objective A

Learning Step 1

VGT-1, Types of Military Briefings



TYPES OF MILITARY BRIEFINGS



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

L331/OCT04/VGT-1Basic Noncommissioned Officer Course

Learning Step 2

VGT-2, Information Briefing Format



INFORMATION BRIEFING FORMAT



1. Introduction

Greeting.

- Address the person(s) you are going to brief.
- Identify yourself and your organization.

Type and Classification of Briefing.

- “This is a **SECRET** information briefing.”
- “This is an **UNCLASSIFIED** information briefing.”

Purpose and Scope.

- Give the big picture first.
- Explain purpose and scope of your briefing.

VGT-3, Information Briefing Format (cont)



INFORMATION BRIEFING FORMAT (cont)



Outline or Procedure.

- Briefly summarize the key points and your general approach.
- Explain special procedures.

2. Body

- Arrange the main ideas in a logical sequence.
- Use visual aids correctly to emphasize your main ideas.
- Plan effective transitions from one main point to the next.
- Prepare to answer questions at any time.

VGT-4, Information Briefing Format (cont)



INFORMATION BRIEFING FORMAT (cont)



3. Closing

- Ask for questions.
- Briefly recap your main ideas and make a concluding statement.
- Announce the next speaker.

Enabling Learning Objective B

Learning Step 1

VGT-5, Analyze the Situation



ANALYZE THE SITUATION



- **Who will you brief and why?**
- **How much knowledge of the subject does the audience have?**
- **What does the audience expect of you?**

VGT-6, Construct the Briefing



CONSTRUCT THE BRIEFING



- **Collect material.**
- **Know the subject thoroughly.**
- **Isolate the key points.**
- **Arrange the key points in logical order.**

VGT-7, Construct the Briefing (cont)

**CONSTRUCT THE BRIEFING (cont)**

- **Provide supporting data to substantiate validity of key points.**
- **Select visual aids.**
- **Establish the wording.**
- **Rehearse before a knowledgeable person who can critique your brief.**

VGT-8, Deliver the Briefing



DELIVER THE BRIEFING



When You Conduct a Briefing Be Aware:

- **Present the subject as directed and ensure that the audience understands what you present.**
- **Keep the briefing short and avoid lengthy introduction and summary.**
- **Use logic in arriving at conclusions and recommendations.**
- **Be ready to handle interruptions and questions which may occur at any point.**

Enabling Learning Objective C

Learning Step 1

VGT-9, Key Communication Factors



KEY COMMUNICATION FACTORS



- **Enthusiasm**
- **Stance**
- **Gestures**
- **Eye Contact**
- **Voice Variables**
- **Clarity**

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TEST FOR LESSON 1: L331 version 2

During the next four hours, you will present a 6-minute (+ or – 2 minutes) military briefing in accordance with the student training schedule.

This performance-based test will evaluate your ability to perform the TLO and ELOs of L331, Conduct a Military Briefing. You will present your briefing as outlined in Student Handouts 2 and 3.

I will evaluate your performance using the Military Briefing Performance Evaluation Checklist in SH-2. At the completion of your briefing, I will rate your performance using the evaluation standards on the form.

Student must achieve a “GO” in eight out of eleven performance measures and be within time to receive an overall “GO” rating. The six key communication factors do not affect the rating, but the SGL/instructor will comment on the student’s strengths, weaknesses, and ways to improve in these areas.

You may use any of the rooms in the facility. You must prepare an outline for your oral presentation in accordance with Student Handout 2.

The instructor will ensure that each student receives a copy of the Military Briefing Performance Evaluation Checklist.

The evaluator will conduct an AAR with the student, explaining his strengths and weaknesses and the overall rating on the briefing. If the student receives an “NO-GO,” the evaluator will inform the student, a date and time to conduct his retest.

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MILITARY BRIEFING Performance Evaluation Checklist

Student Name:	Student Number:	Rank:
Subject/Topic:	SGL/Instructor Name:	Date:

Student must receive a “GO” in eight out eleven Performance Measures and be within time to receive an overall “GO” rating. The six key communication factors do not affect the rating, but the SGL/instructor will comment on the student’s strengths, weaknesses, and ways to improve in these areas.

PERFORMANCE MEASURES	GO	NO-GO
INTRODUCTION		
• Greeting:	()	()
• Type and Classification of Briefing:	()	()
• Purpose and Scope:	()	()
• Outline or Procedure:	()	()
BODY		
• Main Ideas in a Logical Sequence:	()	()
• Visual Aids:	()	()
• Transitions:	()	()
• Prepared to Answer Questions:	()	()
CLOSING (Pause timing. Q & A time does not count against briefing time.)		
• Asked for Questions:	()	()
• Recap and Concluding Statement:	()	()
• Announced the next speaker:	()	()
TIME: _____ (min/sec) Critical	()	()
KEY COMMUNICATION FACTORS	SAT	IMPROVE
• Enthusiasm	()	()
• Stance	()	()
• Gestures	()	()
• Eye Contact	()	()
• Voice Variables	()	()
• Clarity	()	()
OVERALL EVALUATION:		GO NO-GO
SGL/Instructor’s Signature:	Student’s Signature:	

**MILITARY BRIEFING
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

NEEDS IMPROVEMENT:

SGL/Instructor's Signature:

Student's Signature

TEST SOLUTION FOR LESSON 1: L331 version 2

Student must achieves a "GO" in eight out of eleven performance measures and be within time to receive an overall "GO" rating. The six key communication factors do not affect the rating, but the SGL/instructor will comment on the student's strengths, weaknesses, and ways to improve in these areas.

NOTE: Failure to present the briefing within the time requirements of 6 minutes (+ or - 2 minutes) limit will result in an overall "NO-GO" briefing.

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Appendix C Practical Exercises and Solutions (N/A)

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HANDOUTS FOR LESSON 1: L331 version 2

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Military Briefing Performance Evaluation Checklist	SH-2-1 thru SH-2-3
SH-3, Criteria for Evaluating Military Briefing	SH-3-1 thru SH-3-5
SH-4, Extract FM 101-5, App E	SH 4-1

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Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of one hour of conference/discussion and four hours of a performance test.

Overview This lesson will provide you the information you must know to present a military briefing. The lesson consists of a before class reading assignment, a classroom discussion, and a graded oral presentation that the students will present on day 7.

Learning Objective Terminal Learning Objective (TLO).

Action:	Conduct a military information briefing.
Conditions:	As a section sergeant, in a classroom environment, given a requirement to provide an information briefing, a specified briefing time, and access to student materials IAW FM 101-5, Appendix E.
Standards:	Conducted a military information briefing with enthusiasm, correct stance, and gestures. Maintained eye contact and incorporated voice variable with clarity and passed the information briefing examination with a satisfactory rating or better IAW SH-2 and SH-3.

ELO A Discuss the four types and format of a military briefing.

ELO B Discuss the four steps in the preparation of a military information briefing.

ELO C Discuss the six key communication factors.

Assignment The student assignments for this lesson--

- Read FM 101-5, Appendix E (SH-4).
 - Study Student Handouts 2 and 3.
 - Review the key communication factors used to deliver an information briefing.
-

Additional Subject Area Resources

None

Bring to Class You must bring the following material to class--

- All reference material received for this lesson.
 - Pencil or pen, and writing paper.
-

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Student Handout 2

Military Briefing Performance Evaluation Checklist

This student handout contains the Military Briefing Performance Evaluation Checklist.

MILITARY BRIEFING Performance Evaluation Checklist

Student Name:	Student Number:	Rank:
Subject/Topic:	SGL/Instructor Name:	Date:

Student must receive a “GO” in eight out eleven Performance Measures and be within time to receive an overall “GO” rating. The six key communication factors do not affect the rating, but the SGL/instructor will comment on the student’s strengths, weaknesses, and ways to improve in these areas.

PERFORMANCE MEASURES	GO	NO-GO
INTRODUCTION		
• Greeting:	()	()
• Type and Classification of Briefing:	()	()
• Purpose and Scope:	()	()
• Outline or Procedure:	()	()
BODY		
• Main Ideas in a Logical Sequence:	()	()
• Visual Aids:	()	()
• Transitions:	()	()
• Prepared to Answer Questions:	()	()
CLOSING (Pause timing. Q & A time does not count against briefing time.)		
• Asked for Questions:	()	()
• Recap and Concluding Statement:	()	()
• Announced the next speaker:	()	()
TIME: _____(min/sec) Critical	()	()
KEY COMMUNICATION FACTORS	SAT	IMPROVE
• Enthusiasm	()	()
• Stance	()	()
• Gestures	()	()
• Eye Contact	()	()
• Voice Variables	()	()
• Clarity	()	()
OVERALL EVALUATION:		GO NO-GO
SGL/Instructor’s Signature:	Student’s Signature:	

**MILITARY BRIEFING
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

NEEDS IMPROVEMENT:

SGL/Instructor's Signature:

Student's Signature

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Student Handout 3

Criteria for Evaluating Military Briefing

This student handout contains standards for oral presentations. It does not provide doctrine. You can use this handout to help in preparation of your oral presentations.

Criteria for Evaluating Military Briefing

page SH-3-2 thru SH-3-5

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Criteria for Evaluating Military Briefing

INTRODUCTION

Greeting

Type and Classification of Briefing

Purpose and Scope

Outline or Procedures

GO: Introduction gained audience attention; adequately stated main point and announced major points. Main point relevant and focused on a specific idea. For a briefing only: introduction included all elements required by FM 101-5 for the type of briefing and summary of key points and title visuals.

NO-GO: Introduction failed to secure attention; lacked imagination and ingenuity. Main point is not clear, not relevant to the purpose of audience, or not focused on a specific idea. Failed to announce major points. For a briefing only: introduction failed to include elements required by FM 101-5 for the type of briefing or summary of key points and title visuals.

BODY

Main Idea in a Logical Sequence

GO: Organized presentation; logical development of subject matter and ideas; selection and sequencing of major points supported main idea. For a briefing only: body included all elements required by FM 101-5 for the type of briefing and used visual for key points.

NO-GO: Presentation failed because of poor organization, lack of unity, or inappropriate methods and techniques; sequencing inconsistent with main idea and major points; major points did not support the main idea. For a briefing only: body failed to include elements required by FM 101-5 for the type of briefing or use visual for key points. Issued handouts, if used, while conducting briefing.

Visual Aids:

GO: Visual supports were relevant and generally illustrated the points. Briefer/speaker was familiar with them, introduced them at the proper times, and used them with adequate skill.

NO-GO: Visual supports inadequate or lacking, failed to illustrate the point, or contained misspelled words. Briefer/speaker unprepared to effectively use visual supports, used them as a crutch, directed all of his attention to them, insufficiently explained them, or handled them clumsily.

Transitions

GO: Usually made smooth transitions.

NO-GO: Moved from one point to another without clear transitions.

Prepared to Answer Questions.

Criteria for Evaluating Military Briefing (cont)

CLOSING

Asked for Question

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

NO-GO: Failed to ask for questions. Failed to use proper question and answer techniques. Responses revealed a fundamental lack of knowledge; answers lacked allied or supportive information; frequent errors of facts; many ambiguities and misleading statements; bluffed to cover up inadequacies; avoided answering direct questions.

Recap and Concluding Statement

GO: Recapped major points and returned to main idea. For a briefing only: Summary included elements required by FM 101-5 for the type of briefing and summary of key points visuals. Concluding statement adequate for type of presentation and used title visual.

NO-GO: No summary, or only an ineffective, token summary. For a briefing only: Summary failed to include elements required by FM 101-5 for the type of briefing or summary of key points visuals. Failed to make Concluding statement. For a briefing only: Closing statement failed to include elements required by FM 101-5 for that type of briefing or use title visual.

Announced the Next Speaker

GO: Announced the next speaker.

NO-GO: Failed to announce the next speaker.

Time

Length

Specified time for your briefing is 6 minutes (+ or - 2 minutes).

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

NO-GO: Failed to present briefing/speech within the time limits specified for the oral presentation. (A NO-GO rating for time will automatically result in an overall evaluation of NO-GO for the entire presentation.)

NOTE: Question and answer time does not count against briefing time.

Criteria for Evaluating Military Briefing (cont)

Key Communication Factors

Enthusiasm (Personality, Voice Volume, Facial Expression)

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

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

Stance (Posture, Appearance, Movement)

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

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

Gestures

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

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

Eye Contact

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

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

Voice variables (Pace, Pitch, Pause)

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

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

Criteria for Evaluating Military Briefing (cont)**Clarity (Word Choice, Grammar, Pronunciation)**

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

Improve: Did not articulate thoughts or ideas clearly. Often used wrong words or words chosen to impress the audience. Made frequent errors in grammar. Frequently mispronounced words.

Overall Evaluation

GO: Student achieved eight or more Go ratings out of the eleven possible areas.

NO-GO: Student achieved eight or more NO-GO ratings out of the eleven possible areas for the introduction, body, conclusion, and overall comments. Students who fail to present the briefing within the time requirements 6 minutes (+ or - 2 minutes). or failed to turn in a briefing outline will receive an overall NO-GO rating.

Student Handout 4

Extracted Material from FM 101-5

This student handout contains 7 pages of extracted material from the following publication:

FM 101-5, Staff Organization and Operations, 31 May 1997

Appendix E, Military Briefings

pages E-1 thru E-7

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

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Appendix E

MILITARY BRIEFINGS

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

TYPES OF BRIEFINGS

There are four types of military briefings:

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

Information

The information briefing is intended to inform the listener and to gain his understanding. The briefing does not include conclusions and recommendations, nor require decisions. The briefing deals primarily with facts. The briefer states that the purpose of the briefing is to provide information and that no decision is required. The briefer provides a brief introduction to define the subject and to orient the listener and then presents the information. Examples of an information briefing are information of high priority requiring immediate attention; information of a complex nature, such as complicated plans, systems, statistics, or charts, requiring detailed explanation; and controversial information requiring elaboration and explanation.

Decision

The decision briefing is intended to obtain an answer or a decision. It is the presentation of a staff officer's recommended solution resulting from analysis or study of a problem or problem area. Decision briefings vary as to formality and detail depending on the level of command and the decision maker's knowledge of the subject (the problem or problem area). In situations where the person receiving the briefing has prior knowledge of the problem and some information relating to it, the briefing normally is limited to a statement of the problem, essential background information, and a recommended solution.

However, the briefer must be prepared to present his assumptions, facts, alternative solutions, reason for choosing the recommended solution, and the coordination involved. If the person who is being briefed is unfamiliar with the problem and the facts surrounding it, then a more detailed briefing is necessary. In this case, the briefing should include any assumptions used in analyzing the problem, facts bearing on the problem, a discussion of the alternatives, the conclusions, and the coordination involved. The staff study format in Appendix D provides a logical sequence for presenting a detailed decision briefing.

At the outset of the briefing, the briefer must state that he is seeking a decision. At the conclusion of the briefing, if the briefer does not receive a decision, he asks for it. The briefer should be certain that he understands the decision thoroughly. If he is uncertain, he asks for clarification. In this regard, a precisely worded recommendation that may be used as a decision statement, once approved by the commander, assists in eliminating possible ambiguities. Following the briefing, if the chief of staff (executive officer) is not present, the briefer informs the SGS or other appropriate officer of the commander's decision.

Mission

The mission briefing is used under operational conditions to provide information, to give specific instructions, or to instill an appreciation of a mission. It is usually presented by a single briefing officer, who may be the commander, an assistant, a staff officer, or a special representative. This depends on the nature of the mission or the level of the headquarters. In an operational situation or when the mission is of a critical nature, it may become necessary to provide individuals or smaller units with more data than plans and orders provide. This may be done by means of the mission briefing. The mission briefing reinforces orders, provides more detailed requirements and instructions for each individual, and explains the significance of each individual role.

Staff

The staff briefing is intended to secure a coordinated or unified effort. This may involve the exchange of information, the announcement of decisions within a command, the issuance of directives,

or the presentation of guidance. The staff briefing may include characteristics of the information briefing, the decision briefing, and the mission briefing. Attendance at staff briefings varies with the size of the headquarters, the type of operation being conducted, and the personal desires of the commander. Generally, the commander, deputies or assistants, chief of staff (executive officer), and coordinating and special staff officers attend. Representatives from major subordinate commands may be present. The chief of staff (executive officer) usually presides over the staff briefing. He calls on staff representatives to present matters that interest those present or that require coordinated staff action. Each staff officer is prepared to brief on his area of responsibility. In garrison, staff briefings are often held on a regularly scheduled basis. In combat, staff briefings are held when required by the situation. The presentation of staff estimates culminating in a commander's decision to adopt a specific course of action is a form of staff briefing. In this type of briefing, staff officers involved follow the general pattern prescribed for the staff estimate being presented.

BRIEFING STEPS

A briefing assignment has four steps:

1. Analyze the situation. This includes analyzing the audience and the occasion by determining—

- Who is to be briefed and why?
- How much knowledge of the subject does the audience have?
- What is expected of the briefer?

Before briefing an individual the first time, the briefer should inquire as to the particular official's desires. The briefer must understand the purpose of the briefing. Is he to present facts or to make a recommendation? The purpose determines the nature of the briefing. The time allocated for a briefing will dictate the style, physical facilities, and the preparatory effort needed. The availability of physical facilities, visual aids, and draftsmen is a consideration. The briefer prepares a detailed presentation plan and coordinates with his assistants, if used. The preparatory effort is carefully scheduled. Each briefer should formulate a "briefing outline" (next page). The briefer initially estimates the deadlines for each task. He schedules facilities for practice and requests critiques.

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

- Collect material.
- Know the subject thoroughly.
- Isolate the key points.
- Arrange the key points in logical order.
- Provide supporting data to substantiate validity of key points.
- Select visual aids.
- Establish the wording.
- Rehearse before a knowledgeable person who can critique the briefing.

3. Deliver the briefing. A successful briefing depends on how it is presented. A confident, relaxed, forceful delivery, clearly enunciated and obviously based on full knowledge of the subject, helps convince the audience. The briefer maintains a relaxed, but military bearing. He uses natural gestures and movement, but he avoids distracting mannerisms. The briefer's delivery is characterized by conciseness, objectivity, and accuracy. He must be aware of the following:

- The basic purpose is to present the subject as directed and to ensure that it is understood by the audience.
- Brevity precludes a lengthy introduction or summary.
- Logic must be used in arriving at conclusions and recommendations.
- Interruptions and questions may occur at any point. If and when these interruptions occur, the briefer answers each question before proceeding or indicates that the questions will be answered later in the briefing. At the same time, he does not permit questions to distract him from his planned briefing. If the question will be answered later in the briefing, the briefer should make specific reference to the earlier question when he introduces the material. The briefer must be prepared to support any part of his briefing. The briefer anticipates possible questions and is prepared to answer them.

4. Follow-up. When the briefing is over, the briefer prepares a memorandum for record (MFR). This MFR should record the subject, date, time, and place of the

briefing and ranks, names, and positions of those present. The briefing's substance is concisely recorded. Recommendations and their approval, disapproval, or approval with modification are recorded as well as any instruction or directed action. This includes who is to take action. When a decision is involved and doubt exists about the decision maker's intent, the briefer

submits a draft of the MFR to him for correction before preparing it in final form. The MFR is distributed to staff sections or agencies that must act on the decisions or instructions contained in it or whose operations or plans may be influenced.

BRIEFING OUTLINE

1. Analysis of the Situation

a. Audience.

- (1) How many are there?
- (2) Nature.
 - (a) Who composes the audience? Single or multiservice? Civilians? Foreign nationals?
 - (b) Who are the ranking members?
 - (c) What are their official positions?
 - (d) Where are they assigned?
 - (e) How much professional knowledge of the subject do they have?
 - (f) Are they generalists or specialists?
 - (g) What are their interests?
 - (h) What are their personal preferences?
 - (i) What is the anticipated reaction?

b. Purpose and type.

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

c. Subject.

- (1) What is the specific subject?
- (2) What is the desired coverage?
- (3) How much time will be allocated?

d. Physical facilities.

- (1) Where will the briefing be presented?
- (2) What arrangements will be required?
- (3) What are the visual aid facilities?
- (4) What are the deficiencies?
- (5) What actions are needed to overcome deficiencies?

2. Schedule of Preparatory Effort

- a. Complete analysis of the situation.
- b. Prepare preliminary outline.
- c. Determine requirements for training aids, assistants, and recorders.
- d. Edit or redraft.
- e. Schedule rehearsals (facilities, critiques).
- f. Arrange for final review by responsible authority.

3. Constructing the Briefing

- a. Collect material.
 - (1) Research.
 - (2) Become familiar with subject.
 - (3) Collect authoritative opinions and facts.
- b. Prepare first draft.
 - (1) State problem (if necessary).
 - (2) Isolate key points (facts).
 - (3) Identify courses of action.
 - (4) Analyze and compare courses of action. State advantages and disadvantages.
 - (5) Determine conclusions and recommendations.
 - (6) Prepare draft outline.
 - (7) Include visual aids.
 - (8) Fill in appropriate material.
 - (9) Review with appropriate authority.
- c. Revise first draft and edit.
 - (1) Make sure that facts are important and necessary.
 - (2) Include all necessary facts.
 - (3) Include answers to anticipated questions.
 - (4) Polish material.
- d. Plan use of visual aids.
 - (1) Check for simplicity—readability.
 - (2) Develop method for use.
- e. Practice.
 - (1) Rehearse (with assistants and visual aids).
 - (2) Polish.
 - (3) Isolate key points.

- (4) Commit outline to memory.
- (5) Develop transitions.
- (6) Use definitive words.

4. **Follow-Up**

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

Format for an Information Briefing

1. **Introduction.**

Greeting.

Address the person(s) being briefed. Identify yourself and your organization.

“Good morning, General Smith. I’m Captain Jones, the S3 of the 1st Bn 28th Artillery.”

Type and Classification of Briefing.

“This is a SECRET information briefing.”

“This is an UNCLASSIFIED decision briefing.”

Purpose and Scope.

Give the big picture first.

Explain the purpose and scope of your briefing.

“The purpose of this briefing is to bring you up to date on our battalion’s General Defense Plan.”

“I will cover the battalion’s action during the first 72 hours of a general alert.”

Outline or Procedure.

Briefly summarize the key points and your general approach.

Explain any special procedures (demonstrations, displays, or tours). “During my briefing, I’ll discuss the six phases of our plan. I’ll refer to maps of our sector, and then my assistant will bring out a sand table to show you the expected flow of battle.”

2. **Body.**

Arrange the main ideas in a logical sequence.

Use visual aids correctly to emphasize your main ideas.

Plan effective transitions from one main point to the next.

Be prepared to answer questions at any time.

3. **Closing.**

Ask for questions.

Briefly recap your main ideas and make a concluding statement.

Announce the next speaker.

Format for a Decision Briefing

1. **Introduction.**

Military greeting.

Statement of the type, classification, and purpose of the briefing.

A brief statement of the problem to be resolved.

The recommendation.

2. **Body.**

Key facts bearing upon the problem.

Pertinent facts that might influence the decision.

An objective presentation of both positive and negative facts.

Necessary assumptions made to bridge any gaps in factual data.

Courses of Action.

A discussion of the various options that can solve the problem.

Analysis.

The criteria by which you will evaluate how to solve the problem (screening and evaluation).

A discussion of each course of action's relative advantages and disadvantages.

Comparison.

Show how the courses of action rate against the evaluation criteria.

3. **Conclusion.**

Describe why the selected solution is best.

4. **Questions.**

5. **Restatement of the Recommendation** so that it only needs approval/disapproval.

6. **Request a decision.**

The Mission Briefing

1. **General.** The mission briefing is an information briefing presented under tactical or operational conditions, usually given by a single briefing officer.

2. **The Purposes of a Mission Brief.**

Give specific instructions.

The mission briefing serves to—

- Issue or elaborate on an operation order, warning order, and so forth.
- Instill a general appreciation of a mission.
- Review the key points of a forthcoming military operation.
- Ensure participants know the mission's objective, problems they may confront, and ways to overcome them.

3. **Format.**

While the mission briefing has no set format, a convenient format is the five-paragraph operation order:

1. Situation.
2. Mission.
3. Execution.
4. Service support.
5. Command and signal.

The Staff Briefing

1. **General.** The staff briefing is a form of information briefing given by a staff officer. Often it's one of a series of briefings by staff officers.
2. **Purposes of a Staff Briefing.** The staff briefing serves to—
 - Keep the commander and staff abreast of the current situation.
 - Coordinate efforts through rapid oral presentation of key data.
3. **Possible Attendees:**
 - The commander, his deputy, and chief of staff.
 - Senior representatives of his primary and special staff; commanders of his subordinate units.
4. **Common Procedures:**
 - The person who convenes the staff briefing sets the agenda.
 - The chief of staff or executive officer normally presides.
 - Each staff representative presents information on his particular area.
 - The commander usually concludes the briefing but may take an active part throughout the presentation.

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