

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC)

W122

JUN 99

MILITARY BRIEFINGS

PRERESIDENT TRAINING SUPPORT PACKAGE

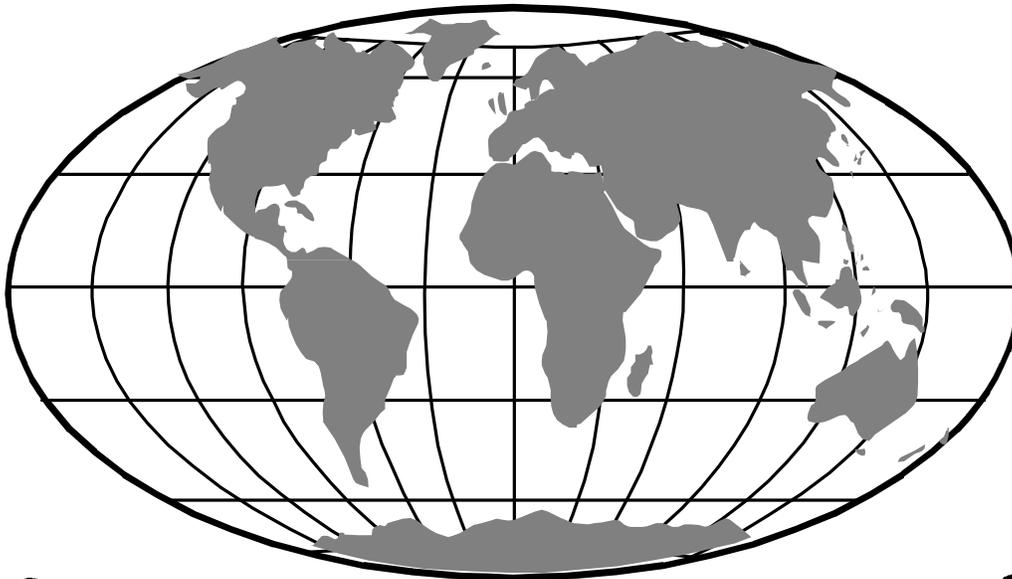
WAR FIGHTERS



Sergeant Major



Master Sergeant



Sergeant First Class



Staff Sergeant

OF THE 21ST CENTURY

PRERESIDENT TRAINING SUPPORT PACKAGE

TSP Number/ Title	W122 Military Briefings
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Foreign Disclosure Restrictions	The materials contained in this course have been reviewed by the course developers in coordination with the USASMA foreign disclosure authority. This course is releasable to students from all requesting foreign countries without restrictions.

**This TSP
Contains**

The following table lists the material included in this TSP.

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**Gender
Disclaimer**

Unless otherwise stated, the masculine gender of pronouns refers to both men and women in this publication.

SECTION I ADMINISTRATIVE DATA**Task(s)
Trained**

This lesson trains the tasks listed in the following table(s):

Task Number:	158-300-0020
Task Title:	Conduct a military information briefing.
Conditions:	In a self-study environment using the material presented in this lesson.
Standard:	In accordance with FM 101-5, Appendix E.

**Task(s)
Reinforced**

This lesson reinforces the task(s) listed in the following table:

Task Number	Task Title
7-3-3001/3	Make recommendations to the commander.

**Prerequisite
Lesson**

None

**Clearance and
Access**

There is no security clearance or access requirement for this lesson.

Copyright Information No copyright material reproduced for use in this lesson.

References The following table lists the reference(s) for this lesson.

Number	Title	Date	Paragraph No.	Additional Information
FM 101-5	Staff Organization and Operations	May 97	Appendix E	N/A

Equipment Required None.

Materials Required Pencil and writing paper.

Safety Requirements None.

Risk Assessment Level Low.

Environmental Considerations None.

Lesson Approval The following individuals have reviewed and approved this lesson for publication and incorporation into the Battle Staff NCO Course.

Name/Signature	Rank	Title	Date Signed
Roy R. Sanchez	GS-9	Training Specialist, BSNCO	20 October 1999
William D. Adams	SGM	Chief Instructor, BSNCO	20 October 1999
Alan R. Tucker	SGM	Course Chief, BSNCO	20 October 1999

SECTION II INTRODUCTION

Terminal Learning Objective

At the completion of this lesson, you will--

Action:	Conduct a military information briefing.
Conditions:	While serving as a battle staff NCO of a battalion/brigade under simulated operational conditions, in a classroom environment.
Standard:	In accordance with FM 101-5, Appendix E and the material provided in this TSP.

Evaluation

During the resident phase of the Battle Staff Noncommissioned Officer Course, you will present an information briefing on a topic given to you by your instructor.

Your presentation will be a 10 minute (+ or – 2 minutes) information briefing in accordance with the student training schedule.

Instructional Lead-in

This lesson will familiarize you with the types and purpose of military briefings, and how to properly develop and present a briefing.

SECTION III PRESENTATION

ELO 1

Action:	Compare a speech to a military briefing.
Conditions:	In a self-study environment, using the materials provided in this lesson.
Standard:	In accordance with FM 101-5, Appendix E and the material provided in this TSP.

Learning Step/ Activity (LS/A) 1, ELO 1, Introduction

Commanders have used the concept of briefings since the days of Alexander. Prior to World War II, however, U.S. commanders used the term “speeches” to communicate their ideas. During WW II the “briefing” gained popularity and we now seldom use the term “speech” in the Army.

Speech Definition

This is how Webster's Collegiate Dictionary (Tenth Edition) defines speech.

- The communication or expression of thought in spoken words.
- The power of expressing or communicating thoughts by speaking.

Briefing Definition

Webster’s dictionary defines briefing as the act or instance of giving precise instructions or essential information.

Difference Between Speech and Briefing

The emphasis for a speech is less on the specific information normally provided in a briefing and more on emotions and feelings.

Use of Briefings

The use of the military briefing is so extensive that it has become an accepted staff procedure at all levels of command. It requires specific techniques with respect to the briefer, the purpose it serves, and the nature of the required response.

Briefings are a means of presenting information to commanders, staffs, or other designated audiences.

(LS/A) 1, ELO 1, The purpose of the briefing, the desired response, and the role of the briefer will determine the types of briefing you should present.
 Military Briefing

Like the staff study, the estimate of the situation, and the operation order, the military briefing is an operational tool every officer and noncommissioned officer will probably use frequently in the performance of their duties. Regardless of whether you present a speech or briefing, it will fail without correct focus on the intent for the briefing.

LS/A 2, ELO 1, Click here to go to [Lesson Exercise 1](#).
 Lesson Exercise 1

ELO 2

Action:	Identify the four types of military briefings.
Conditions:	In a self-study environment using the materials provided in this lesson.
Standard:	In accordance with FM 101-5, Appendix E and the material provided in this TSP.

LS/A 1, ELO 2, The types of military briefings are:
 Types of Military Briefings

- Information briefing
- Decision briefing
- Mission briefing
- Staff briefing

Information Briefing The information briefing is to inform the listener and gain his understanding. It does not include conclusions and recommendations nor does it require decisions.

Primarily, the information briefing keeps the listener abreast of the situation and deals with—

- Information of high priority requiring immediate attention.
 - Complex information on complicated plans, systems, statistics, or charts.
 - Controversial information requiring explanation.
-

LS/A 1, ELO 2,
Decision
Briefing

We use the decision briefing to obtain an answer or a decision. The content of your decision briefing will vary depending on the decision maker's knowledge of the subject.

However, the briefer must prepare to present his—

- Assumptions.
- Facts.
- Alternative solutions.
- Reasons and rationale for recommended solution(s).
- Coordination involved.

The briefer must state that he is looking for a decision, and if the decision maker does not automatically provide one at the conclusion of the briefing, the briefer must ask for one.

The briefer must advise the appropriate staff elements of the commander's decision after the briefing.

Mission Briefing

We use the mission briefing under operational conditions to provide information, to give specific instructions, to elaborate on an order, or to instill an appreciation for the mission.

Normally, the briefer is the commander, an assistant, a staff officer, or a special representative.

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

The five paragraph headings are--

- Situation
 - Mission
 - Execution
 - Service Support
 - Command and Signal
-

LS/A 1, ELO 2,
Staff Briefing

Commanders and staff elements at all levels of command use the staff briefing to secure a coordinated or unified effort. This may involve the exchange of information, announcement of decisions, the issuance of directives, or the presentation of guidance.

The staff briefing permits the rapid dissemination of information orally and is a great way of keeping commanders and staffs abreast of the situation.

The staff briefing is a widely used briefing that is very flexible and aids the group decision-making process.

The staff briefing may include characteristics of the information briefings, the decision briefings, and the mission briefings.

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 briefs his area of responsibility.

In combat, commanders and staff elements hold staff briefings when required by the situation. Even the presentation of staff estimates culminating in a commander's decision to adopt a specific course of action is a form of staff briefing.

LS/A 2, ELO 2,
Lesson
Exercise 2

Click here to go to [Lesson Exercise 2](#).

ELO 3

Action:	Identify the four steps in the preparation of a military briefing.
Conditions:	In a self-study environment, using the materials provided in this lesson.
Standard:	In accordance with FM 101-5 and the material provided in this TSP.

LS/A 1, ELO 3,
Briefing Steps

This part of the lesson will provide you information on the briefing steps which will contribute directly to the effectiveness of your briefing techniques. Also this lesson will provide briefing tips which can help you to improve the effectiveness of your briefings.

When you receive a briefing assignment, you should follow the four steps described below in figure 1:

STEP	REMARKS/ACTION
1. ANALYZE THE SITUATION	<ul style="list-style-type: none"> • Determine: <ul style="list-style-type: none"> - Who you will brief and why? - How much subject knowledge does the audience have? - What does the audience expect from the briefer? • Understand the purpose of the briefing. • Determine the following as the time allocated for the briefing dictates: <ul style="list-style-type: none"> - Style - Physical facilities - Preparatory time needed • Prepare a presentation plan and coordinate as required. • Prepare a briefing outline. • Set deadlines, schedules facilities for practice and requests critiques.
Figure 1, Briefing Steps	

STEP	REMARKS/ACTION
<p>2. CONSTRUCT THE BRIEFING</p>	<ul style="list-style-type: none"> • Construction varies with type and purpose of the briefing. • Preparation actions include: <ul style="list-style-type: none"> - Collecting material. - Knowing the subject thoroughly. - Isolating the key points. - Arranging the key points in logical order. - Providing supporting data. - Selecting visual aids. - Establishing the wording.
<p>3. DELIVER THE BRIEFING</p>	<ul style="list-style-type: none"> • Success depends on how you present the briefing. • A confident, relaxed, forceful delivery, clearly enunciated and obvious knowledge of the subject, helps convince the audience. • Briefer maintains a relaxed, but military bearing. • Use natural gestures but avoid distracting mannerisms. • Be aware that: <ul style="list-style-type: none"> - Purpose is to brief subject so that audience understands it. - Brevity precludes lengthy introduction or summary. <p>Interruptions and/or questions may occur at any point of your briefing. If and when these interruptions occur, the briefer answers each question.</p>
<p>Figure 1, Briefing Steps, (continued)</p>	

LS/A 1, ELO 3,
Briefing Steps,
continued

STEP	REMARKS/ACTION
<p>4. FOLLOW-UP</p>	<p>Prepare a post-briefing memorandum for record (MFR) which:</p> <ul style="list-style-type: none"> • Records subject, date, time, place, and personal data on attendees. • Provides concise record of briefing substance. <p>When a decision is involved and doubt exists about the decision maker's intent, the briefer submit draft MFR to decision maker for correction if necessary.</p> <p>Distribute MFR to staff sections/agencies for their actions.</p>
<p>Figure 1, Briefing Steps, (continued)</p>	

**LS/A 1, ELO 3,
Briefing Outline**

A briefing outline will help ensure that you cover all the main points and that you cover them in a logical sequence. Figure 2, provides information for a briefing outline, extracted from FM 101-5.

1. ANALYSIS OF THE SITUATION

- a. Audience.
 - (1) How many are there?
 - (2) Nature.
 - (a) Who composes the audience? Single or multi service? 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) Is there enough time for the briefing?
- d. Physical facilities.
 - (1) Location for the briefing.
 - (2) Make arrangements for the facilities location.
 - (3) What are the visual aid facilities?
 - (4) What are the deficiencies?
 - (5) What actions are needed to overcome deficiencies?

Figure 2, Information for a Briefing Outline

LS/A 1, ELO 3,
Briefing Outline,
continued

<p>(-25) <u>SCHEDULE OF PREPARATORY EFFORT</u></p> <p>(-24) Complete analysis of the situation.</p> <p>(-23) Prepare preliminary outline.</p> <p>(-22) Determine requirements for training aids, assistants, and recorders.</p> <p>(-21) Edit or redraft.</p> <p>(-20) Schedule rehearsals (facilities, critiques).</p> <p>f. Arrange for final review by responsible authority.</p>
<p>(-19) <u>CONSTRUCTING THE BRIEFING</u></p> <p>(-18) Collect material.</p> <p>(-17) Research.</p> <p>(-16) Become familiar with subject.</p> <p>(-15) Collect authoritative opinions and facts.</p> <p>(-14) Prepare first draft.</p> <p>(-13) State problems (if necessary).</p> <p>(-12) Isolate key points (facts).</p> <p>(-11) Identify courses of action.</p> <p>(-10) Analyze and compare courses of action. State advantages and disadvantages.</p> <p>(-9) Determine conclusions and recommendations.</p> <p>(-8) Prepare draft outline.</p> <p>(-7) Include visual aids.</p> <p>(-6) Fill in appropriate material.</p> <p>(9) Review with appropriate authority.</p> <p>(-5) Revise first draft and edit.</p> <p>(-4) Make sure that facts are important and necessary.</p> <p>(-3) Include all necessary facts.</p> <p>(-2) Include answers to anticipated questions.</p> <p>(-1) Polish material.</p> <p>(0) Plan use of visual aids.</p> <p>(1) Check for simplicity—readability.</p> <p>(2) Develop method for use.</p>
<p>Figure 2, Information for a Briefing Outline</p>

LS/A 1, ELO 3,
Briefing Outline,
continued

<ul style="list-style-type: none"> e. Practice. <ul style="list-style-type: none"> (1) Rehearse (with assistants and visual aids). (2) Polish. (3) Isolate key points. (4) Commit outline to memory. (5) Develop transitions. (4) Use definitive words. <p>4. FOLLOW-UP</p> <ul style="list-style-type: none"> a. Ensure understanding. b. Record decision. c. Inform proper authorities.
Figure 2, Information for a Briefing Outline

LS/A 2, ELO 3,
Lesson
Exercise 3

Click here to go to [Lesson Exercise 3](#).

ELO 4

Action:	Identify the format and content of military briefings.
Conditions:	In a self-study environment, using the materials provided in this lesson.
Standard:	In accordance with FM 101-5, Appendix E, and the material provided in this PTP.

LS/A 1, ELO 4,
Format of
Content

This learning step/activity will provide you information on the appropriate formats for military briefings and the data you must include in the contents of the formats.

NOTE: Use [Student Handout 1](#) and [Student Handout 2](#) when completing ELO 4.

LS/A 1, ELO 4,
Information briefing

Figure 3 shows the format for an information briefing.

1. Introduction

- a. GREETING. Address the audience briefly. Identify yourself and your organization.
- b. TYPE AND CLASSIFICATION OF BRIEFING.
- c. PURPOSE AND SCOPE. Explain the purpose and scope of your briefing. Give the big picture first.
- d. OUTLINE OR PROCEDURES. Briefly summarize the key points and your general approach. Explain any special procedures (demonstration, displays, or tours).

II. Body

- a. Arrange main ideas in a logical sequence.
- b. Use visual aids correctly.
- c. Plan effective transitions.
- d. Prepare to answer questions at any time.

III. Close

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

Figure 3, Information Briefing Format

LS/A 1, ELO 4,
Decision
Briefing Format

Figure 4 shows the format for a decision briefing.

1. Introduction.

Military Greeting

Type, classification, and purpose of the briefing.

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 assumption made to bridge any gaps in factual data.

a. Course of action. A discussion of the various options that can solve the problem.

b. Analysis. The criteria by which you will evaluate how to solve the problem (screening and evaluation). A discussion of each course of action's advantages and disadvantages.

c. 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.

6. Request a decision.

Figure 4, Decision Briefing Format

LS/A 1, ELO 4, Staff Briefing General	There is no prescribed format for the staff briefing. 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.
Staff Briefing Purpose	Give specific instructions. The staff briefing serves to: <ul style="list-style-type: none">• Keep the commander and staff abreast of the current situation.• Coordinate efforts through rapid oral presentation of key data.
Attendees	Possible attendees: <ul style="list-style-type: none">• The commander, his deputy, and chief of staff.• Senior representatives of his primary and special staff; commanders of his subordinate units
Common Procedures	Common procedures: <ul style="list-style-type: none">• 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. <p>NOTE: In some cases you may use the operation order format if it does not result in unnecessary repetition.</p>
LS/A 2, ELO 4, Lesson Exercise 4	Click here to go to Lesson Exercise 4 .

SECTION IV SUMMARY

Review/ Summarize Lesson

During this lesson you have identified the types of military briefings, their purposes, the steps in constructing a briefing, and a few of the pitfalls you should be aware of during the presentation.

Only a small portion of our communication comes from words we speak. The rest comes from voice qualities and the visual components.

The key is to speak in front of a group as you do to each other.

Check on Learning

The four lesson exercises that you completed during this lesson serve as the check on learning for the TLO.

Transition to next lesson

None.

SECTION V STUDENT EVALUATION

Testing Requirements

During the **resident phase** of this lesson, you will give a 10 minute (+ or – 2 minutes) information briefing in accordance with the training schedule.

To receive a “SAT” on your presentation, you must receive no more than two “UNSAT,” Information Briefing Checklist. Student Handout 2, page SH-2-10 contains an example of this form.

Feedback Requirement

After each student presents his or her briefing during the **resident phase**, the instructor who is conducting the evaluation will counsel and evaluate each student on his performance.

This counseling and evaluation will allow the next briefer time to set up for their briefing.



Lesson Exercise 1: Instructions

The following five questions will test your knowledge of the materials covered in ELO 1. There is only one correct answer for each item. When you answer each question, you will be given immediate feedback. If you answer any question incorrectly, study that part of the ELO again.





During which of the following periods did the term “briefing” gain popularity?

- A. Before the time of Alexander.
- B. During the U.S. Civil War.
- C. During World War I.
- D. During World War II.





Which of the following accurately describes Webster's dictionary definition of briefing?

- A. The act or instance of giving general instruction and common information to a new audience.
- B. The act or instance of giving precise instructions and essential information.
- C. The act or instance of providing emotion and feeling to thoughts and concepts in spoken word.
- D. The act or instance of providing precise instructions and essential information with emotion and feeling.





Which of the following statements best describes military briefings?

- A. Military briefings are a unique and not readily accepted staff procedure.
- B. The use of military briefings is so extensive that it has become an accepted staff procedure at all levels of command.
- C. The use of military briefings is so extensive that it has become an accepted staff procedure at levels of command above theater Army.
- D. Military briefings do not place specific requirements upon the briefer.





Which of the following accurately describes the difference between a speech and briefing?

- A. The emphasis for a speech is less on the specific information normally provided in a briefing and more on emotions and feelings.
- B. There is more emphasis in a speech on specific information and less emotion and feeling.
- C. There should be emotion and feeling in both speeches and briefing.
- D. There is no room in either speeches or briefings for emotions and feelings.





To accomplish a successful briefing or speech, which of the following is it necessary to focus on?

- A. The objective.
- B. The intent for the briefing.
- C. The purpose.
- D. The role.



INCORRECT

The correct answer is D.

During World War II. PTP, Page 5



CORRECT



INCORRECT

The correct answer is B.

The act or instance of giving precise instructions or essential information. PTP, Page 6.



CORRECT



INCORRECT

The correct answer is B.

The use of the military briefing is so extensive that it has become an accepted staff procedure at all levels of command. PTP, Page 6.



CORRECT



INCORRECT

The correct answer is A.

The emphasis for a speech is less on the specific information normally provided in a briefing and more on emotions and feelings. PTP, Page 6.



CORRECT



INCORRECT

The correct answer is B.

The intent for the briefing. PTP, Page 6.



CORRECT





Lesson Exercise 2: Instructions

The following five questions will test your knowledge of the materials covered in ELO 2. There is only one correct answer for each item. When you answer each question, you will be given immediate feedback. If you answer any question incorrectly, study that part of the ELO again.





Which of the following is one of the four specific military briefings?

- A. Command Briefing.
- B. War room Briefing.
- C. Information Briefing.
- D. Security Briefing.





Which of the following briefings keeps the listener abreast of the current situation?

- A. Information Briefing.
- B. Decision Briefing.
- C. Mission Briefing.
- D. Command Briefing.





Which of the following briefings would you use to elaborate on an order?

- A. Information Briefing.
- B. Decision Briefing
- C. Mission Briefing.
- D. Staff Briefing.





Which of the following briefings deals with information of high priority requiring immediate attention?

- A. Information Briefing.
- B. Decision Briefing.
- C. Mission Briefing.
- D. Staff Briefing.





Which of the following briefings can generally follow the operations order format?

- A. Information Briefing.
- B. Decision Briefing.
- C. Mission Briefing.
- D. Security Briefing.



INCORRECT

The correct answer is C.

Information briefing. PTP, Page 7.



CORRECT



INCORRECT

The correct answer is A.

Information briefing. PTP, Page 7.



CORRECT



INCORRECT

The correct answer is C.

Mission briefing. PTP, Page 8.



CORRECT



INCORRECT

The correct answer is A.

Information briefing. PTP, Page 7.



CORRECT



INCORRECT

The correct answer is C.

Mission briefing. PTP, Page 8.



CORRECT





Lesson Exercise 3: Instructions

The following four questions will test your knowledge of the materials covered in ELO 3. There is only one correct answer for each item. When you answer each question, you will be given immediate feedback. If you answer any question incorrectly, study that part of the ELO again.





What is the first step in four step briefing process?

- A. Obtain the facts.
- B. Organize the data.
- C. Conduct the research.
- D. Analyze the situation.





Which of the following briefing steps will the success depends on how you present the briefing?

- A. Analyze the situation.
- B. Construct the briefing.
- C. Deliver the briefing.
- D. Follow-up the briefing.





How many steps are there in the briefing process?

- A. One.
- B. Two.
- C. Four.
- D. Eight.





During which step in the briefing process does the briefer record the subject, date, and place of the briefing?

- A. Step 1--Analysis.
- B. Step 2--Construction.
- C. Step 4--Follow-up.
- D. Step 8--After-action report.



INCORRECT

The correct answer is D.

Analyze the situation. PTP, Page 10.



CORRECT



INCORRECT

The correct answer is C.

Deliver the briefing. PTP, Page 11.



CORRECT



INCORRECT

The correct answer is C.

Four. PTP, Page 10.



CORRECT



INCORRECT

The correct answer is C.

Step 4--Follow-up. PTP, Page 12.



CORRECT





Lesson Exercise 4: Instructions

The following three sections will test your knowledge of the materials covered in ELO 4. There is only one correct answer for each item. When you answer each question, you will be given immediate feedback. If you answer any question incorrectly, study that part of the ELO again.





Which briefing format allows for special procedures, such as a demonstration, displays, or tours?

- A. Information Briefing.
- B. Decision Briefing.
- C. Mission Briefing.
- D. Staff Briefing.





Which of the following briefing formats provides for the briefer to identify the facts bearing on the problem?

- A. Information Briefing.
- B. Decision Briefing.
- C. Mission Briefing.
- D. Staff Briefing.





Which briefing format contains the Course of Action, Analysis, and Comparison in the body?

- A. Information Briefing.
- B. Decision Briefing.
- C. Mission Briefing.
- D. Staff Briefing.



INCORRECT

The correct answer is A.

Information briefing. PTP, Page 16.



CORRECT



INCORRECT

The correct answer is B.

Decision briefing. PTP, Page 17.



CORRECT



INCORRECT

The correct answer is B.

Decision Briefing. PTP, Page 17.



CORRECT



STUDENT HANDOUT 1

EFFECTIVE SPEAKING

Overview

Factor of leadership: The way you communicate in different situations is important. Your choice of words, tone of voice, and physical actions all combine to affect soldiers. Leadership is more than setting the example and bravely leading a charge. The ability to say the correct thing at the appropriate moment in the right way is also an important part of leadership. (FM 22-100)

Leadership competency: You communicate to direct, influence, coordinate, encourage, supervise, train, teach, coach, and counsel. You need to be able to understand and think through a problem and translate that idea in a clear, concise, measured fashion. Your message should be easy to understand, serve the purpose, and be appropriate for your audience. (FM 22-100)

Analyze the Situation

Success in carrying out a speaking assignment, like any other mission, often depends on how well you understand the situation. For a speaking assignment, you gain that understanding as you do with other missions-- by gathering information relative to the situation.

Initial Analysis

An initial analysis of your speaking assignment will give you a good understanding of what you need to do and where, when, and how to do it. With this information you can plan and prepare an effective presentation that serves the purpose and is appropriate for your audience.

Audience

Your choice of subject and how you approach it depends largely on who will be hearing your presentation. Before preparing a speech or briefing, find out who will be in the audience. Are they military, civilian or both? What interests them? How much knowledge do they have on the subject? Are they strangers who have no idea of what you're going to talk about?

Before briefing a senior leader, try to anticipate what he expects. Talk to the officer if appropriate, or ask a secretary or other close subordinate about that officer's major concerns, policies, and fiscal and personnel constraints. Ask also about minor preferences for procedure, style--whether and how to use viewgraphs, slides, or handouts--and formality.

Subject

Audiences will listen more readily if they have an interest in your subject. So, pick a subject that fits your listeners' interests as well as your own. The more interest your audience has in the subject, the less you will have to worry about holding their attention when you speak. If you ignore their interests in favor of your own, they will lose interest.

Your subject should not be above or below the intellectual capacity of the audience. If your subject is too complex, you will confuse your audience; if it is too simple, you may seem to be talking down to them. Remember, your goal is to communicate. Handle complex or technical subjects so that your audience can clearly understand what you are saying.

Select a subject that you can discuss adequately--in sufficient depth-- within the specified time limits. You owe it to your audience to give them a clear, concise, effective presentation that fits within your time requirements.

If your subject is too broad, you won't have time to go into sufficient detail to support your bottom line and your main points. If you try to cram it all in, you'll end up having to rush (you'll talk too fast), or you'll run over your time. If your topic is too narrow, you'll run short or end up including irrelevant material or trivia.

If your topic is too broad, you don't need to drop it entirely. Instead, narrow it--pick some aspect of it that will fit your time limits. For example, you can't effectively present a topic such as "The Causes of the American Revolution" in 10 minutes. You can, however, limit yourself to one aspect of it such as "The Stamp Act" or "The Boston Tea Party." These are relevant subjects that you can explore more fully in a shorter time.

Even if someone else selects the topic for you, you may still need to adapt it to the time requirements.

**Collect Material
Mind Map**

When you finish the initial analysis, you then need to mind map your topic and begin your outline. Sketch out the expression of your controlling idea—that bottom line you'll put up front. Remember to keep your audience and purpose in mind when you are deciding on your bottom line. It, like your subject, must be relevant to the occasion and to the needs and interests of your audience.

Divide your information or evidence into two to five main points. The numbers are more critical in speaking than they are in writing because your listeners won't follow and remember as many points in a single hearing. Even in hour-long presentations, the maximum is about five main points.

Mind Map,
continued

Limit your points to those that relate directly to your specific purpose, but make sure you have enough points to cover all the important facets of your specific subject. If they don't, the information you present or the arguments you make may not adequately support your bottom line.

Prepare the
First Draft

Develop a strong attention step: You must maintain the audience's attention throughout your presentation, but at the beginning your principal task is to capture it. Your attention step should make the audience want to listen.

Introduction

Two typical audience reactions that you will face are "ho hum" and "why bring that up?" So, before you present your bottom line, build a bridge over these reactions with a good attention step.

When you're sure that your audience already has an interest in your subject, it's often enough just to state your topic and then go immediately into your first main point. In a briefing, for example, you may simply introduce yourself, the subject, its classification, and the reason for the briefing (if it's not already clear).

Humor: If you choose humor, resist the temptation of vulgar jokes or language. No matter how well you think you know the listeners, your indiscretion could offend some of the audience, and that will destroy your credibility. Especially in speech, part of the message is you. Therefore, you should display in all ways the sincerity and high moral purpose you want the audience to believe.

Your bottom line: Continuing the outline of your introductory section, we'll rely on the classic advice you've heard many times before. As far as your introduction goes:

Tell 'em what you're gonna tell 'em.

The statement of your bottom line is critical. It must be brief, and it must be memorable. It must be brief because the audience has to understand it quickly; it must be memorable because the audience usually doesn't have any written material to come back to later.

Announce the main points: Include a summary of the main points--a "plan step"--when the communication is long enough to need one. This will give your listeners an indication of where you are going to take them. It helps them grasp the plan of your discussion and see the relationship of each point to the whole.

The order in which you list the main points in your introduction should be the same sequence you intend to use in the body portion of your presentation. Don't confuse your listeners by setting up a guidepost that points in a different direction from where you are actually going to lead them.

Body

Support Your Bottom Line: Develop your ideas or arguments logically, using supporting information (verbal and visual supports) to convince the audience that your ideas have merit. Depending on your purpose, audience, and time, decide how much information to include, what interpretation of the facts to explain, and how to defend your points.

Tell 'em.

The ideas you present may be as well organized as the bones in a skeleton, but without supporting material (without substance), they will probably be just as bare and unappealing. Supporting material is the flesh and blood that brings your ideas to life and makes them memorable.

The thought-skeleton of your speech must be there to give it unity and coherence, but the meat--the substance--you put on that skeleton is what gives it body and warmth and reality for your audience.

Sequence your main points (organize the data): When you get up to speak, your main problem will probably be remembering what you planned to say. A good way to overcome this problem is to arrange your main ideas in a systematic sequence so that one idea leads naturally into the next. This will also help your audience follow your presentation and grasp your ideas more easily. Put your main points in your outline in a sequence that best supports your subject and bottom line. Sequence any minor points to support your main points. Some different ways you might sequence your ideas include:

- Time sequence. Describe an event by beginning at a certain period or date and move forward or backward in a systematic way.
- Cause and effect sequence. Discuss certain events and then point to the results these events produced or will produce.
- Problem and solution sequence. Describe a problem and then present the solution.
- Good news, bad news; bad news, good news.
- General to specific; specific to general: changing focus.
- Spatial; left to right, top to bottom: describing appearances.

You can choose one sequence for your main points and use another for your minor points, but don't shift from one sequence to another when you arrange your main points.

**Verbal
Supports**

Verbal supports include examples, illustrations, comparisons, analogies, and the following:

Definitions: Put in definitions when you expect the audience to ask, "What do you mean by that?" You'd rather they didn't interrupt you to ask, so why not anticipate?

Statistics: Statistics are numbers that show relationships among things: to point out increases and decreases or to show how one thing affects another. If you properly gather and analyze them, statistics constitute facts you can use to define or verify your observations. Used wisely, they can save an otherwise vague or unpopular but valid idea. Used unwisely, however, they can confuse the audience or embarrass the speaker.

Specific instances: Specific instances are undeveloped examples. Instead of going into a detailed description of an incident, you simply refer to it in passing. This takes less time than an illustration, but it can have the same effect if the instance is familiar to your audience. If it is not, use a more fully developed illustration. For example, it may be enough for one audience if you simply refer to Kasserine Pass to make a point about leadership. To make the same point with another audience you may need to give them the whole story.

Repetition: Restatement and repetition implant ideas firmly in the listeners' minds, especially when coupled by parallelism (similar sentence structure or phrasing).

Here's another good example from Winston Churchill:

"We shall defend our island, whatever the cost may be. We shall fight them on the beaches. We shall fight them on the landing grounds. We shall fight in the fields and in the streets, and we shall fight in the hills. We shall never surrender."

Remember though, time is crucial; find a reasonable balance between repetition and efficiency.

Plan the Transitions

When you've planned the speech (introduction, body, and closing), review your outline for general coherence. Does it hold together clearly and logically?

Note them on Your Outline

At this point you should add to the outline appropriate transitional words and summaries between the main points. For example:

- Now that we've talked about A, let's take a look at B.
- Despite those disadvantages, option three is best because . . .
- Now let me summarize our findings by showing this matrix.

These phrases are probably too obvious for writing, but they're essential in an oral presentation. Why? Your listeners can't see the paragraphs and headings that are clearly apparent in written material. If you don't include transitions and summaries such as these, the audience may misunderstand the new information and lose the intent of the briefing.

Take your Audience with you

Transitions and summaries smooth the introduction of new material. When you move from one point to another, take your audience with you; tell your audience where you've just been and where you're going next. For example:

This completes my discussion of my second point--the facts surrounding HQ-21's accident. In my third point, I'll compare these facts with the requirements for liability that I discussed earlier in the briefing.

In this example, you take your audience by the hand and guide it through the idea thicket. By doing this, you are speaking with the needs of the listening audience in mind. Creative use of transitions and summaries makes your speech more coherent, adds balance, and provides a sense of unity as you speak.

Some simple,
Effective
Transitions

One of the simplest and most effective transitions is to number your main points out loud for your audience. For example: "My first point is . . .," "this leads me to my second point . . .," "third . . .," and so on. Numbering not only makes a good transition, it makes the structure of your presentation clear to your listeners. Your presentation will be easier for them to understand.

Single word transitions, such as "however" and "therefore" work well in the middle of an idea; they let your audience know that you are about to give them some different information. However, don't use the same word too many times; it will lose its effect and become distracting and irritating.

Finally, don't use the word "finally" unless you are really ready to conclude your presentation. Even if you have lots more to say, "finally" signals your listeners that you are almost through; their minds will begin to transition to something else.

Plan the Closing

Unlike readers, your listeners can't turn back the pages to recall what you said earlier, so use a conclusion whenever you speak.

Your Bottom Line
Revisited

Tell 'em what you told 'em.

The main purpose of your conclusion is to draw the thought and feelings of the audience back to your controlling idea--your bottom line.

Remember that the end of a speech should convey a sense of completeness and finality. Bring the bottom line into sharp focus and close with decisiveness.

Summary
Conclusions

In a summary conclusion, you review the main points of the speech and draw whatever conclusions you want to make.

In a speech to inform, a summary ending is nearly always appropriate since it helps to impress upon the listeners the ideas that you especially want remembered.

In a speech to convince, a summary conclusion provides a final opportunity to reiterate the principal arguments you have presented.

Revise First Draft,
Wording your Presentation

With a well-developed outline in front of you, talk your speech through several times under your breath, composing your sentences in a variety of ways until you find the most effective way to say them. This part of the speaking process is similar to the first draft step in the writing process.

Manuscript

One way to draft your briefing or speech is to write it out, word-for-word, before you deliver it.

There may be times when you need a complete manuscript. You may need precise, unvarying language for a certain listener because of a security classification or difficult subject matter or to ensure historical accuracy.

There's a definite drawback, however, to delivering a speech you've written out--it won't sound spontaneous. You've probably noticed that many manuscript speeches sound stuffy and stilted. This is because the words we use when we write are often very different from the ones we use in conversation.

Try taping your words instead. Follow your outline, fleshing it out while you record. That way the words will be words you normally use when you talk; they will sound like the real you. Then, if you need to, you can transcribe the tape.

Visual Aids,
Plan Visual Supports

As you draft each visual, keep the following general questions in mind. Your answers should be yes.

- Relevant? Is it necessary and appropriate?
 - Focused? Does it express only one controlling idea?
 - Organized? Does it have balance and visual appeal--all the right parts in the right places, sizes, and colors--without becoming a distraction?
 - Coherent? Does the entire visual flow with such devices as parallelism, connecting words, and transition markers?
-

Practice Unless you are giving one of those rarely-used manuscript presentations, you will need to progress from the written or taped speech to a set of note cards. After appropriate practice, these note cards will be all you need to stay on track.

Note Cards These note cards should list bullets--key words or phrases (not sentences or paragraphs)--that will trigger the ideas and thoughts you want to get across. Test them to see if you can move smoothly from one thought or idea to the next. If you can't, or you feel something is missing, change your key words or add some more.

Memorizing In your enthusiasm to perfect your delivery, resist the temptation to memorize. A memorized speech will almost always seem stilted. Worse, your memory may lapse, destroying everything.

So instead of memorizing a whole speech, practice it until you're comfortable with its language. You'll build self-confidence and sound spontaneous. You'll speak with the right words and you won't vocalize the pauses (uh, ah, ummmm).

If you feel you must memorize something, you may find it helpful to memorize the introduction and conclusion. Some speakers simply memorize their main points.

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STUDENT HANDOUT 2

STANDARDS FOR ORAL PRESENTATIONS

Standards for Information Briefings

Overview
Motivator

Your ability to communicate effectively could have a critical impact on the outcome of a battle. Your communication skills could affect your career and the welfare of your soldiers. This information briefing is an opportunity for you to sharpen your communication skills.

Evaluation

This is a graded performance exercise. You must attain a “GO” to graduate. Your instructor will rate your information briefing as superior, satisfactory, or unsatisfactory using the Information Briefing Checklist, FM 101-5, and this student handout. This evaluation will apply to the Oral Communication portion of your Academic Evaluation Report. If your briefing is “unsatisfactory,” you will present another briefing as a retest within 72 hours.

Resource
Requirements

Visual aids: You must use at least two different types of visual aids in your briefing. Visual aids include slides, butcher paper, charts, maps, handouts, models, flags, and etc. If you want to use other visual aids than these, you must clear them with your instructor.

Equipment: You may use the lectern or any other equipment available in the group room.

Set up: After obtaining your instructors permission, you may set up the group room as you like for your presentation.

Note cards: You may prepare note cards and use them during your presentation.

**Special
Instructions**

Date: Your instructor will announce the date of your briefing.

Speaking Sequence: Your instructor will choose the method of determining the speaking sequence. You need to know who follows you in the sequence so you can announce the next speaker.

Audience: If you aim your briefing at a specific audience, tell your group exactly whom you are briefing before you begin your presentation. This will allow the group to role play that audience.

Outline: Make a copy of your briefing outline for your instructor. Do not merely use the words “introduction,” “body,” and “closing.” Provide enough information in the outline, including your major points, for the instructor to follow your presentation.

Originality: Your briefing must be your own work. You may not deliver an information briefing based on another’s work or done as a group effort. We encourage you to give practice presentations to others and have them give you feedback. After your presentation, you will receive feedback from your instructor and the audience. Your instructor will show you his evaluation of you on the Information Briefing Checklist.

Time

Dry Run: While the student who proceeds you in the speaking sequence is briefing, you may use the break room for a final “dry run.” Note: Your instructor will keep the official time for your briefing, but the group may devise a method for helping speakers keep track of their time.

Setup: You will have approximately five minutes to set up the area before you begin your briefing.

Graded requirement: You must present the introduction and body portions of your briefing in 10 (+ or - 2) minutes. Your time for the graded requirement ends when you ask for questions at the start of your conclusion.

Question and answer period: You will respond to questions for up to one minute. The responses are to clarify information and are not part of the graded requirement.

Concluding statement: Finally, you will give your concluding statement in less than 30 seconds. Your instructor will evaluate your concluding statement, but the time is a limit only and not part of the graded requirement.

Feedback We encourage you to provide feedback to your fellow students on their briefing. Your comments should be productive and positive in tone. Find something right with the presentation rather than focusing solely on any negative aspects.

Information Briefing Checklist

Introduction: **Superior:** Imaginative attention step immediately gained audience attention; addressed person/group being briefed; identified yourself and your organization. Introduction effectively presented all elements IAW FM 101-5.

Satisfactory: Introduction gained audience attention addressed person/group being briefed; identified yourself and your organization. Introduction included all elements IAW FM 101-5.

Unsatisfactory: Did not address person/group being briefed. Did not identify yourself and your organization. Introduction failed to include elements IAW FM 101-5.

Type and Classification **Superior:** NA

Satisfactory: Stated type of briefing. Stated classification of briefing. Presented type and classification IAW FM 101-5.

Unsatisfactory: Failed to state type and/or classification as IAW FM 101-5.

Purpose and Scope **Superior:** Purpose and scope were brief, clear, memorable, and very effective so that the audience understood the big picture quickly. Purpose and scope met the requirements IAW FM 101-5.

Satisfactory: Purpose and scope were clear and IAW FM 101-5.

Unsatisfactory: Purpose and scope were NOT briefed, clear, or IAW FM 101-5.

**Outline or
Procedure**

Superior: Outline or procedure included a summary of the main points in sequence. The audience grasped the plan of the discussion and understood the relationship of each point to the whole. Outline or procedure was effective and IAW FM 101-5.

Satisfactory: Outline or procedure included a summary of the main points; listed main points in sequence; and was IAW FM 101-5.

Unsatisfactory: Outline or procedure did not present a summary of main points. It confused listeners by setting up guide posts that pointed in a different direction from where you were actually going; not IAW FM 101-5.

**Body:
Content**

Superior: Subject precisely narrowed to fit time requirements. Effectively used time to provide an in-depth exploration of topic. Content totally supported the bottom line. Developed all points well. Facts presented were precise, interesting, and accurate. Verbal supports such as examples, comparisons, and quotations were appropriate, interesting, and effective. Visual aids effectively supported major points.

Satisfactory: Subject was neither too broad nor too narrow for time available. Content was relevant and adequately supported bottom line. Facts presented were generally clear, correct, relevant, and interesting. Adequately developed major points. Verbal supports such as examples, comparisons, and quotations were generally effective. Used visual aids as required.

Unsatisfactory: Subject too broad or too narrow for time available. Content weak or failed to support bottom line. Material presented not relevant to topic. Facts largely vague, inaccurate, or uninteresting. Failed to adequately develop major points; presentation lacked verbal supports such as examples, comparisons, and quotations. Lacked visual supports IAW FM 101-5. Briefing was unquestionably dull and monotonous.

Sequence

Superior: Well-organized presentation. Selection of major points and sequencing were particularly appropriate and effective in supporting the bottom line. Major points and subordinate ideas logically sequenced so that one flowed naturally into the next. Development effectively presented all elements IAW FM 101-5.

Satisfactory: Well-organized presentation; logical development of subject matter and ideas; selection and sequencing of major points supported bottom line. Development included all elements IAW FM 101-5.

Unsatisfactory: Presentation was unsatisfactory because of poor organization, lack of unity, or inappropriate methods and techniques; sequencing inconsistent with bottom line and major points; major points did not support the bottom line. Development failed to include elements IAW FM 101-5.

Visual Aids

Superior: Room physical conditions acceptable. Visual supports were relevant, effective, professional, and illustrated the points simply and clearly. Briefer was well-acquainted with them and smoothly and effectively introduced, explained, and removed them.

Satisfactory: Room physical conditions acceptable. Visual supports were relevant and generally illustrated the points. Briefer was familiar with them, introduced them at the proper times, and used them with adequate skill.

Unsatisfactory: Little or no regard shown for physical conditions. Visual supports were inadequate, 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

Superior: All transitions were smooth and effective, and clarified the relationships between the points.

Satisfactory: Usually made smooth transitions.

Unsatisfactory: Moved from one point to another without clear transitions.

Closing:
Ask for
Questions

Superior: Answered all questions using proper question and answer techniques. Well prepared for questions. Responses revealed a solid knowledge of the subject and allied material. Answers well-organized and facts accurate.

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

Unsatisfactory: Failed to ask for questions. Responses revealed a fundamental lack of knowledge; frequent errors of facts; many ambiguities and misleading statements; bluffed to cover up inadequacies; avoided answering direct questions.

Conclusion

Superior: Conclusion returned audience to bottom line and effectively summarized the major points and their relationship to the bottom line. Strong, decisive closing statement clearly appropriate to type of presentation, subject, and audience. Conclusion effectively and smoothly incorporated elements IAW FM 101-5.

Satisfactory: Recapped major points and returned to bottom line. Closing statement adequate for type of presentation. Conclusion included elements IAW FM 101-5.

Unsatisfactory: No conclusion, or only an ineffective, token conclusion. Conclusion failed to include elements IAW FM 101-5.

Announce the
Next Speaker

Superior: N/A

Satisfactory: Accurately announced the next speaker.

Unsatisfactory: Failed to announce the next speaker or announced the wrong speaker.

Time

Superior: N/A

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

Unsatisfactory: Failed to present briefing/speech within the time limits specified for the oral presentation. (An UNSATISFACTORY rating for time will automatically result in an overall evaluation of UNSATISFACTORY for the entire presentation.)

**Key
Communication
Factors:
Enthusiasm**

(Personality, Voice Volume, Facial Expression)

Superior: Dynamic, enthusiastic presentation; conveyed the speaker's personality, confidence, and evident interest in talking about the subject. Created a feeling of enthusiasm in the audience. Volume strong enough to be heard easily; reflected a feeling of enthusiasm, confidence, and vigor; volume natural, varied and used effectively for emphasis. Facial expressions natural and varied and reflected an attitude of sincerity, and enthusiasm for speaking; effectively emphasized ideas and feelings.

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.

Unsatisfactory: 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)

Superior: Posture erect, alert, comfortable, and natural. Neat and well-groomed (IAW AR 670-1). Movements natural, easy, well-timed and purposeful. Movements supported the message--helped hold attention, maintained interest, and conveyed thoughts clearly.

Satisfactory: Posture straight with weight on balls of feet. Neat and well-groomed (IAW AR 670-1). Not tied to lectern. Movements varied and usually smooth and purposeful but not excessive; generally supported message.

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

Note: It is not necessary to exceed the standards of AR 670-1 to receive a SUPERIOR rating. Uniform and appearance must meet standards of AR 670-1 or other appropriate service regulation.

Gestures	<p>Superior: Gestures varied, and were natural, purposeful, appropriate, and helped keep the audience focused on the message. Use of gestures reinforced ideas and feelings and gave a visual dimension to the words.</p> <p>Satisfactory: Gestures were natural and appropriate to the occasion; usually purposeful; few distracting mannerisms.</p> <p>Unsatisfactory: Gestures stilted, meaningless, affected, or excessive; speaker had extremely distracting mannerisms; all gestures looked alike.</p>
Eye contact	<p>Superior: Used eye contact to keep the audience focused on the message. Maintained personal eye contact with the audience creating a feeling that speaker was interested in each member of the audience individually. Use of notes inconspicuous.</p> <p>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. Referred only occasionally to notes.</p> <p>Unsatisfactory: Stared at floor, ceiling, or a fixed point in the room; depended completely on notes or script. Failed to make eye contact with audience.</p>
Voice variables	<p>(Pace, Pitch, Pause)</p> <p>Superior: Pace was appropriate for subject and audience; effectively used variety in pace and pitch to emphasize points and convey intensity of convictions and depth of feelings. Used pauses effectively to clarify ideas and emphasize important points.</p> <p>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.</p> <p>Unsatisfactory: 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.</p>

Clarity

(Word Choice, Grammar, Pronunciation)

Superior: Articulated thoughts and ideas clearly, concisely, and quickly. Words precise, simple, conversational, and used and pronounced correctly. Grammar corrects. Used precise articulation in enunciation.

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

Unsatisfactory: 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. Used poor enunciation: slurred words, dropped syllables, clipped final letters such as the “g” in “ing.”

**Overall
Evaluation**

Superior: Achieve **eight** or more superiors out of the **nine** possible superiors for introduction, body, and closing. Also achieve **five** or more superiors out of the **six** possible marks under key communication factors. Received No unsatisfactory marks.

Satisfactory: Achieve less than **eight** superiors for introduction, body and closing or achieve less than **five** superiors for key communication factors while achieving better than unsatisfactory.

Unsatisfactory: Achieve **three** or more unsatisfactory marks out of the **nine** possible marks in the introduction, body, and closing or achieve **two** or more unsatisfactory out of the **six** possible marks under key communication factors. Failed to present the briefing within the time requirements.

INFORMATION BRIEFING CHECKLIST (FSC & BSNCOG)				
NAME (LAST, FIRST, MI)	STUDENT NO.	GROUP ROOM	DATE	
SUBJECT:			LESSON:	
EVALUATION: NA UNS SAT SUP				
Introduction:				
Greeting:			()	()
Type and Classification:			()	()
Purpose and Scope:			()	()
Outline or Procedure:			()	()
Body:				
Content:			()	()
Sequence:			()	()
Visual Aids:			()	()
Transitions:			()	()
Closing:				
Ask for Questions:			()	()
Conclusion:			()	()
Announce next speaker:	()		()	()
Time: _____ (min/sec)			()	()
Key Communication Factors:				
Enthusiasm:			()	()
Stance:			()	()
Gestures:			()	()
Eye Contact:			()	()
Voice Variables:			()	()
Clarity:			()	()
OVERALL EVALUATION:			()	()
Comments:				
Instructor's Signature:			Student's Signature:	

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