

TSG 158-0020
CONDUCT A MILITARY BRIEFING,
TSG158-0020

Task(s) Taught or Supported	TASK NUMBER TASK TITLE 158-300-0030 Brief to Inform
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Date: 5 August 2003

Student Reading: Read student handout: Appendix D1, D2, and D3

The Five-Step Process in Preparing a Military Briefing.

RESEARCH

PLAN

DRAFT

REVISE

PRACTICE (PROOF)

RESEARCH:

- What is the requirement?
- What is my role?
- Who is my audience?
- What is the setting?
- What is the timing?

What's the requirement?

- Talk to the XO or deputy director of the person you are to brief.
- Go back for clarification if you are still not sure.
- Check with your boss periodically to make sure you are still on track.
- Don't be afraid to ask questions.
- Check for hidden agendas; that is, the real purpose of the briefing is not the "stated" purpose.

What's my role?

- Again ask, get clarification if necessary.
- What is the priority; does it take precedence over everything else?
- Am I the primary or back-up briefer?
- Am I supposed to be the subject matter expert?

Who's my audience?

- Find out in advance - call the action officer for information.
- What's the level of expertise of the audience - don't assume.
- Are read ahead packages required?
- Talk with someone who has briefed your audience before. (G2 it.)
- Is the person you are briefing a micro or macro manager?
Determine the level of detail required.

What's the setting?

- Is it an auditorium, conference room, or desk side?
- Is it formal or informal?
- What equipment is required?
- Learn to use the equipment ahead of time; for example, what buttons control what on the lectern).
- Is it set up for single or dual transparency presentation?
- Does it have forward or rear screen projection?
- Do I have to flip my own viewgraph transparencies, or control the computer program?
- Plan ahead to give yourself on-site rehearsal time (for example, reserve the conference room in advance).
- Can your visual aids be read from the back of the room?

What's the timing? --How long do you have?

- Stay within your allotted time.
- Incorporate time for questions and answers as appropriate.
- If needed, have someone in the audience give you periodic time checks.
- Don't stretch out your presentation just to use up your allotted time.
- Establish how long your presentation is by rehearsing.
- Number your Visuals so if you have to refer back to them you, or your assistant, doesn't waste time looking for a particular slide.

b. PLANNING: The second step for both writing and speaking is planning. Both deal with planning the introduction, the major and minor parts, and the conclusion. However, there are difference between writing and speaking. Let's begin by identifying what is unique to planning a presentation or speech.

A speech conveys a verbal message, not a written report.
Therefore the speaker:

- must organize the briefing or speech in a manner that allows the listener to grasp the speaker's thoughts the first time he/she hears it.

- must be direct and concise.

On the completion of planning your briefing you will now have an outline that **includes** your thesis statement, major and minor parts, verbal supports, illustrations, transitions, and your plan to use the briefing setting to your advantage.

c. DRAFT: One method you may use is to draft your speech by writing it out in detail much as you would write an essay and then record it on tape or video. Or you may only use a tape recorder (audio or video) and practice delivering the briefing. Either approach is good. Both approaches enable to speaker to work on how they sound.

Factors that influence your effectiveness as a speaker

- voice
- enunciation
- rate of speech
- body language
 - gestures
 - posture
 - poise
- movement and using visuals aids)

d. REVISE: One key to developing effective presentations is rehearsing. Listen to the audio or videotape of your briefing. Now, identify those things that you did well. These are the things that you want to keep in your presentation. Then identify the not-so-well things. Ask yourself, how does each one support your briefing. If it does, then look at what you need to do to make it better. If it does not support your briefing, then delete it. Do this with each element of your presentation until you are satisfied that you are able to communicate your message clearly, concisely, and effectively. Then rehearse, rehearse, and rehearse until you are satisfied with the delivery of your speech.

One good technique is to have someone you trust to be candid with you listen to your speech and provide you with feedback. Then make the decision if you need further and what they will be. Make the revisions and rehearse again.

The Presentation

Introduction

Body of the Presentation

Conclusion

Overall Comments

Introduction. The introduction to your speech should contain three elements. The first is your attention step. How will you grab your audience's attention? It may be with humor, an illustration, a problem that needs resolving, etc. You are the judge of how you choose to grab your audience's attention.

Next, you need to tell your audience the thesis, or thesis statement of your speech. What is the bottom line that you need to get across. Whatever it is that you want your audience to understand, or a course of action to follow, this is your thesis statement or bottom line.

And finally, you need to tell your audience what are your main points, or the agenda of your presentation.

Body of the Presentation. This is your meat and potatoes. Your audience should be able to clearly identify how you have organized your speech.

Your support must reinforce your major and minor parts. It should be logical, and show a clear relationship between the ideas you develop

Transitions should smoothly tie the parts together along with helping your audience to follow your thinking.

If you employ any visual aids they should be stimulating and supportive. If your visual aids carry the complete briefing then you need to ask yourself why are you speaking. *Visual aids are designed to reinforce and support, not to stand-alone.*

And finally, have you fulfilled the requirement given you? If you were asked to provide an information briefing and gave a decision briefing then you did not fulfill the requirement.

Conclusion. Your conclusion should end with where you began. You need to review the ideas and relationships of your major points and conclude with your thesis statement.

One major NO NO that speakers may do is to include new ideas or thoughts that come to mind while speaking but have not been developed in the speech. What often happens is that these ideas are dropped into the conclusion. (NOTE: This also happens in writing.) They don't belong here. If they are important, then make them part of the speech, otherwise don't bring them up.

Overall Comments. Here is where you note your overall impressions. Did the speaker convince you? Why? Why not? What made this a good speech? Was there anything that detracted? What was it? Why was it a problem?