
is much like a typical ski boot and will be used primarily for skiing and snowshoe operations. The boot is designed with a flexible cuff for limited marching and incorporates a synthetic thermal liner that is inserted into the plastic shell. This boot is intended for use in extreme cold climates.

Improved White Vapor Barrier Boot. Also as part of the SITE program, an improved version of the white vapor barrier boot was developed. The improved boot incorporates new synthetic insulators and has an injection-molded sole for better traction and lighter weight. This boot weighs 20 percent less than the standard VB boot.

Evaluation of Socks and Sock

Systems. Significant advances in textiles have produced a wealth of different sock materials and styles. The Infantry School is in the process of evaluating different socks and sock systems for wear with boots currently in the inventory. This project, as well as the hot-weather boot improvement project, is part of the Soldier Enhancement Program, which allows for faster research and development. Testing and evaluation of new sock candidates began in late 1992.

The development and fielding of high-quality combat footwear has always been a top priority for the U.S. Army. Although the current family of boots provides our soldiers with the

best foot protection available in the world today, the Army's research and development community is constantly striving to improve that protection. By applying new technology and improvements to its boots, the Army will meet the challenge and keep its soldiers mobile for their diverse missions well into the 21st century.

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Briefing Techniques Say Well What Needs Saying

LIEUTENANT COLONEL RUSSELL W. GLENN

Effective verbal communication is essential, both in peacetime and in combat. A misunderstood message in training can waste time, money, and training opportunities. In combat it can cost the lives of the soldiers entrusted to our care.

Briefings are some of the means we use to communicate information; an effective briefing not only transmits your intent and guidance but also reinforces soldiers' confidence in the unit's leadership. Whether you are a squad leader who briefs your soldiers in the field or a staff member who represents the commander at an orders briefing, there are some techniques that will help you communicate more effectively.

The basics of preparing and presenting oral briefings are covered in Field Manual 71-2, *The Tank and Mechanized Infantry Battalion Task*

Force; FM 101-5, *Staff Organization and Operations*; and other sources. But I would like to add some observations and ideas from my own experience. This information applies equally to leaders who give briefings themselves, head a team of briefers, or train others to present information.

Any briefing has two critical phases: preparation and presentation.

Preparation

The first step in the preparation phase is to determine the purpose of the briefing and to state what you want to achieve. The next step is to prepare an agenda or a format that will guide the briefing. An orders briefing frequently follows the five-paragraph order format or some modification of it. One alternative is to use a METT-T (mission, enemy, terrain, troops, and time) for-

mat; publications such as Fort Leavenworth's Student Text (ST)-22-2 (Writing and Speaking Skills for Senior Leaders) provide others. The key is to select a format that will effectively communicate the necessary information.

As you prepare, consider your audience's perspective. A squad or platoon leader briefing his men must consider where they have been for the past several hours. If they have been packed into a squad vehicle during movement, the briefing must include a clear picture of where they are now. They may not know. Where is the enemy in relation to their location? How will vehicle operators know if they missed a turn during movement? Identifying major roads, a river, or other limits ensures that no one wanders outside a well-defined "box."

A well-organized briefing site will help the briefer conduct his presentation without distractions. Consider the time of day the briefing will be presented: Avoid an arrangement which will have either the audience or the briefer facing into the sun. War-game the briefing much as you would a plan or an operation. Consider what will happen if the wind picks up, if it rains, or if the electricity fails.

Maps, screens, chalkboards (or the equivalent), and speakers must be positioned so the briefing will flow smoothly and without distractions. In a briefing that includes multiple briefing aids, one technique is to position the speaker between two aids so that he can refer to his right or left instead of walking in front of his material.

When using a map, make sure north is obvious. If the briefing is on a vantage point in the area of operations, orient the map to the ground. To avoid an opportunity for confusion during the briefing, make sure the map overlays are in the order in which they will be used and that all of them will unroll from the same side. In addition, see that all of them have labels in the same location so they can be reorganized quickly if needed.

Rehearse the mounting and removal of the overlays. Using a standard map board helps. During my assignment to the 3d Armored Division, for example, every major headquarters and staff section had a map board of standard size with four bolts mounted in the same locations (see diagram). The G-2 was responsible for specifying the grid coordinates of the four map corners and the bolt hole locations. Any headquarters or staff representative could prepare his overlay accordingly and then bring it into a briefing, knowing it would fit the map provided. An overlay could be slipped over the bolts, and the usual strips of tape were not needed.

A map may not always be the best way to brief what is on the ground, however. A terrain sketch may be more effective if a unit's area of operations is limited, if the map scale is small, or if detail is necessary in briefing a location. The sketch should include only the ter-

rain features and control measures needed for clarity. You may want to keep a piece of poster board with combat acetate on both sides in your vehicle to use as a sketch board. But if you have nothing else, use chalk to sketch on the side of the vehicle.

In preparing slides, choose ink colors carefully. Red, blue, and green are hard to see on a dark background. These colors can be used to show large arrows or similar information, but lighter colors work better for lettering, unit symbols, and other detail work. The reverse is true with light backgrounds. Yellow and orange are poor for detail, and yellow is hard to see in general if the background is light. Keep the number of different colors to a minimum; too many will distract the audience and make the information harder to understand.

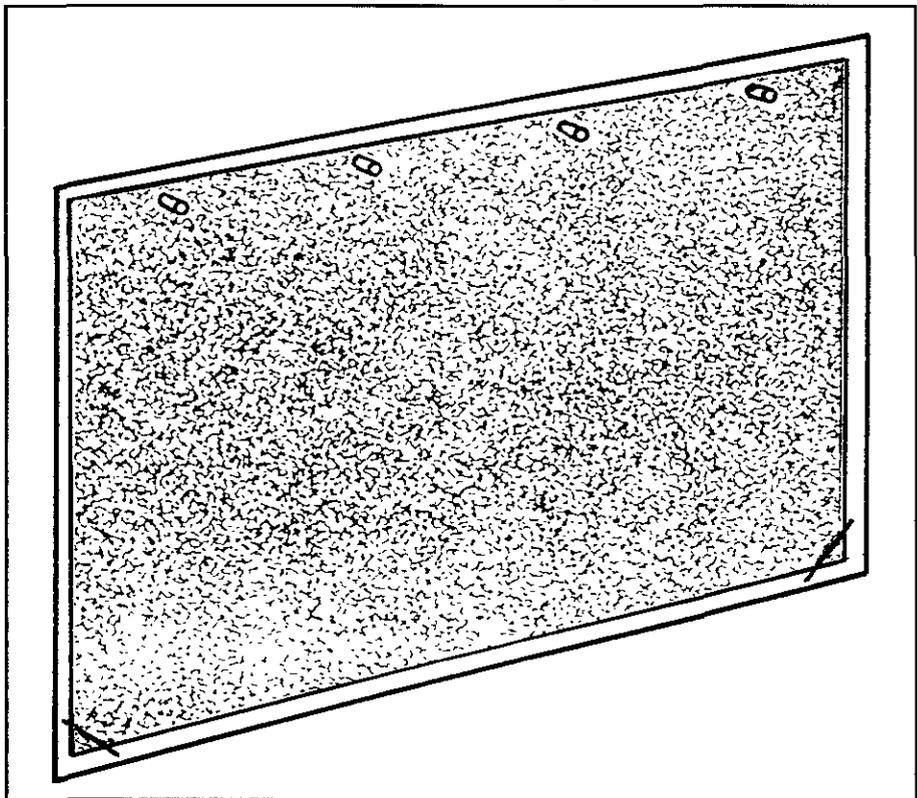
When using briefing slides, keep the slides simple. Cut out any unnecessary information; then use two or three different slides instead of trying to cram too much information into one. Again, number all of the slides so a tray that is

dropped can be reorganized quickly.

Try not to mix too many types of briefing aids. A single means of presenting information (either butcher paper, slides, or chalkboard) with a map is straightforward. Integrating butcher paper or a chalkboard, a map, and one type of projector is not too difficult, and most audiences are not disturbed by the selective use of these in a briefing. But using both 35mm slides and viewgraph transparencies is generally unwise; timing the two aids can be difficult, and the differences between them in terms of quality and size of image on the screen may detract from your presentation. Simplicity is generally best.

Lighting is critical. Enough light to see the briefing aids is essential, but too much light—or improperly directed light—can cause reflection. If you're using a generator, have a back-up generator ready, along with a good operator who can react quickly if the primary source fails. An overhead projector is an effective means of spotlighting your aids.

The proper use of a pointer is another



Division standard map board with four bolt holes. The G-2 specified the grid coordinates of each corner and each bolt hole (a total of eight coordinates). Rubber bands affixed with tacks kept overlay corners from curling outward.

key to successful briefings. When a speaker uses his hand to point to information, he frequently blocks the audience's view. With a pointer, he can stand aside and still point accurately. The speaker should keep the pointer in the hand closest to the briefing aid; otherwise, he tends to turn his body toward the aid, again blocking the view.

Assign seats to the speakers so that they will be less likely to cause a distraction when they get up to speak. Also make sure each speaker walks the route from his initial location to the briefers' area and then to the seat he is to occupy after he briefs; he will be less likely to interfere with the next briefer or with others who may be helping. Each speaker should know whom he follows and who follows him. This eases the transition between speakers, and each can introduce the next.

Do not overlook the seating of key people in the audience. Assigning seats helps ensure that those who arrive late can be guided to their seats without undue disruption.

Once the briefing area is set up, look at it from the viewpoint of the audience. Sit or stand where the audience members will sit or stand; otherwise, you may not see the glare they will see from their positions.

Finally, *rehearse* the briefing. As a minimum, walk through it mentally, but conduct a full dress rehearsal if you can, with all briefers, assistant instructors, and training aids on hand. Have an audience too, if possible, one that can critique the speakers and ask tough questions. Also ask the audience to review the aids for clarity and accuracy. Each speaker should say only what is necessary and stay within the allotted time.

A full dress rehearsal is especially critical if more than one speaker is involved. It lets the briefers complement each other during the briefing by reinforcing points already made or referring to those coming up. Individual presentations can be tailored to dovetail with others. Make sure the briefers coordinate with each other when the material in one affects another. Such a rehearsal should lead to a professional, team-building pre-



sentation in which no one is unpleasantly surprised. The Center for Army Lessons Learned (CALL) Publication 91-1, *Rehearsals*, provides additional guidance.

Presentation

The second phase of a briefing is the presentation itself. Briefers must arrive early and provide briefing aids to the assistant instructors so that they can put all the slides in order, ensure that the projectors are focused, set up the screens properly, and complete the many other tasks that are essential to a good session.

Post the agenda. For a long briefing, it is helpful to have a printed program containing the briefing agenda or to have the agenda visible throughout the briefing. For other situations, showing the agenda at the beginning is enough. Stating the objective—the one determined at the beginning of the preparation phase—ensures that all members of the audience understand the purpose of the presentation. When briefing a commander or other decision maker, this is also the time to identify any unresolved issues or decisions, so he can focus on those key elements.

Speak naturally. Be sure to speak clearly so that your audience can hear you and work on eye contact. An inexperienced speaker, or one who is unsure

of himself, tends to keep his eyes fixed on his notes or aids, glancing up only briefly.

As a speaker gains confidence, he looks into the crowd for extended periods but rarely makes eye contact with his audience; he tends to look off to the side of his audience during his presentation. An experienced, confident, relaxed speaker, on the other hand, makes *real* eye contact. In addressing small groups, he actually looks into the eyes of the people in the audience for several seconds at a time. This attempt at personal contact helps draw individuals into the briefing. It also helps him sense whether his points are being understood. Such a speaker can get the same effect even with a large audience: One person in a large briefing may feel the speaker is looking directly at him, addressing the crowd but noting his interest and attentiveness. In reality, the briefer is letting his eyes rest on a portion of the audience, and many others nearby may also feel he is looking only at them. Such attention to eye contact can be combined with the use of notes or aids; this technique simply takes practice and rehearsal.

Also related to a speaker's confidence is the way he handles slides or other briefing aids when they contain text. An inexperienced speaker may feel uncomfortable standing while the

audience reads the aid, but a more confident speaker knows that all he has to do is introduce the material or address the highlights. *Do not* read your slides to the audience.

Control the briefing. If you want the audience to hold questions until the end of your presentation, say so in the beginning. Then when someone interrupts, ask him to bring his question up again if you fail to address it before the conclusion. Use good judgment here. Some commanders like to insert comments during their staffs' briefings to make sure critical points are emphasized and the intent is clear. Since it is the commander's briefing, check with him if you are not familiar with his style.

Answer questions forthrightly. Staff members or unit leaders who have a good working relationship will support

each other by stepping forward, if it is appropriate, when they think you can use some help. If no such help is available, take a note and tell the questioner you will get back to him later. Better still, have someone else take notes for you. Taking your own notes is likely to disrupt your presentation, and you may find those notes unclear afterwards.

If a staff or unit is briefing a senior officer, capturing all guidance and queries is especially important. At least one, often two or three, should take notes at such a briefing to reduce the chances of missing a senior commander's key comments.

Brief with confidence. You are the expert; the audience is there to learn from you. Your job is to inform or train them. There is no reason to be nervous if you know your material well.

Finish your briefing cleanly. A definitive conclusion, such as "Sir, pending any questions, I will be followed by Sergeant Jones." Or, "That's it, men. Any questions?" Such a device keeps you in control.

The result of a well planned and prepared briefing—by a single speaker or several—is an informed audience that has more confidence in its leaders.

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Infiltration

A Form of Maneuver

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Infiltration has long been considered a preferred form of maneuver. As a *technique* it has been used in guerrilla operations, in rear area harassment operations, as a reconnaissance tool, and in support of units in the attack. As a result, it is often regarded as a small-unit activity and one that requires a small group of men—a squad or platoon, for example. But history has proved that infiltration can also be used effectively as a form of maneuver—as a *tactic*.

The purpose of infiltration is to move by stealth to place a maneuver force in a more favorable position from which

to accomplish the mission. It is a preferred form of maneuver because it permits a smaller force to use its stealth and surprise to attack a larger or fortified force.

During infiltration, the attacking force passes through the enemy's primary defensive area, avoiding major engagement, and disposes itself in the rear for decisive action. Movement is traditionally on foot or by air, but it can also be by vehicle or watercraft.

An infiltrating force accomplishes its mission in conjunction with other units by attacking the rear and flanks of forward enemy positions to support a pen-

etration of a larger or heavier force. It can also attack communication lines, headquarters, command posts, key combat support and combat service support activities and facilities, and hinder the deployment of enemy reserves.

Finally, infiltrating forces can perform forward observer and reconnaissance missions for larger units in the attack or defense.

Field Manual 7-20 defines several phases:

Patrol. A unit conducts aggressive reconnaissance patrols to determine the extent of enemy positions and to locate gaps in enemy positions that will be