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## Army decision brief

1 September 2021 500 views No Comment Analysis must clearly support decision-making and be easily consumable for busy Pentagon executives. Do not mistake this to mean analysts have to “dumb down” their product. Instead, analysts have to grasp the intense cognitive demand Department of Defense executives experience. Analysts must limit the amount of unnecessary additional load they place on these executives. Understand the Environment The Pentagon workforce manages the corporate functions of the largest single organization in the world. A host of general officers, senior executive service employees, and political appointees make up the executive military cohort. These executives are faced with countless multibillion-dollar decisions. They must craft policies that affect the lives of millions of services members. Plus, they have to navigate an ever-evolving political landscape. None of these decisions is simple. What is more, anticipating the interactions between decisions is a daunting task. Many people will warn of second- and third-order effects, but actually identifying those effects in advance and incorporating them into decision-making can be contentious. Additionally, time demands are routinely unreasonable. Many military executives struggle to fit basic daily tasks into their schedules. Excruciatingly long workdays are the norm for most military executives. Simply finding time to exercise, eat, and even go to the bathroom can be an unpredictable task. One might expect that senior military executives can do whatever they want, but as the saying goes, “There is always a bigger fish.” The congressional and administration leadership has little patience for delay. Against this backdrop, it is hard to overstate the cognitive demands on military executives. They are forced to hop from topic to topic. They must compress meetings and squeeze out any wasted time. They have to focus themselves and others on the most important issues and avoid getting sidetracked. For an analyst, the ability to provide results that directly support decision-making and communicate those results is vital. The analyst who can provide tangible results is a rare and prized teammate. Those who cannot structure their information for rapid absorption are relegated to the unimportant tasks. Focus on the Decision The key to successfully briefing a Pentagon executive is focusing on the decision the analyst supports. What is the problem that requires the executive’s attention, and what actions can the executive take to address the problem? First, let’s be clear about the word “briefing.” Briefing a military executive is a highly interpersonal experience. Unlike in a classroom or at a conference, the military executive is in control of the pace, focus, and questions asked. There is no need to tell a military executive it is okay to ask questions—they know and they will. Second, the military generally has two kinds of briefings: a “decision brief” and an “information brief.” The fundamental difference between these is that a “decision brief” explicitly presents a problem with potential solutions while an “information brief” does not propose an explicit decision. The only reason a military executive ever takes a brief is to support a decision. They may not be personally making the decision, but they are likely concerned about the effects of someone else’s decision on their responsibilities. There are three basic questions an analyst should use to keep themselves and the executive focused on the decision. The briefing materials don’t need to answer these questions, but the analyst should be prepared to talk about the following issues: What decision does this analysis influence? Know the explicit decision the analyst supports. Even if you are providing preliminary analysis that might be called a “proof of concept,” be prepared to clearly link the work to a decision the executive faces. How does this information help me make the decision? The executive may not immediately see how to use the analysis to make decisions. Be prepared to directly link the analysis to a decision using a historical example. For example, “In the past, when the widget rate rose above 15 percent, we saw a drop in wocket production. If we want to keep wocket production stable, we need to take action to keep the widget rate below 15 percent.” So What? This question is a favorite of frustrated executives. Every analyst should be prepared to respond to it. The key to responding is understanding the executive is really asking, “Can I just ignore this analysis?” An unfortunate number of analysts wilt in the face of this question. They worry that if their analysis doesn’t directly shape the decision, they are not adding value. However, in many cases, being able to say some set of data doesn’t affect a decision actually makes the decision-making process clearer. Finally, even though the focus of a briefing should be a decision, don’t be disappointed if a decision isn’t made immediately following the brief. Executives will often seek input from multiple sources before deciding. They will often “preserve decision space” by delaying a decision so they can collect more data or work toward a consensus. Communication Solutions By the time an analyst briefs a military executive, the analyst has often spent a great deal of time working with their data and the policies affecting it. The depth of knowledge the analyst develops is valuable to the organization; however, the military executive will never be able to understand it as deeply as the analyst. Therefore, the successful analyst will focus on what needs to be communicated. Resist the urge to say, “It’s complicated.” Of course it’s complicated; that’s why we pay an analyst to sort it out. More importantly, this kind of introduction sets up barriers in the executive’s mind as they anticipate not being able to understand what is coming. Instead, begin with, “This is straightforward, but there are a few nuances to be aware of.” Then explain the straightforward part. Add complexity only once the fundamentals of the decision are clear. In most cases, the “nuances” will be different points of view held by other offices. The decision becomes convoluted by competing interests. Keeping these interests explicit helps keep the analytical portion of the brief straightforward and gives the executive opportunities to navigate the interpersonal aspects of the decision. When you structure your presentation, focus on walking the executive from the problem to the decision without presenting your personal journey through the data. The executive only needs to be briefed on what they need to know. If the analyst tried different approaches that didn’t yield results, the executive doesn’t need to know those details. One exception to this advice is when the analyst is explicitly asked to perform a specific approach. In that case, acknowledge the attempt, but spend only as much time on explaining the results as the executive wants. Analysts may have less time to give their presentation than they expect. At the beginning of a 30-minute session, the analyst may be told they only have 15 minutes to give their presentation. Many analysts embarrass themselves by talking twice as fast. Instead, take a deep breath, introduce the problem for decision, jump immediately to the recommendation based on the analysis, and then ask the executive what questions they have. Creating analysis that clearly supports decision-making and is easily consumable for Pentagon executives may initially seem daunting. However, empathy for the executive’s working conditions, a focus on the decision to be made, and a willingness to limit the amount of analysis presented can make all the difference in the world. Not only does the successful analyst become more valued in the organization and decision-making become more effective, but they improve the quality of life for those around them. TITLE OF INSTRUCTIONAL EVENT: Decision Brief (As of: JAN 96) Instructor Notes Lesson Script SLIDE 1 - COVER SLIDE 1. INTRODUCTION: a. Lesson Tie-in: To this point you have conducted mission analysis, developed courses of action, and have prepared the intelligence estimate based on the courses of action. The next step is to recommend a particular course of action to the commander via the decision brief. b. Objective: Prepare and demonstrate a decision brief given instruction, the intelligence estimate, other staff estimates, references and briefing aids; each small group will demonstrate a decision brief and each student must achieve 75% on an objective written examination with references. SLIDE 1A - OBJECTIVE c. Purpose: Commanders make decisions! Staff officers help commanders make and communicate those decisions and ensure the execution of these decisions. To make competent recommendations, staff officers must have a superior understanding of the decision-making process. d. Procedure: For the next hour, you will learn how to compare courses of action and how to organize and prepare a decision brief. What you are taught in this block of instruction, and what you have learned during “Course of Action Development,” will assist you in the process of recommending a course of action to the commander. e. Safety Considerations: There are no safety considerations for this block of instruction. SLIDE 2 - BRIEFING 2. DEVELOPMENT: 3 TYPES a. General: 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. A commander or staff officer, regardless of type or level of unit, must effectively communicate orally. The speaker must give the presentation the same attention he would give to precision, clarity and thoroughness in written communications. b. The purpose of the briefing and the desired response determines the briefing technique. Basically, there are four standard briefing types: SLIDE 3 - INFORMATION 1) Information Briefing: informs the BRIEFING listener and deals primarily with facts. An Intelligence estimate is a form of an information briefing. SLIDE 4 - MISSION 2) Mission Briefing: gives specific BRIEFING instructions, amplifies the mission or elaborates on an order. A five paragraph OPORD given verbally is a mission brief. SLIDE 5 - STAFF 3) Staff Briefing: informs the BRIEFING commander of the current situation; generates a coordinated or unified effort. A briefing that involves a concurrence of more than one person or agency, a recommended change to the MIOBC course flow that affects more than one department is an example of a staff briefing. SLIDE 6 - DECISION 4) Decision Briefing: essentially BRIEFING a staff study in oral form, the purpose of which is to obtain a decision. A course of action briefing given to your commander is a decision brief. For the purpose of obtaining a decision from the commander, we will focus on the decision brief. c. The decision brief 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 area (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 will be limited to a statement of the problem, some essential background information and a recommended solution. SLIDE 7 - DECISION However, the briefer must be prepared to BRIEFING (CONT) present his assumptions, facts, alternative solutions, reasons for choosing the recommended solution and the coordination involved. If the person who is being briefed is unfamiliar with the problem and/or the facts surrounding it, then a more detailed briefing will be 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, conclusions and any coordination involved. NOTE: Not only state he At the outset of the briefing, the briefer must state that he is seeking a decision. A procedure that helps to focus attention to the topic at hand is to post an agenda of the brief and give the bottom line up front, also state what the recommended course of action is first. Always tell the commander what your recommended course of action is. 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 and uncertainties. SLIDE 8 - PREPARATION 2. PREPARATION: Preparation for the decision brief is, perhaps, more important than the actual brief itself. Thorough initial preparation is important. The speaker must use his time well and, whether the briefing is simple or complex, use the following guidelines to analyze the situation: NOTE: In our case, we a. Know the audience, will be briefing the brigade commander. 1) Who is receiving the brief? What is his official position? 2) Why is he receiving the briefing? What are his personal likes and/or dislikes concerning the briefing topic? 3) How much knowledge of the subject does he (or the audience) have? b. Determine the briefing’s purpose. 1) What will the audience do with the information? The briefer must understand the purpose of the briefing. The purpose determines the nature of the briefing and the desired result. c. Know how much time is available. The time allocated for a briefing often dictates the style, facilities and the preparatory effort needed. Stick with the time allocated! d. Survey the facilities. 1) Where will the briefing take place? 2) What briefing aids are available/necessary? The availability of physical facilities, visual aids, and draftsmen are considerations. Know how large the briefing area is and where the electrical outlets are located. Remember that visual aids should match the facility, i.e. if the briefing is in a field environment, the best visual aids would most likely be butcher paper charts. e. Perform all necessary preparation. The briefer may prepare a detailed presentation plan and coordinates with his assistants, if used. The preparatory effort is carefully scheduled. Each briefer should formulate a “briefing outline.” The briefer makes an initial estimate of the deadlines for each task. He schedules facilities for practice and requests critiques. SLIDE 9 - REHEARSAL 3. REHEARSAL: a. Rehearse before a knowledgeable person who can critique the briefing. If using assistants, always rehearse with your assistants before the actual briefing. b. If possible, rehearse in the same facility where the briefing will be given. Have all of your visual aids ready during rehearsals. SLIDE 10 - EXECUTION 4. EXECUTION: a. The speaker’s appearance and the environment can strongly influence the briefing. A successful briefing depends on how it is presented. A confident, relaxed, forceful delivery, clearly enunciated and obviously based on a full knowledge of the subject, helps convince the audience. b. The briefer maintains a relaxed, but military bearing. Appearance sets the stage for credibility: it is the basis of the audience’s first impression. He uses natural gestures and movements, but avoids distracting mannerisms. The briefer’s delivery is characterized by conciseness, objectivity, and accuracy. c. The speaker must also control the environment. He must know the mechanics of the room - how to control the lights, the volume and any visual aids. The room must be clean and orderly. d. 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. SLIDE 11 - FOLLOW UP 5. FOLLOW UP: a. An assistant can take notes on all pertinent questions or comments. If the speaker does not know the answer to a question, he must say so and then provide the required information as soon as possible (normally within 24 hours). However, if he waits too long to follow up, the value of the information may be lost and his credibility will suffer. b. When a decision is involved and there is doubt as to the intent of the decision maker, a draft memorandum is submitted to him for approval before it is prepared in final form. The memo is distributed to staff sections or agencies that must take action on the decision. At the operational and tactical level in obtaining a decision on a course of action, it is not necessary to prepare a memo. However, the briefer must insure all appropriate personnel are informed of the decision so plans and orders may be developed. SLIDE 12 - FORMAT DECISION BRIEF FORMAT The staff study format provides a logical sequence for presenting a detailed decision briefing. The following organization is a little more specific and geared towards obtaining a decision. 1. INTRODUCTION: a. Greeting: Introduce yourself to the decision maker and announce that a decision will be sought at the end of the briefing. NOTE: Problem must be b. Problem: Concisely state (in posted question form) for decision maker to focus the problem as a task. c. Recommendation: State the specific recommended action to solve the problem. d. Agenda: Outline the major parts of the briefing in the order you intend to follow. SLIDE 13 - FORMAT (CONT) 2. DEVELOPMENT: a. Background and coordination: Brief the decision maker on any background information, if necessary. Summarize any coordination made with interested parties. NOTE: The S2 will brief b. Facts: List all pertinent facts the MCOO at this time relevant to terrain analysis using the terrain situation. Common facts we would discuss include terrain and our courses of action. Additionally, any known and confirmed facts about the enemy and the status of our own forces. c. Assumptions: List all assumptions relevant to the problem. These usually pertain to what our covering force will do to the enemy, battle handover, and anticipated enemy courses of action. SLIDE 14 - FORMAT (CONT) d. Discussion: NOTE: This is the first 1) Courses of action: List (do in the briefing that he discuss) all analyzed courses of decision maker review the action, prepared options from 2) Criteria: Brief the decision which he is asked to make on the criteria selected for choose. the brief. a) Screening: Limit the number of COAs to a manageable number. b) Evaluation: Evaluate each COA against a set standard. NOTE: The commander may give c) Weighting: Describe the some initial guidance on relative importance of the what he considers to be evaluation criteria, one against the most critical the other, and assign weights. factor(s) in accomplishing the mission. 3) Analysis of courses of action: Display all evaluation criteria and explain the advantages and disadvantages for each COA (do not compare the COAs with each other, yet). 4) Comparison of courses of action: Display each COA in a decision matrix and explain how each compares to the others. SLIDE 15 - CONCLUSION 3. CONCLUSION: a. Conclusion: Present a summary statement re-emphasizing what the recommended course of action provides. Answer any questions the decision maker may have. b. Recommendation: Close with a strong, positive statement for the recommended course of action. Ask the decision maker to approve recommendation. SLIDE 16 - DECISION MATRIX DECISION MATRIX: A decision matrix is one of the best tools for analyzing and comparing courses of action against well-established criteria. The main advantage of the decision matrix is that it helps the decision maker reach a better understanding of the consequences of his decisions. He can more accurately analyze the suitability of each course of action which his staff prepares. The decision matrix consists of the following four elements: SLIDE 17 - DECISION 1. The objective (the accomplishment of MATRIX FORMAT a specific mission). 2. The states of nature, also known as the uncontrollable variables, which are aspects that the decision maker has little or no influence over (evaluation criteria - weather, terrain, enemy forces). 3. The strategies, also known as the controllable variables, which represent the alternative choices available to the decision maker (different courses of action). 4. The payoffs, or dependent variables, which result from the interaction of the states of nature and the strategies (the weighted number given when comparing the evaluation criteria to the courses of action). OUTLINE FOR STAFF SLIDE 18 - BRIEFING-XO Introduces the staff and orients the commander to the area of operations. Briefly states the recommended course of action from the staff and explains the agenda of the briefing to the commander. 19 SLIDE 19 - BRIEFING-S3 Identify for the commander the mission and the intent of the commanders two levels up, restate the mission for the commander, and brief the status of his forces. SLIDE 20 - BRIEFING - S2 Present the commander with an updated intelligence estimate. Include terrain, weather, enemy forces, and enemy situation. SLIDE 21 - BRIEFING-S3 Outline the friendly courses of action for the commander, identify the strengths and weaknesses of each. Give a complete description of all activities including culmination point, defeat mechanism, objectives, etc. SLIDE 22 - BRIEFING-STAFF Staff (S3,S2,S1,S4,S5 in order)- Identify facts and assumptions used during the decision making process that impact on the courses of action. Explain the individual staff comparisons of the courses of action using the decision matrix. Give each staff section’s recommended course of action based on the individual decision matrices. 23 SLIDE 23 - BRIEFING-XO Conclude the briefing, restate the staff overall recommendation and ask the commander for a decision. SLIDE 24 - EXAMPLE #1, In Example #1, Our objective is to 3RD BDE DEFENSE determine which defense is the best based on the criteria we determine. The subjects on the left are the evaluation criteria we will use flexibility, risk, battle command, and surprise. As you can see, it is a tie between COA 1 and COA 2. The commander may ask for an additional recommendation between 1 and 2. SLIDE 25 - EXAMPLE #2, The staff determined that flexibility 3RD BDE DEFENSE was the most important factor governing their courses of action. Accordingly, we have assigned these evaluation criteria with a higher payoff number. After assigning higher payoffs and determining the totals, we now see that COA 2 would be the recommended course of action. SLIDE 26 - QUESTIONS/ CONCLUSION: COMMENTS? 1. Review of main points: During the past hour, you have learned how to organize and prepare a decision brief for the purpose of obtaining a decision from the commander. 2. Questions or comments? 3. Tie-in: You already know how to develop courses of action, and now you know how to prepare and deliver a decision brief to the commander. You are now prepared for the practical exercise, which consists of preparing and delivering a decision brief to the commander.



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