Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:
- Program name and Department.
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed, and how.
- Description of learning activities to be used to achieve the learning outcomes.
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

<table>
<thead>
<tr>
<th>Name of Department/Unit nominating the program</th>
<th>Air Force ROTC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Air Force ROTC Written Communications</td>
</tr>
<tr>
<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>Cadets and any students attending academic Air Force classes</td>
</tr>
<tr>
<td>Participant capacity (students/year)</td>
<td>None</td>
</tr>
</tbody>
</table>
| Activity offering frequency | ☒ Fall  
☒ Spring  
☐ Summer |
| Embedded learning outcomes addressed in the nominated program/activity | ☐ Creative Thinking  
☐ Critical Thinking  
☐ Ethical Reasoning  
☐ Global Citizenship and Social Awareness  
☐ Intercultural Knowledge  
☐ Leadership and Teamwork  
☐ Quantitative Reasoning  
☐ Integrative Knowledge  
☒ Written Communication (levels 2 and/or 3)  
☐ Information Literacy (levels 2 and/or 3) |
<p>| Please describe the specific assessment methods by which it will be determined if the student has completed the program/activity to a level of success that indicates achievement of this | Each student in our academic classes has at least one writing assignment each semester which is worth anywhere from 10-20% of the student’s grade. These assignments |</p>
<table>
<thead>
<tr>
<th>learning outcome. (Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)</th>
<th>focus on Air Force styling writing along with addressing basic writing skills in the workplace. The following types of Air Force writing styles are completed: Talking Paper, Background Paper, Bullet Background Paper and Advocacy/Position Paper. Additionally, academic class sessions, at least one per semester, are used to address Air Force writing styles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections?</td>
<td>Students must complete the writing assignments as part of their class work (10-20% of overall grade each semester). Failing to do so will not only hurt the student’s grade, but also reflect poorly on their ability to be a future U.S. Air Force Officer. Additionally any cadet unable to maintain at least a &quot;C-&quot; in an Air Force class will have administrative action taken against them. A continued trend of poor performance may lead to eventual removal from the program. Thus if a cadet wishes to stay in the program, they must complete the assignments given to them, ensuring the will meet the Written Communication embedded outcome.</td>
</tr>
</tbody>
</table>

Please attach documentation for the nominated program/activity that illustrates how the learning outcome(s) and its associated performance criteria (see VALUE rubrics) will be achieved by successful completion of the nominated program/activity.

Submitted by:

Name: Capt Nivien Sathasivam
Department: Air Force ROTC

Signature of department head/director recommending that this program/activity be considered for approval as meeting an embedded outcome of the Outcomes-based Core Curriculum

-Col Seth P. Bretscher
Fall-AS 100—Lecture 1
Session Description: One lecture that focuses on Air Force writing styles and the use of the Tongue & Quill (Official writing guide of the U.S. Air Force). Also serves as a basic introductory to contents of Tongue & Quill.

Learning Objective:
- Understand the use of the Tongue & Quill
- Understanding of an Air Force bullet background paper

Assessment Procedure:
- One bullet background paper focusing on a U.S. Air Force magazine article

Performance Evaluation Criteria
- Ability to follow bullet background paper format
- Understanding of content and clarity of delivery
- Proper use of writing mechanics
- 20% of final class grade based on paper

Spring-AS 100—Lecture 2
Session Description: One lecture, reiterates from the previous semester Air Force writing styles and the use of the Tongue & Quill. Builds on more uses of the Tongue & Quill. Addresses electronic communication.

Learning Objective:
- Understand the use of the Tongue & Quill
- Understand an Air Force talking paper

Assessment Procedure:
- One talking paper focusing on a U.S. Air Force magazine article in preparation of a briefing on the same topic.
- In class electronic communication quiz

Performance Evaluation Criteria
- Ability to follow talking paper format
- Understanding of content and clarity of delivery
- Proper use of writing mechanics
- 12.5% of the final class grade based on paper

Fall-AS200—Lecture 1
Session Description: One lecture that reintroduces Air Force writing styles and the use of the Tongue & Quill. Stringent focus on Air Force formatting and structure.

Learning Objective:
- Understand all the required formats of a talking paper
- Getting used to writing more of a technical paper, focusing on an Air Force weapon system
- Applying brevity with ample content
- Use of proper research sources that focus on U.S. Air Force systems.
Assessment Procedure:
- One talking paper focusing on a U.S. Air Force weapons system.

Performance Evaluation Criteria
- Ability to follow talking paper format—more rigid in grading than previous semester
- Understanding of content and clarity
- Proper use of writing mechanics
- 12.5% of final class grade based on paper

Spring—AS200—Lecture 2
Session Description: One lecture that reintroduces Air Force writing styles and the use of the Tongue & Quill. Stringent focus on Air Force formatting and structure.

Learning Objective:
- Understand all the required formats of a talking paper
- Getting used to writing more of a technical paper, focusing on an Air Force weapon system
- Applying brevity with ample content

Assessment Procedure:
- One talking paper focusing on a U.S. Air Force weapons system.

Fall—AS300—Lecture 1
Session Description: Lecture that focuses on more of a structured and supported Air Force research paper. Focus is on developing an advocacy paper and introduction of a Chicago style bibliography.

Learning Objective:
- Understand all requirements for a position paper
- Understand Chicago Style bibliography

Assessment Procedure
- One position paper on a U.S. Air Force career field

Performance
- Ability to follow position paper format.
- Ability to execute credible research
- Ability to support research through Chicago Style bibliography
- 20% of final grade based on paper
Spring AS300—Lecture 2
Session Description: Lecture that focuses on an Air Force research paper. Includes use of a Chicago style format bibliography, text citation and cover page.

Learning Objective:
- Understand research techniques
- Understand use of text citations
- Understand use of a cover letter

Assessment Procedure
- 500-800 word essay focused on a U.S. Air Force or DOD organization or agency.

Performance Evaluation Criteria
- Proper use of writing mechanics
- Proper use of text citations
- Proper use of cover letter
- Proper use of Chicago Style bibliography
- 20% of final grade based on paper

Fall AS400—Lecture 1
Session Description: Lecture that brings back focus on traditional Air Force writing styles. At this point in the program different Air Force style papers should be second nature. An Air Force background paper with minimal reference to the Tongue & Quill is encouraged.

Learning Objective:
- Full understanding of an Air Force background paper with minimal direction
- A summation of previous tips and techniques applied to the background paper

Assessment Procedure
- One Air Force Background paper on a national security topic in a specific geographic region

Performance Evaluation Criteria
- Proper use of writing mechanics
- Ability to execute background paper
- Proper use of research techniques
- 12.5% of final class grade based on paper

Spring AS400—Lecture 1
Session Description: Lecture that focuses on advocating for a particular Air Force issue. This is highly applicable to Air Force active duty. Lesson focuses on how to make your argument to higher ranking officers in a strong way without overstepping your bounds as a lower ranking officer.

Learning Objective:
- Full understanding of a background paper.
- Grammar, use of “active” vs “passive” voice.
- Ability to make a strong, logical, and concise argument.
- Full understanding of a “bullet” background paper to accompany National Security Affairs briefing to guide the reader through the briefing

Assessment Procedure
- One Air Force Background paper on an Air Force topic assigned by the instructor formatted IAW the AF writing guide, Tongue and Quill.

Performance Evaluation Criteria
- Proper use of writing mechanics
- Ability to execute Background paper
- Proper use of research techniques
- 12.5% of final class grade based on paper

Spring AS400—Lecture 2
Session Description: Lecture that focuses on advocating for a particular Air Force issue. This is highly applicable to Air Force active duty. Also two lectures focusing on writing bullet statements in the Air Force. This is a high emphasis item on Active Duty that is used on a daily basis in when writing performance reports, award nominations, bullet background papers, etc.

Learning Objectives:
- Full understanding of an “advocacy” paper
- Correct use of research and documentation in supporting arguments
- Understand “action/impact” bullet statements
- Understand how to formulate a bullet statement
- Full understanding of a “bullet” background paper to accompany Advocacy Briefing to guide the reader through the briefing

Assessment Procedure
- One-hour lesson on writing advocacy paper, research, standards IAW Tongue and Quill
- Lecture and in class practicum on how to write effective bullet statements – three total hours of classroom time.

Performance Evaluation Criteria
- Advocacy paper graded upon supporting position statement, sources, documentation, organization and grammar. 20% of total class points.
- Ability to understand and apply how to write effective bullet statements demonstrated in the practicum.
- Bullet background paper graded in conjunction with advocacy briefing.
YEAR 1-AS 100
7

MILITARY COMMUNICATION SKILLS
Military Communication Skills

Lesson Preparation:
- Review Air Force Handbook (AFH 33-337), The Tongue and Quill dated 1 August 2004, Chapter 2, Chapter 10, Chapter 12, and Part VI.

Cognitive Lesson Objective:
- Apply Air Force communication guidance for written documents and briefings.

Cognitive Samples of Behavior:
- Explain the seven steps to effective communication.
- Describe guidance for electronic communication (e-mail, voice mail, and telephone systems) in the Air Force.
- Apply T&Q guidance for writing background and talking papers.
- Explain the steps required to prepare a military briefing.
- Describe effective delivery techniques in a military briefing.
- Use guidance to prepare and deliver a military briefing.

Affective Lesson Objective:
- Respond to the importance of effective communication, including Air Force documents and briefings.

Affective Sample of Behavior:
- Actively participate in class discussions and assignments for writing and briefing.
S

ometime in your military career, you will be asked to brief and write in specific military formats. As officers, a great deal of your success will come from your ability to brief and write effectively. So, you need to be familiar with the common types of staff correspondence and have flexible writing skills to adapt accordingly.

SEVEN STEPS TO EFFECTIVE COMMUNICATION

(T&Q, PP 9-13)

P

aying attention to these seven steps will increase your success in writing and speaking. The first four steps are like building a foundation—preparation that’s critical to the end product. For the time well-spent in the front end, the payoff is CONFIDENCE in what you’re writing and saying.

• **Analyze purpose and audience.** What is my purpose? Who is my audience? What are their interests? How much do they know already? What will make it easy for them to understand or act? “You’re much more likely to hit the target if you know what you’re aiming at.” (FOCUS principles “Focus” and “Understand your audience” apply in this step.)

  *I want to write books that unlock the traffic jam in everybody’s head.*

  ~John Updike

• **Research your topic.** Do whatever it takes to get smart on your topic. In the military, co-workers and base personnel can be helpful sources of information. Often, there are continuity books or military instructions/manuals that may be of help (see T& Q, p 33). Libraries have reference material, as does the internet. However, see page 30-31 in the T&Q for guidance in evaluating the soundness of internet sources. Finally, objectively writing about a topic may mean coming to terms with our biases/prejudices. We all have them; we just don’t want them getting in the way of our intended messages. Most problems and questions cannot be reduced to a single solution or answer. Anticipate multiple viewpoints for a more thorough research of your topic.

  *A man will turn over half a library to make one book.*

  ~Samuel Johnson

• **Support your ideas.** A common way to support your idea is by stating some facts (premise 1, premise 2, etc) followed by the conclusion (your idea). This form of supporting your idea is known as logical argument (verbal or written). If our premises aren’t airtight, we’ll fail to successfully support our idea. Giving examples that are meaningful to your audience is a helpful method to supporting your ideas. In addition, citing sources adds credibility; your ideas are not just a personal belief or opinion. Finally, avoid illogical or irrational ways of linking your premises and
conclusions. For more information to avoid fallacies in thinking, see the T&Q, Ch 5, pp 41 and/or the Introduction to Critical Thinking lesson found in the AS300 Student Study Guide.

- **Organize and outline.** To continue building a solid foundation for any written or verbal communication, you need to organize your ideas in a meaningful way. For example, a topical or classification pattern is one way to organize your ideas. If you’re writing or briefing about military aircraft, you might want to sort your ideas by function (e.g., fighter aircraft, cargo aircraft, etc.). Some topics, such as American wars, are better understood using a sequence in time approach—going from the earliest to the most recent wars. Chapter 6 in the T&Q (p 55) provides information on developing your purpose statement and outlining ideas.

*I am returning this otherwise good typing paper to you because someone has printed gibberish all over it and put your name at the top.*

~English Professor (name unknown), Ohio University

- **Writing your draft.** On page 12 of the T&Q, the following guidance addresses most types of writing (or even Power Point slides for a briefing). Your goal in writing is to share a message with the audience. To successfully do so, connecting with the audience is vital:

  - First, Get to the point quickly. Use your introductory paragraph to state your purpose up front. Most AF readers don’t have the time or patience to read a document that resembles a mystery novel with a surprise ending.

  - Second, Organize your main ideas for a topic so readers know where you’re leading them. When discussing a topic, we usually are addressing some main ideas or main points. It’s very common to see the overview slide for military briefings identify 2-4 main points for discussion. The main idea or points are further elaborated upon with support information in any writing or briefing.

  When writing a talking paper or background paper, the single-dash items identify the main points, while the double- and triple-dash items provide support information. In addition, it’s very helpful to your readers if you link your supporting information with transitions. For example, the words first, next, and finally let a reader follow your thought process to explain an idea. Transitions not only link ideas, they can also link paragraphs. For example, a common transition to let your reader know you’re changing main idea/points is, “Now, that we’ve discussed the benefits of exercise, let’s look at the major types of exercise.” Transitions are critical pieces to helping your readings follow your writing, paragraphs or your slides in a briefing.

  - Third, Make sure your sentences are clear and direct. Cut through the jargon and passive voice. Don’t make your readers wade through an overgrown jungle of flowery words.
- Fourth, Finally, summarize or conclude your message in a way that connects all the dots and makes the message complete.

• **Edit your draft.** On pages 91-104, the T&Q offers many great suggestions to improve the editing process. Here are some of the major points:

  - Edit the document yourself before asking for help. Why should someone else invest time and effort to improve your writing if you aren't willing to do so yourself? Also, it's just more respectful to others if you do the initial “clean-up.” However, be sure you've taken enough time between doing the draft and then the editing process—it makes a big difference in seeing objectively vs subjectively.

  - Purposely edit at a slow pace. Our minds have a tendency to “fill in the gaps” when we read. One technique is to touch each word with your pencil tip as you review the document.

  - Try on your audience's shoes before you read. Try to visualize what it'll be like for your audience to see or hear your information. We need to be in tune with how our audiences will react to each word.

  - Find someone else to review your “near final” draft. That “someone else,” hopefully, has a strong background in the basics (grammar, spelling, jargon, writing mechanics), and also the big picture (the general flow and clarity) of your document.

  - Plan on more than one editing pass. The T&Q suggests reading and re-reading your work, starting with the big picture and then on to the finer details. You just can't catch everything the first time! And don’t forget about using spot-check. Finally, T&Q, page 102-103, shows a guide for the use of proofreading marks and abbreviations- -a universal language when editing any document. When you think you’ve got the paper in order, we’ve still got one more step to ensure a professional document.

• **Seeking feedback.** *(also see T&Q, pp 105-112)* When you submit your final document, you want the focus to be your paper’s message—not errors, lots of questions, or confusion. Find another set of eyes and tell them what you want to focus on. If you don’t identify the feedback need, you may get a grammar check vs something else. A good start is to seek feedback about your paper’s intended purpose and audience—"Does it still make sense when another person reads, and considers purpose and audience?" Finally, whatever feedback you receive, remember that you’re ultimately responsible for the content of your paper. Any comments from others during your editing or feedback steps can be used or not used by you.
One basic concept remains the same for all military writing—conversational tone. The best way to communicate a message is to focus on the reader and write in plain English. In the 1960s, consumer advocacy groups encouraged legislation that led to the foundation of the government initiative to “write in plain English.” The premise of this was to write government and business documents using language that was clear, concise and straightforward. The movement continued through the Nixon, Carter, and Reagan administrations, and finally came to fruition on 1 June 1998 when President Clinton directed the use of plain English. The bottom-line is, “Use everyday words, rather than bureaucratic legalese.

When we talk to someone, we don’t use $64,000 words or stuffy language. To make your writing more like speaking, begin by imagining your reader is sitting across from you. Then write with personal pronouns, everyday words, contractions, and short sentences. Write to “one” reader. Primarily use 1P (I, we) and 2P (you) and vary your pronouns.

Writing in conversational tone also means being concise. Concise does not mean the same as being brief. You must add enough details to support your ideas, but do it by the most direct method. In other words, concise means getting to the point as effectively and efficiently as possible. That’s why you should write predominantly in active voice, remove any unnecessary words, and avoid “dead” words, such as “that” and “which.”

Why are all these points important in writing? They are important because the reader can’t see your non-verbal skills in a written document. Since you aren’t there to coax the reader along, you’ve got to make the document do the job for you.

SUGGESTIONS FOR WRITING EFFECTIVELY

Writing effectively is just as crucial to reader understanding as effective organization. Effectiveness and organization go hand in hand! Your thoughts may be perfectly organized; but if you don’t express your ideas in sentences and paragraphs so the reader can understand, you’ve wasted the time you spent planning, organizing, and writing. To write effective official memorandums, you should:

• Write actively; avoid passive voice as much as possible.
• Create reader interest; write to express, not impress.
• Repeat key words and ideas for emphasis.
• Personal pronouns: use we, us, and our when speaking for your organization; use I, me, or my when speaking for yourself; and use you, stated or implied, to refer to the reader

Ex: It is necessary the material be received in this office by June 10.

Fixed: We need the material by June 10.

- Talk to one reader when writing to many

Ex: All addressees are requested to provide inputs of desired course content.

Fixed: Please send us your recommendations for course content.

- Rely on everyday or simpler words (start vs commence, best vs optimum, use vs utilize)

- Keep sentences short (except for purposes of variety or clarity); start by breaking down large sentences and then reword to sound like speaking.

Ex: It is requested that attendees be divided between the two briefing dates with the understanding that any necessary final adjustments will be made by DAA to facilitate equitable distribution. (29 words)

Fix1: It is requested attendees be divided between the two briefing dates. Any necessary final adjustments will be made by DAA to facilitate equitable distribution. (11-13 words)

Fix2: Send half your people one day and half the other. DAA will make final adjustments. (10 -5 words)

- Avoid “there is” and “it is” (We request vs It is requested; Clearly vs It is apparent that)

- Arrange information logically; logic forms the road map for your reader

In AS 100, you’ll have two written assignments--writing a talking paper and then a background paper. Samples of these documents are available in the T&Q, pp 209-216. For your convenience, here’s some guidance on writing a talking paper.

THE TALKING PAPER

Definition: A quick-reference guide of key points, facts, positions and questions to use during oral presentations, memory ticklers or a quick reference sheet.

Purpose: Although you as an action officer or staff officer prepare the talking paper, someone else--most often the boss--uses it. While the boss is basically familiar with the projects, problems or issues you’re working, he or she may need a memory jogger on milestones, facts, figures or other specific points.
Qualities:

- Brief - As a memory jogger or reference, only as specific or detailed as required by the user.

- Telegraphic - Omit adjectives, articles and introductory phrases.

- Organized - Focus user on subject; establish main points; provide support; reach a conclusion or give a status.

- Structured for the user - Know the boss' needs; know where talker will be used; know how familiar boss is with the subject; know how much detail the boss wants and know the desired format.

Format:

- Stationery - 8 1/2 X 11 inch plain bond paper (never use letterhead).

- Title - center in capital letters 1 inch from top; use three lines, be specific, do not underline or place in bold. Double-space the title.

- Margin - 1 inch all around.

- Headings not required, but may use: purpose, background, discussion, recommendation, etc.

- Text - don't number paragraph, telegraphic wording/bullets, no punctuation at end, 1/2/3 dash sequence, double space between bullets and single space within a bullet.

- ID Line - 1 inch from bottom of page and flush with the left margin; includes rank, name/organization/office symbol/phone number/typist's initials/date prepared.

On the following page is a SAMPLE Talking Paper.
TALKING PAPER

ON

WRITING TALKING AND POINT PAPERS

- Talking paper: quick-reference outline on key points, facts, positions, questions to use for oral presentations

- Point paper: memory tickler or quick-reference outline to use during meetings to informally pass information quickly to another person or office

-- No standard format; this illustrates space-saving format by eliminating (PURPOSE, DISCUSSION, RECOMMENDATION)

-- Usually formatted to conform to user’s desires

--- Both papers assume reader has knowledge of subject

--- Prepare separate talker for each subject

-- Prepared in short statement; telegraphic wording

-- Use one-inch margins all around

--- Single dashes before major thoughts; multiple dashes for subordinate thoughts

--- Single space each item; double space between items

-- Use open punctuation; ending punctuation not required

-- Avoid lengthy details or chronologies, limiting to one page when possible

-- See DoD 5200.1-R/AFI 31-401 to prepare classified papers

-- Include writer’s identification line as shown below

- Include recommendations, if any, as last item

Mrs. Story/ACSC/DESP/3-7084/jah/7 Apr 97
ELECTRONIC COMMUNICATION GUIDANCE
(E-MAIL, VOICE MAIL, AND TELEPHONE SYSTEMS)

You can expect to have a computer and telephone assigned to your personal work area. Your office will likely have a printer, copier, and facsimile (fax) machines available, too. The proper use of any mode of government electronic communication is serious; we have an Air Force Instruction to clearly guide our use—AFI 33-119, Official Messaging. In addition, we have to be vigilant about how our use of electronic communication can be used in hostile actions against the United States (i.e., Operational Security/OPSEC). Yes, it’s very serious business, so expect annual Air Force training on this topic.

Keep in mind that the Air Force has the right to monitor our electronic communications. Unfortunately, we have a number of individuals who abuse the use of their electronic communications, resulting in criminal charges and consequences through the Uniform Code of Military Justice (UCMJ). If your communication is always respectful, you’re halfway there! To practice respectful communication, imagine that everything you write will be read by the Secretary of the Air Force. It works! The other half of your effort is about communicating in a way that doesn’t compromise our nation’s security—OPSEC.

The following guidance, regarding wall paper and slogans in our emails, has been recently emphasized for the Air Force:

EXECUTIVE SUMMARY: Per AFI 33-119, dated 25 January 2005, the following rules regarding sending electronic messages via Air Force systems are now in effect.

Para 3.7 Users will not add slogans, quotes, special backgrounds, special stationaries, digital images, unusual fonts, etc., routinely to their official or individual electronic messages. Users must consider professional image and conservation of Air Force network resources (bandwidth).

Request your workgroup administrators inform your personnel concerning the changes being implemented under AFI 33-119 and assist as needed in helping to remove any unauthorized signature blocks and or stationary.

Now, to learn more about the right way to use electronic communications, you must read pp 143-154 in The Tongue and Quill (Aug 04). When you’re finished, complete the Electronic Communication Quiz in this lesson. If you have any questions, be sure to ask your instructor. Also, your instructor can provide you with the quiz answer key.
**ELECTRONIC COMMUNICATIONS QUIZ**

Match the following items in the 1st column with the related terms in the 2nd column. Some terms in the 2nd column will not be used; some may be used more than once.

| __ 1. Be polite and professional; be careful about humor and sarcasm. | a. E-mail use prohibited by AFI 33-119 |
| __ 2. Often contains slang, doesn’t affect the AF (hopefully), and doesn’t need a signature block. | b. E-mail protocol rule: *Keep your email under control* |
| __ 3. Causing congestion on the network by sending inappropriate e-mail messages (e.g., chain letters) or excessive storage on a server. | c. E-mail protocol rule: *Be selective about WHAT messages you send.* |
| __ 4. Don’t discuss controversial, official use only, classified, or privacy act info requiring special handling of documents. | d. Official Use |
| __ 5. Read and delete unnecessary files daily; sign off the computer when you leave your work station. | e. Personal E-mail |
| __ 6. Get permission before using large mail groups; use “reply all” very carefully. | f. E-mail protocol rule: *Be selective about WHO gets the message.* |
| __ 7. Use includes communications the AF determines necessary in the interest of the Federal Gov’t. | g. Authorized Use |
| __ 8. Use includes personal e-mail approved by the “agency designee.” | h. E-mail protocol rule: *Watch Your Tone.* |
| __ 9. Using someone else’s UserID or password w/o proper authority. | i. GS/GM-11 |
| __ 10. Using email for financial gain or copyrighted info without consent. | j. HTML |

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**JUST FOR FUN!**

1. A ________ is a computer that responds to request for information from client computers.
2. Each base has a limited number of ________ which is the number of bits/sec that can be passed along a communication channel in a given period of time.
3. Writing with ALL CAPS is the e-mail version of ________ --rude email use.
THE BASICS OF BRIEFING

Why study speech, or more specifically, the military briefing? Why attempt to improve your oral communication skills? If for no other reason, speech is important because we use speech more than any other medium of communication, except for listening. About 80 percent of language activity takes the form of speaking and listening. The fact that children may speak 30,000 words a day before they can write half a dozen words dramatizes a condition that prevails throughout most of life. The world is, for most people, a speaking and listening world.

Most people agree—preparing a military briefing is time-consuming but relatively easy, as compared to actually giving a military briefing. However, no matter how well prepared or interesting your material is, you can’t be a successful briefer unless you can convey the message to your audience. The outcome of your presentation rests squarely on your delivery—making your verbals and nonverbal complement each other, rather than go against each other. An effective briefing must always be delivered with an “urge to communicate,” with directness and vigor. In Air Force briefing, the emphasis is on a direct, conversational style of speaking rather than an artificial, oratorical style. Think of your delivery as “amplified conversation” spiced with military respect and bearing instead of “public speaking,” and you should find it easier to face your audience.

HOW TO GIVE A WINNING MILITARY BRIEFING

DR. JOHN A. KLINE

(Dr. Kline is formerly an Air University Professor of Communication and Leadership and author of two books used throughout the Air Force—Speaking Effectively and Listening Effectively.)

Commanders say that one of the most important skills officers need is the ability to brief effectively. The good news is that any officer can become an outstanding briefer. The disturbing news is that many never do. Here is what you need to know to be able to give winning briefings—the kind that communicate and get desired results.

Before preparing a military briefing, you need a clear objective or idea of just what you expect the listeners to think, feel, or do after hearing your briefing. Next you must decide if you are giving a briefing to inform or one that seeks to persuade or advocate. Finally, you must commit to adhere to the ABC’s of briefing—accuracy, brevity, and clarity. Now you are ready to begin.

There are three things to know about preparing and presenting a military briefing. The acronym OSD (which also stands for Office of the Secretary of Defense) will help you remember them. They are Organization, Support and Delivery.
Organization

**Beginning.** Here, you tell them what you are going to tell them. Military briefings have a standard beginning. For example, if I were briefing you on how to give a military briefing I would begin: “Good Morning, I am Dr. John Kline. Today I will brief you on ‘How to Give a Military Briefing.’ More specifically we will look at three things—how to organize, how to support and how to deliver a briefing.”

**Body.** Here, you tell them the information. Main points in briefings are most often organized according to one of the standard patterns of organization: chronological, spatial, cause/effect, problem/solution, pro/con and topical. The bottom line of effectively organizing a briefing is to organize logically so it helps you present the information and, above all, helps your audience listen and retain it.

**Ending.** Here, you tell them what you told them. Military briefings also have a standard ending. Again, if I were briefing you on how to give a military briefing, I would end this way: “Sir/Ma’am, today I briefed on how to give a briefing. We looked at three things—how to organize, how to support, and how to deliver a briefing. Sir/Ma’am, this concludes my briefing. Are there any questions?”

Support

**Verbal Support.** Since a briefing is by definition, brief, support is generally limited to factual data carefully selected to accomplish the “need to know.” Still each of the standard types of verbal support is important. Definitions are often needed to explain new or unfamiliar terms or acronyms. Examples provide specific or concrete instances to clarify general or abstract ideas. Comparisons and Contrasts between the familiar and unfamiliar help audiences grasp new ideas more readily. Statistics and Testimony or quotations from expert and trustworthy sources help to prove the points you’re making.

**Visual Support.** Somebody once said, “A picture is worth a thousand words.” Visual aids can dramatize, amplify or clarify the points you are trying to get across to your audience. Most often you will use Power Point with your briefings. But whatever visual support you use, keep a few things in mind. Make it relevant, simple and large enough to be seen by your audience. And don’t let it draw either your attention or the attention of the audience away from what you’re saying.

Delivery

Although preparing the briefing can be laborious, delivery is the most difficult part for most people. But it doesn’t need to be. If you know your subject and have prepared well, then presenting briefings can be an exhilarating experience. The secret is to be well organized, have the right supporting information and then practice, practice, practice—giving attention to several important factors of delivery.
**Method.** Most of your briefings will be delivered extemporaneously. You will plan them idea by idea rather than word-by-word. Then you will just carry a brief outline or a few notes to the lectern when you speak. This method will cause you to prepare carefully, yet it will enable you to adjust to your audience and sound more spontaneous and conversational.

**Eye Contact.** You will want to look directly at people, most likely giving more attention to the senior person(s) in the audience, but attempting to include all listeners. Effective eye contact will keep the audience’s interest, allow you to adjust to nonverbal feedback, and make you appear more credible to your listeners.

**Body Movement.** Whereas in many speaking situations persons are advised to “get out from behind the lectern and move around,” with military briefings this is seldom the case. Military briefings are usually presented from behind the lectern. Be careful not to lean on the lectern, sway, rock or move out of the range of a microphone if there is one.

**Gestures.** Use them. The hands, arms, shoulders, head and face can reinforce what you are saying. Although gestures can be perfected with practice, they will be most effective if you make a conscious effort to have them appear natural and spontaneous rather than planned.

**Voice.** Three vocal characteristics are important. First is, quality. Although you should strive to be pleasing to listen and attempt to use your voice to its best advantage, rest easy in knowing some of the very finest briefers anywhere have only average voices. Second is understandability. Your audience must be able to understand you. Give special attention to articulation—how you form sounds, pronunciation—how you say words, and avoidance of stock expressions such as “okay,” vocalized pauses such as “uh,” “um,” or “and uh,” and, above all, poor grammar. The third characteristic is variety. Effective briefers vary the rate, volume, force, pitch and emphasis.

**Transitions.** One mark of a winning briefing is how well the parts are tied together. Effective transitions aid listening, provide a logical flow and add a professional touch. In written documents such as the one you are reading now, bold print or space between sections lets you know I am transitioning from one point to another. Briefers do the same thing with the words they use and the way they say them. For example, suppose I was briefing and wanted to transition from the first point, “Organization” to the second point, “Support.” I might say, “Not only is it important to organize our points effectively, it is also important we choose the right kind of information to support the points we are making.” Notice how I led you from one point to another. Attention should be given toward supplying transitions between the beginning and the body, the body and the ending, between main points, from main points to sub points and even between sub points. Effective transitions help your listeners and add polish and professionalism to your briefing.
Conclusion

Anything you’ve already learned about writing, grammar, and writing mechanics will be helpful in military communication. However, when you’re using Air Force specific documents and briefings, The Tongue and Quill (1 Aug 04) will be handbook you’ll always want to keep in easy reach. Effective communication in the military will be important to you as a follower, supervisor, and leader!

Bibliography:
**Military Communication Skills**

Conclusion

Anything you've already learned about writing, grammar, and writing mechanics will be helpful in military communication. However, when you're using Air Force specific documents and briefings, The Tongue and Quill (1 Aug 04) will be a handbook you'll always want to keep in easy reach. Effective communication in the military will be important to you as a follower, supervisor, and leader!

______________________________

**Bibliography:**


---

**Briefings: Format (sample)**

- **Title Presenter**
- **Overview**
  - MP1
  - MP2
- **MP1**
  - Support info
  - Support info
- **MP2**
  - Support info
  - Support info
- **Support Info can include:**
  - Graphs, Pictures, Quotes
- **Summary**
  - MP1
  - MP2

*PowerPoint slides are your note cards; they help your audience, too.*

---

**Briefings: Introduction**

- **Greeting**
  
  "Good morning/afternoon Ma'am/Sir"

- **Intro self/subject**
  
  "I'm...and I'm going to talk about..."

- **Overview**
  
  "State main points (MPs)—what's to come"
Briefings: The Body (MPs)

- Present support info
  - Ideas
    - Definitions
    - Examples
    - Comparisons
    - Testimony
  - Visuals
    - Graphs
    - Pictures/clipart
    - Quotes
    - Props
  - Incorporate sources

Briefings: Conclusion

- Summary
  - State topic and MPs
  - Quick summary; don’t rebrief
  - Don’t add new info
- Closure
  - “This concludes my briefing.”
  - “Are there any questions?”

Remember: PowerPoint slides are your note cards; they help your audience, too.
## ELECTRONIC COMMUNICATIONS QUIZ

Match the following items in the 1st column with the related terms in the 2nd column. Some terms in the 2nd column will not be used; some may be used more than once.

| 1. Be polite and professional; be careful about humor and sarcasm. | a. E-mail use prohibited by AFI 33-119 |
| 2. Often contains slang, doesn’t affect the AF (hopefully), and doesn’t need a signature block. | b. E-mail protocol rule: *Keep your email under control* |
| 3. Causing congestion on the network by sending inappropriate e-mail messages (e.g., chain letters) or excessive storage on a server. | c. E-mail protocol rule: *Be selective about WHAT messages you send.* |
| 4. Don’t discuss controversial, official use only, classified, or privacy act info requiring special handling of documents. | d. Official Use |
| 5. Read and delete unnecessary files daily; sign off the computer when you leave your work station. | e. Personal E-mail |
| 6. Get permission before using large mail groups; use “reply all” very carefully. | f. E-mail protocol rule: *Be selective about WHO gets the message.* |
| 7. Use includes communications the AF determines necessary in the interest of the Federal Gov’t. | g. Authorized Use |
| 8. Use includes personal e-mail approved by the “agency designee.” | h. E-mail protocol rule: *Watch Your Tone.* |
| 9. Using someone else’s UserID or password w/o proper authority. | i. GS/GM-11 |
| 10. Using email for financial gain or copyrighted info without consent. | j. HTML |

### JUST FOR FUN!

1. A ________ is a computer that responds to request for information from client computers.
2. Each base has a limited number of ________ which is the number of bits/sec that can be passed along a communication channel in a given period of time.
3. Writing with ALL CAPS is the e-mail version of ________--rude email use.
Presentation: Talking Paper Slides
Talking Paper

• A quick reference outline on key points, facts, positions and questions to use during an oral presentation

• T+Q page 209-210
  – Pg 210 shows and explains exactly how format should look, including where to double space

• ID Line – 1 inch from bottom of page
  Name/AFROTC Det 220/phone#/initials/date
• Tips
  – Don’t double space the whole thing
  – Indent each bullet enough so new thoughts can be easily seen
  – Include enough information so your audience can remember what you were talking about (see examples in T+Q).
  • Avoid one word bullets! Not enough information!
• Tips
  – Don’t double space the whole thing
  – Indent each bullet enough so new thoughts can be easily seen
  – Include enough information so your audience can remember what you were talking about (see examples in T+Q).
  • Avoid one word bullets! Not enough information!
PowerPoint slides are your note cards; they help your audience, too.
• Slide 1
  – Greeting, Intro self/subject
    • “Good morning/afternoon Ma’am/Sir”, “I’m C/4C Snuffy and I’m going to talk about…”

• Slide 2
  – Overview
    “State main points (MPs)—what’s to come”
• Present support info
  – Ideas
    • Definitions
    • Examples
    • Comparisons
    • Testimony
  – Visuals
    • Graphs
    • Pictures/clip art
    • Quotes
    • Props
• Summary
  – State topic and MPs
  – Quick summary; don’t rebrief
  – Don’t add new info

• Last Slide
  – “This concludes my briefing.”
  – “Are there any questions?”

Remember: PowerPoint slides are your note cards; they help your audience, too.
Effective Delivery

• Method
  – Don’t read word for word, carry note cards with ideas vs full sentences
• Eye Contact
  – Look directly at people, it helps keep people interested and you get non-verbal feedback
• Body Movement
  – Don’t lean on lectern, sway, rock or other repetitive movements
• Gestures
  – Gestures can reinforce what you are saying and helps keep audience focused
• Voice
  – Quality, articulation and variety
  – Avoid ‘um’, ‘uh’, ‘OK’
• Transitions
  – Logical flow aids in listening and the audience can follow the message
Summary

• Factors Dominating War
• Elements of War
• Talking Paper + Briefing
YEAR 2-AS 200
The Background Paper

- Multipurpose staff communication instrument to transmit ideas or concepts from one agency or person to another

- Has brief introductory paragraph with a clear statement of purpose

- Has cohesive single-idea paragraphs as bulk of paper

- Has a conclusion paragraph

- Single space text

ID line 1 inch from bottom of page, only on first page

- Number pages, starting with page 2, on left 1 inch from bottom

BACKGROUND PAPER

ON

NEW AF “FIT TO FIGHT” PROGRAM

1. The new “Fit to Fight” program focuses on physical well-being through regular exercise….

2. For the program to work, we need….

3. Standardized uniforms promote team spirit and professional appearance….

4. After the first year of implementation, studies show increased number of members who meet physical standards and who join programs for nutrition guidance and smoking cessation.

Maj Cecil/AFOATS/CR/3-1017/agc/8 Mar 05
BACKGROUND PAPER
(1 Line)
ON
(1 Line)
JOINT COMMUNICATIONS PLANNING AND MANAGEMENT
(2 Lines)

Joint Communications Planning and Management System (JCPMS) is an open-system, UNIX-based, automated communications network planning and management tool. It gives all the services and commanders in chief an automated capability to plan and manage a joint task force communications submitted by the United States Atlantic Command. The joint staff and the JCS Publication 6-05 working group validated the requirement and rewrote it into a joint mission needs statement. The Defense Information Systems Agency selected the Army’s Integrated...
For Talking, Background or Bullet Background Papers

Example: Maj Cecil/AFOATS/CR/3-1017/agc/8 Mar 05
This translates to:

Rank Name/Organization or office symbol/phone number/initials/date

Det 220 Example:
C4/C Snuffy/AFROTC Det 220/765-543-2100/abs/16 Sep 11

Signature line is 1 inch from bottom of page
Titles should not be bolded
Make sure to have proper spacing between lines
Can go up to 2 pages, minimum of 1. No signature line on second page.
   Number second page on left margin, 1 inch from bottom or at least two lines below the last line of the text
YEAR 3-AS 300
AFT 361 Writing Assignment/Briefing Topic

Assignment:

Type: Individual Essay (You will also present this topic to the class as your briefing)

Length: 500 – 800 words

Due: Sunday, 24 Feb by 2359 Eastern Time submitted through Blackboard.

File Name: LnameF_CR_Topic
“LnameF” = last name and first initial
“CR” = AFT361
“Topic” = chosen topic [example: USTRANSCOM, United States Agency for International Development (USAID), Defense Logistics Agency (DLA)]

Select one of the organizations on the next page. Describe the following:

1.) Mission/purpose of the organization
2.) History of the organization (example - DHS was established on November 25, 2002 as a result of 9/11) describe how long it has been around, changes it has gone through based on administration, crisis or war.
3.) Air Force interaction with the organization (example – describe how many AF officers currently work for the office or with the office. Does an AF officer currently run the organization? What type of career fields will likely work with this organization?

You are not limited to these main points but ensure these main points are adequately covered/answered. Your introduction should cover all of your main points and contain a thesis statement. The thesis statement must assert your points, suggest your evidence, and structure your argument/information. If you can summarize your paper in one sentence, you are more likely to have a tightly-constructed, concise, and readable essay. The body of your paper will expand and detail the aspects of each main point. Normally, you would have one main point per paragraph. Your summary or conclusion will not introduce any new main points, but highlight the important aspects of your main points. It will be similar to your introduction. Start early and proofread your paper. Remember the editing process. As stated earlier, you will be presenting this to the class as well, so become the expert on your chosen topic.
A topic can be chosen only once per class.

USAFRICOM
USCENTCOM
USEUCOM
USNORTHCOM
USPACOM
USSOUTHCOM
USSOCCOM
USSTRATCOM
USTRANSCOM
United States Agency for International Development (USAID)
Defense Logistics Agency (DLA)
Air Force Research Laboratory (AFRL)
Defense Advanced Research Projects Agency (DARPA)
National Geospatial-Intelligence Agency (NGA)
National Reconnaissance Office (NRO)
Missile Defense Agency (MDA)
Defense Information Systems Agency (DISA)
Central Intelligence Agency (CIA)
Defense Intelligence Agency (DIA)
National Security Agency (NSA)
Defense Commissary Agency (DeCA)
Defense Contract Audit Agency (DCAA)
Defense Finance and Accounting Service (DFAS)
HUMINT
Department of Homeland Security
Department of Energy
National Security Council

Resources:
Any material to include, but not limited to, course readings and discussions. Adhere to bibliographic and citation guidelines as stated below.
Assessment Guidelines

Format:
- Cover page – see template below
- Narrative (not bulletized) body following format below
  - 1-inch margins on all sides
  - Times New Roman – 12pt for all text
  - Double-spaced
  - File name right justified in header (LnameF_CR_Topic)
- In-text source citations according to format specified below
- Bibliography as described below according to the 15th edition of *The Chicago Manual of Style*.

In Text Citations:

Use an Author, Date, Page short citation (parenthetical) format; not footnotes. If you quote (by placing a passage inside quotation marks) or paraphrase (by summarizing using significantly different words) a source, you must provide documentation. For citations, use the following parenthetical format: (Hughes 1997, 276) or (Clausewitz 1976, 87). In each example the surname is the author whose work you quote or paraphrase, followed by the publication date, followed by the page on which the quote or paraphrase is located in the work. Place documentation at the end of the sentence in which the quote or paraphrase is located. Note punctuation at the end of the citation in the below examples:

a. A paraphrase: According to Clausewitz, war is a political instrument (Clausewitz 1976, 87).

b. A quote: Hughes has observed that “approximately one hundred ethnic groups make their home within the former Soviet Union” (Hughes 1997, 276).

Grading Criteria:
Refer to the assessment rubric for grading criteria.
(Assignment Title)

By

(Name)

(Course Name and Number)

(DD MMM YYYY)

Instructor: (Instructor’s Name)
Bibliography


**This is an example of what your bibliography page should look like for your reference**
# Writing Assignment Grading Rubric

<table>
<thead>
<tr>
<th>Knowledge – Content</th>
<th>60%</th>
<th>Points Earned</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All key elements of the assignment are covered</td>
<td></td>
<td>___/60</td>
<td></td>
</tr>
<tr>
<td>Demonstrates a complete understanding of concepts presented in course material and:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is comprehensive and accurate (no factual errors)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Is insightful and reflective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develops a central theme or idea</td>
<td></td>
<td></td>
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<tr>
<td>• Displays active engagement</td>
<td></td>
<td></td>
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<tr>
<td>• Demonstrates the ability to analyze the ideas of others</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation - Writing and Style</th>
<th>25%</th>
<th>Points Earned</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone is appropriate to the content and assignment.</td>
<td></td>
<td>___/25</td>
<td></td>
</tr>
<tr>
<td>Organization is logical; thesis is clear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Introduction includes a clear thesis and previews main points of the paper/essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Body:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develops thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Includes clearly stated main points
- Is comprehensive and accurate (no factual errors)
- Is insightful and reflective
- Effectively uses details, examples and/or analysis

The Conclusion flows from the body of the paper and reviews main points of the paper/essay.

Grammar:
- Grammar, structure, spelling and punctuation are correct
- Sentences are well-structured, complete, clear and concise
- Topic and transition sentences are utilized and organize/maintain the flow of thought

<table>
<thead>
<tr>
<th>Administrative</th>
<th>15%</th>
<th>Points Earned</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed within the prescribed time limits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conforms to prescribed word limits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conforms to any additional instructions provided</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes appropriate formatting: title page, tables, appendices, reference page, etc… IAW assignment administrative guidelines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations are used where required and comply with the assignment administrative guidelines</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography is complete and complies with instructions given</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total = 100 %**

| Points Earned = ___/100 |
|---|---|

Summary/Additional Comments:
Examples of several categories of bibliographic citations appear below. For other examples, see the 15th edition of *The Chicago Manual of Style*.

**Books**

**One author**


**Two authors**


**Three authors**


**More than three authors**


**No author given**


**Editor, compiler, or translator**


**Multivolume works and series**


**Association or institution as author**


**Work of one author in a work edited by another**


**Edition**


**Reprint editions**


**Periodicals**

**Volume number not shown**


**Volume number shown**

Rosser, Col Richard F. “American Civil-Military Relations in the 1980s.” *Naval War College Review* 24, no. 10 (June 1972): [first and last page numbers of article (e.g., 14–20)].

**Newspaper Items**


Encyclopedia Articles

Well-known reference books are usually not listed in bibliographies.

Historical Studies

Finney, Robert T. *History of the Air Corps Tactical School, 1920–1940.* USAF Historical Study 100. Maxwell AFB, AL [or Ala.]: USAF Historical Division, Air University, 1955.

Staff Studies

Evaluation Division, Air University. To Analyze the USAF Publications System for Producing Manuals. Staff study, 13 July 1948.

Staudenmaier, Col Herbert V. CONUS Aeromedical Evacuation Study. Staff study, 31 March 1983.

Unit and Staff Office Histories


History. Tactical Air Command, 1 July–31 December 1953.

Reports

Published


Unpublished


Unpublished Papers


**Manuscript Collections**


Egmont Manuscripts. Phillipps Collection. University of Georgia Library. [Specific items are not included in a bibliography unless only one item from a collection is cited.]

House, Edward M. Papers. Yale University Library.


**Legal Citations**


**Public Documents**

*Bills, reports, and miscellaneous documents*


**Hearings**


**Congressional bills and resolutions**


Executive department documents


Presidential proclamations, executive orders, other documents


Executive Order 9877. Functions of the Armed Services, 26 July 1947.


**Classified Sources**


Faloon, Robert L. *Strategic Air Defense in Nuclear War (U)*. Maxwell AFB, AL [or Ala.]: Air University Press, 1983. (Secret) Information extracted is unclassified.


**Declassified Sources**


**Letters and Indorsements**

Culver, Lt Col C. C. To chief of Air Corps. Letter, 9 June 1928. 1st ind. Maj L. W. McIntosh, executive, Office of the Chief of Air Corps. To commandant, Air Corps Tactical School, 1 September 1928.

Memorandums

Regular memorandum

Bundy, Lt Col G. W. War Plans Division, War Department General Staff. To Lt Col Clayton J. Bissell, War Plans Division. Memorandum, 18 July 1941.

Draft memorandum

Chief, Air Corps. To chief of staff, Army. Draft memorandum, 28 March 1938.

Memorandum of understanding

Secretary of the Army. To secretary of the Air Force. Memorandum of understanding, 2 October 1951.

Memorandum for record


Messages


Manuals, Instructions, Directives, and Other Publications


Air Force Instruction (AFI) 90-901. Operational Risk Management, 1 April 2000.

Air Force Manual (AFMAN) 36-505. Skill Coding, 1 August 1996.


Sources Cited/Quoted in Another Source

Diaries, Minutes, Chronologies, Summaries, Digests, Notes, and So Forth


Briefing. 6127th Air Terminal Group. Subject: Air Terminal Detachments in Korea, 1 March 1951.


Gross, Brig Gen Mervin E., chief, Requirements Division, Aviation Section, Signal Corps, Office of the Chief of Research, Army Air Forces. Record and Routing (R&R) sheet. Subject: Centralization of Certain Literature-Producing Functions at Orlando, FL [or Fla.], 27 November 1944.


Minutes. War Department Board of Ordnance and Fortification, 24 October 1905. In Jones Aviation Chronology, 1900–1906.


Lectures and Addresses


Patrick, Maj Gen Mason M. —The Army Air Service.‖ Lecture. Army War College, Carlisle Barracks, PA [or Pa.], 9 November 1925.


Interviews

It is not necessary to include interviews in a bibliography. You may wish to include a transcript of an interview, however.
**Video Recordings**


**Translation Services**


**Electronic Publications**

**Electronic books**


Hicks, R. J. *Nuclear Medicine, from the Center of Our Universe*. Victoria, Austl.: ICE T Multimedia, 1996. CD_ROM.


**Electronic journals**


**Online magazines**

Online newspapers, news services, and other news sites


Electronic mailing lists


Site content


Online multimedia


CD-ROM or DVD-ROM


Public documents online


Effective Writing

• What was wrong with the first slide?
  Wrong context
• What is your impression of the entire lesson now?
  Loss of Credibility
• How important is Effective Writing in college?
• Air Force?
  Vital…Promotion…Operations
Course Description

The AS 300 course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer.
The AS 300 course is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer.
Writing Strategies
Overview: Writing Strategies

• General Requirements
• Exercise: Voting Scenario (in SSG)
• Review Sample Memorandum
• Assignment: Official Memorandum “Top Two Career Choices”
1. Outline your research effort in a Talking Paper

Talking Paper
On
Topic
- xxxxxxxxxxxxxxxxxxxxxxxxxxxx
  -- xxxxxxxxxxxxxxxxxxxxxxxxxxxx
  -- xxxxxxxx
  - xxxxxxxxxxxxxxxxxxxxxxxxxxxx
  xxxxxxxxxxxxxxxxxxxxxxxx
- xxxxxxxxxx
- xxxxxxxxxxxxxxxxxxxxxxxxxxxx
- xxxxxxxxxxxxxxxxxxxxxxxxxxxx
  -- xxxxxxxxxxxxxxxxxxxxxxxx
  --- xxxxxxxxxxxxxxxxxxxxxxxx
  --- xxxxxxxxx
  -- xxxxxxxxxxxxxxxxxxxxxxxxxxxx

-ID Line--------

2. Use your Talking Paper to organize your memorandum

MEMORANDUM FOR
FROM:
SUBJECT:
1. PS. OV (MP1, MP2)
2. TS (MP1) xxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxx
3. TS (MP2). xxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxx
4. CLOSING. POC.

SIGNATURE
General Requirements
See T&Q, p 184

• Margins
  – One inch on left, right, and bottom

• Paragraphs
  – Number or letter each
  – If only one paragraph, don’t number

• Line Spacing
  – Single-space (SS) within a paragraph
  – Double-space (DS) between paragraphs and subparagraphs
**PS Review Cont...**

- Write in 1P or 2P (generally)
  - achieves a positive, conversational tone

<table>
<thead>
<tr>
<th>PRONOUNS:</th>
<th>Singular</th>
<th>Plural</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P - 1&lt;sup&gt;st&lt;/sup&gt; Person</td>
<td>I</td>
<td>We</td>
<td>My</td>
</tr>
<tr>
<td>2P - 2&lt;sup&gt;nd&lt;/sup&gt; Person</td>
<td>You</td>
<td>You</td>
<td>Your, yours</td>
</tr>
<tr>
<td>3P - 3&lt;sup&gt;rd&lt;/sup&gt; Person</td>
<td>She, He</td>
<td>They</td>
<td>Her/his, Their</td>
</tr>
</tbody>
</table>
• **Transition (TR):** A word or phrase used to connect ideas in a paragraph or different paragraphs.

• **Internal TR:** Logically ties supporting ideas together or shows the relationship between ideas

**First…Then…Finally…As of now…**

See *T&Q, pg 70*, for more transition words and phrases.
**External Transition:** Generally, a sentence that links one MP to the next MP.

**Example:**

“Fortunately, we can solve the **fitness problems** if we offer our members some **incentives to exercise and eat healthy.**”
General Requirements

Formula for Paragraph 2

TS about MP1. TR + 1\textsuperscript{st} SI.
More on 1\textsuperscript{st} SI. TR + 2\textsuperscript{nd} SI.
More on 2\textsuperscript{nd} SI. TR + 3\textsuperscript{rd} SI.
External TR.

TS = Topic Sentence  MP = Main Point
SI = Supporting Idea (A talking paper will often discuss one MP. Each single–dash item would be considered a supporting idea” while double–dash items would be additional support.)
Memorandum Date

Place on line 10, flush to right side
Legally indicates when letter signed
If unknown when letter will be signed, leave date area blank

Ex: 24 Nov 06
MEMORANDUM FOR

(See T&Q, p 184)

Capitalize individual or group names
Use functional address symbol (FAS)

FAS = unit/office symbol

Type 2 spaces after “FOR”

Ex: FAS

MEMORANDUM FOR HQ AETC/CC
FROM:

All caps (1st line only)

2 spaces after colon

Use full return address if letter going off base

Ex: FROM: HQ AFOATS/CC

551 E. Maxwell Blvd
Maxwell AFB AL 36112
SUBJECT: Be brief, helpful
Capitalize 1st letter of words (except for articles, prepositions, and conjunctions)
Ex:

SUBJECT: Nominee for Volunteer Award
MEMORANDUM FOR CC

FROM: CCE

SUBJECT: Curriculum Review

(2 spaces after “:”)
MEMORANDUM FOR 42 ABW/DO

FROM: 21 OTS/CC

SUBJECT: ORI Schedule
• **Introduction:** PS & OV
  • Sets stage and tone for your message

• **Body Paragraphs**
  • Discuss MPs
  • Each has a TS + other sentences that support...the *supporting ideas* (*SI*)
  • Use TRs for your SIs to logically flow

• **Conclusion:** Closing sentence + POC
MEMORANDUM FOR ALL UNIT PERSONNEL

FROM: CC

SUBJECT: Voting in General Election
Terms/Abbreviations

- **PS** = Purpose Statement
- **OV** = Overview
- **MP** = Main Point
- **TR** = Transitions
- **TS** = Topic Sentence
- **SI** = Supporting Idea

See *T&Q, pp 65-88* for more information!
I’d like to encourage you to take part in our democratic process and vote in the upcoming general election on 5 Nov 07.
Exercise: Voting Scenario

Overview (OV)

I’ll highlight some of the benefits you’ll receive and explain a few steps in the voting process.

What are the MPs?
Exercise: Voting Scenario

Topic Sentence (TS)

You’ll receive several benefits from voting.

Yes, use contractions…they contribute to a conversational tone.
Exercise: Voting Scenario

• Supporting Ideas:
  • Expand on the MP
  • **Anticipate** questions from the readers: *Who, What, Where, When, Why, and How*
  • Use TRs between different supporting ideas to help paragraph flow

Ex:

*First, you’ll feel good because you’re taking part in one of our country’s most sacred rights as a citizen.*
Exercise: Voting Scenario

• Closing Sentence

I hope you’ll show your American spirit by voting in the upcoming general election.

• POC Information

If you have any questions, please contact 2d Lt Jeremy Michaels, our unit voting representative, at ext 3-4711.
• Insert 4 blank lines after final paragraph
  (area for signature)
• Centered + three spaces to the right
• NAME (all caps), Rank, USAF (all caps)
• Duty title next line

SAMANTHA C. JONES, Lt Col, USAF
Commander
Review copy of completed letter.
Summary: Writing Strategies

• General Requirements
• Exercise: Voting Scenario (in SSG)
• Review a Sample Memorandum
• Assignment: Official Memorandum

“Top Two Career Choices”
YEAR 4-AS 400
Affective Lesson Objective:
• Value the importance of writing effective bullet statements in accordance with AFH 33-337, The Tongue & Quill.

Affective Samples of Behavior:
• Assert the importance of writing effective bullet statements.
• Differentiate between effective and ineffective bullet statements.
• Explain the impact that effective bullet statements have on an Air Force career.
BECOMING A BETTER LEADER THROUGH IMPROVED WRITING SKILLS

Today’s Air Force is more competitive than ever before. In order to advance, all leaders have to be able to write well and express themselves clearly. This is sometimes difficult for those who are not familiar with Air Force technical writing requirements. Effective communication skills, especially writing skills, can make the difference between a good officer and a great one. A leader with effective writing skills can launch the career of a well-deserving Airman or capture an Airman’s inadequate performance to allow rehabilitation or separation from the Air Force. Your writing affects the careers of yourself and your Airmen. Documentation, both positive and negative, is required to distinguish your Airmen’s accomplishments from others. Everything from letters of appreciation or performance reports to award nominations will significantly influence future promotions and ensure the Air Force’s best are recognized.

In today’s Air Force, lieutenants are thrust into leadership roles quicker than ever, doing jobs required of captains not so many years ago. Depending on a lieutenant’s career field and unit size, he/she could supervise hundreds of people during his/her first assignment. Being new to a profession that expects the most from its leaders is hard enough, but when you have to look out for the careers and welfare of others, the pressure is on. Your ability to accurately capture performance and accomplishments in writing are crucial. You may be thinking, “I don’t need to write, I’m only a lieutenant,” or “Commanders, secretaries, and executive officers do the writing.” Recognizing the outstanding skills, acts, or progress of your Airmen and then ensuring they receive adequate documentation is the sign of a concerned and dedicated leader.

Officer Performance Reports (OPR), Enlisted Performance Reports (EPR), and award nominations differ from letters of appreciation in one major way—you write in telegraphic bullet statements, not full sentences. Throughout our lives, we are taught to write in complete, flowing sentences that are pleasing to the eye—forget that. You are now in a different world with different customs, courtesies, and writing styles. OPRs and EPRs are a critical component of the enlisted and officer evaluation systems. Each time a supervisor completes a performance report, he/she is expected to evaluate an Airman’s performance during the rating period and the individual’s potential for future success. Throughout the entire reporting period, you should be keeping notes on specific accomplishments and acts of the Airmen you supervise. It is also important to have your Airmen keep notes on themselves. This will be a tremendous help when it comes time to write evaluations. It is hard to know everything your Airmen do during the rating period, and even more difficult to recall their achievements in a short time.

The Air Force uses the AF Form 1206 as the accepted method of submitting an award nomination, or award package, as you may hear it be referred to. Similar to the OPR or EPR, the AF Form 1206 is written in bullet statements expressing what the individual did and the impact of the action. Although each award’s criteria is different, there are set categories in which to write. For example, a quarterly award package usually contains
the following categories: job performance in primary and additional duties, significant self-improvement, and base or community involvement. Most awards look for the well-rounded individual, not just the best worker. Therefore, you must encourage your Airmen to volunteer for activities and events, both on base and in the local community. Along with encouraging volunteering their time and efforts for good causes, you should also ensure they are improving themselves. Check the progress of on-the-job training and the pursuit of a degree or other certification, whether it be through the Community College of the Air Force or another higher-learning institution. These are important aspects of bettering oneself and raising an Airman’s chance for promotion. Being proactive and staying involved on an every day basis, instead of waiting until an awards package is due, will make you a better leader and writer and your Airmen will become more productive members of the Air Force.

Being a good officer and leader means managing your time between mission and people. You must be able to successfully accomplish your unit’s mission, but you can’t do it without the help of your people. If you take care of your people by taking the time to recognize their efforts, your personnel will have a personal investment in helping you achieve mission success.

Ensuring you take the time to write high-quality OPRs, EPRs, and awards packages gets Airmen the recognition they deserve and are great ways to look out for the well-being and future success of your Airmen. Developing your writing skills will not only help each individual you supervise, but will make the Air Force a better place to work. Our overall objective is to describe an accurate word picture of an individual in the reader’s mind. As a leader, you should make this a top priority. Whether it’s an award package or performance report, the way these are written can MAKE or BREAK a career!

What is a Bullet Statement?

There is very little information written concerning writing effective bullets. The best guide you have is AFH 33-337, *The Tongue and Quill*; the accepted guideline for writing in the Air Force today. *The Tongue and Quill* defines a bullet statement as the “clear, concise “bottom line” of an idea or a single accomplishment and its impact. Additionally, according to AFI 36-2406, bullets are limited to three lines per bullet. BUT WAIT! Three lines per bullet is probably too much—that can take up a lot of space! So, the first thing to do is to find out what the rules are in an organization. Just as every boss or commander is different, people will be different on their expectations and requirements. Some units will mandate writing one-line bullets, while others will say two-line bullets are fine. Neither is wrong—it goes back to what the commander wants and his/her expectations.
Bullet statements are short, fragmented, telegraphic statements written to do two things: recount an accomplishment (action) and show significance (impact). A lack of critical information leads to confusing, ambiguous, or weak bullet statements. Compare the following bullet statements:

- Superstar NCO; took care of his responsibilities in a timely manner; ready for more
- Revamped unit fitness management folders; created history sheets to chronicle each individual’s performance
- Tracked and reported gains/losses to unit superintendent; enabled SFS/CC and ACC/SF to make accurate manning decisions regarding AEF

The first bullet has neither of the two critical components mentioned above. It is vague and meaningless and shows laziness on the part of the writer.

The second bullet shows promise but could be better. It did recount the action and give a related outcome (revamped fitness management folders and created history sheets). However, it is missing the significance, or impact factor. As a new supervisor for this Airman, what does this statement mean to you? It probably does not mean much unless you have worked with the fitness management program before. This is why the significance aspect is so important—certain things will mean little to others not directly involved or with first-hand knowledge.

The third bullet has each of the critical components. Any new commander or supervisor can understand the importance of sustaining critical mission requirements. When you, as the writer or supervisor, produce quality bullet statement on one of your Airman’s EPRs, you send a signal to your Airmen that you care about their future in the Air Force. Furthermore, when it comes time to write other awards packages, you will have quality inputs to cut and paste from the EPR to the AF Form 1206.

**Two Elements of an Effective Bullet Statement (T&Q, pages 211-213, 225-235)**

An effective bullet has two elements—the *accomplishment* and the *impact*.

**ACCOMPLISHMENT. The accomplishment should answer:** *What did the person do? How well was the action done? What was the result?* Ensure the bullet statement is specific, accurate, and brief. Quantify as much as possible; use percentages, numbers, time and money values, time and money saved, the number of personnel supervised, and resource oversight.

**Example:** Managed dynamic training program for 548 personnel with 100% completion rate
IMPACT. The impact should answer: What level (unit, wing, base, AF) was affected? What is the overall significance (or so what)? Make sure to qualify and quantify here, too… it helps reader understand the importance. Consider the impact to the overall mission or big picture; ask, “So what?” Then ask, “So what?” again to ensure you find the true impact.

Example: Ensured wing fully-qualified for 41 short-notice deployments and 127 worldwide assignments

COMPLETE ACCOMPLISHMENT-IMPACT (A-I) BULLET: Managed dynamic training program for 548 personnel with 100% completion rate; ensured wing fully-qualified for 41 short-notice deployments and 127 worldwide assignments

Writing Military Style

As you can see, the nature of writing in the military is very different than writing in the civilian sector. In general, writing military style encompasses the elements of “writing in plain English” and the components of writing effectively. These principles specifically apply when it comes time to writing award packages or performance reports; however, you’ll write using the bullet statement. It is important to know that bullet statement format breaks the rules of standard grammar—it focuses on concise specifics rather than general information and is not in the normal sentence format.

Basic Formatting Techniques

Follow these guidelines to ensure your bullet statements flow effectively:

• Do not use periods (.) at the end of bullet statements
• Use the double dash (—), ellipsis (…) or semicolon (;) to indicate a pause or break in thought
• Use exclamation marks (!) sparingly
• Generally, avoid using articles (a, an, the), conjunctions (and, but, or) and pronouns (he, she, him, her)
• Avoid using negative words (isn’t, can’t)

Size and Length of Bullets

Normally, bullets should be written in one to two lines. The primary bullet shouldn’t have more than one or two secondary sub-bullets. A sub-bullet indicates the result, impact or scope of the primary bullet. Leave as little “white space” as possible at the end of a line or bullet. Avoid allowing a single word to go to a second line. Allowing a word or two on a second line will waste valuable space; you want to minimize all the white space, or unused space, on a line or in the block of the form being used.
Writing Tips

For our purposes here, we’ll focus on writing a positive, effective bullet statement. This will help you paint an extraordinary word picture for the deserving individual. Remember, the outcome could have a direct impact on an individual’s career. You’ll have the awesome opportunity to help others obtain their goals and dreams!

- Use hard-hitting facts, actions, and phrases; start with a strong, fact-filled statement
- Each bullet should contain substance; limit “fluff”
- Use active voice
- Be enthusiastic and make your writing come alive!
- Focus on outstanding duty performance
- Use common terms everyday people can understand, instead of using job specific jargon
- Validate with comments from outside agencies (HQ USAF, MAJCOM, Wing, etc.)

Final Thoughts

Describing the accomplishments of your personnel is one of the most important responsibilities a leader has. It is extremely important to take the time to capture the actions completed and craft those into award-winning bullets on performance reports and award nominations. Focus on the elements of “writing in plain English” to write powerful, effective bullet statements. Continually strive to improve your writing and you will help build others’ careers and give them the recognition they richly deserve!

Bibliography:
**PART I**

Lesson Title: Bullet Statement Practicum  
Teaching Method: Practical Exercise  
Time Required: 2 hours  
Prerequisite Class: Bullet Statements with Impact  
Interrelated Information: Enlisted Evaluation System, Officer Evaluation System  
Visual Aids: PowerPoint Slides, Bullet Statement Practicum Package  
Student Preparation: Review Bullet Statement with Impact/Tongue and Quill  
Certified by: Holm Center/CR (Dr. Charles Nath III)

**PART IA**

Activity Statement: Create bullet statements based on work performance in accordance with AFH 33-337, The Tongue and Quill (T&Q).  

Affective Lesson Objective: Respond to effective bullet statements in accordance with the T&Q.  

Affective Sample of Behavior: Practice writing effective bullet statements in accordance with the T&Q.

**PART IB**

Strategy: This lesson has both cognitive and affective objectives. Students will be objectively tested on the cognitive samples. The affective objective and sample of behavior are included to provide indications that the students not only understand, but also value the information presented surrounding the objective. You should consciously strive to reach the affective domain as you deliver your lecture/guide your discussions. To assess whether you are meeting the objective, ask questions to obtain responses that demonstrate the affective sample of behavior. To accomplish this, ask how and why questions while recognizing and “seizing opportunities” to make your own inquiries of students’ attitudes and feelings. Avoid providing anticipated responses to how and why questions. This will require you to use effective questioning to get the value based responses you are looking for, but don’t put the “words in their mouths.” Responses that communicate feelings in line with the objective are the first level of determining whether you are reaching the affective learning objective with your students.

This two hour lesson is designed to give students some practical experience with writing effective bullet statements IAW AFH 33-337. Guided discussion and practical exercise are the methods used to teach this lesson. During the first hour of this lesson the instructor will give an overview of the practicum. The instructor will then hand out the bullet statement practicum package to each student. The bullet statement practicum package contains documentation on SSgt Lavina J. Union, Noncommissioned Officer in Charge (NCOIC) of Customer Support Section at the Military Personnel Flight (MPF). The documentation covers an entire year of on-duty and off-duty performance of SSgt Union. The instructor should divide the class into small groups of two or three students per group and assign certain bullet statement categories to each

At the start of the second hour, start by having a group write their bullets on the dry erase board. Each group will select a spokesperson that will give the categories, explain their group’s bullet statements, and identify where their information is located in the package. Allow all students the opportunity provide constructive feedback on each bullet placed on the board. The instructor should oversee the feedback to ensure all feedback meets the criteria and format IAW AFH 33-337. When providing feedback on bullet statements, insure the bullet statement format powerpoint slide is visible. After one group finishes, another group’s spokesperson comes forward to write their bullet statements and repeat the process. It is not mandatory that all groups get a chance to place their statements on the board. The instructor should insure quality time is spent on each bullet that is placed on the board. It’s more important that the class learn basic fundamental skills in writing bullet statements. Conclude the practicum with a brief statement on the importance and the impact of bullet statements and summarize. Remember to take up the bullet statement practicum packages for use with next class. It is highly recommended that instructors familiarize themselves with AFH 33-337, The Tongue and Quill, pages 211, 213, 226-230.

Lesson Outline:
A. Bullet Statement Practicum Introduction
B. Group Set-up/Bullet Statement Practicum Exercise
C. Bullet Statement Practicum Exercise Review
D. Bullet Statement Practicum Conclusion and Summary
INTRODUCTION

ATTENTION
(Suggestion: “Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead.”) Bullet statements although used for many reasons will primarily be used for performance reports and award nomination packages. Bullet statements will play a significant role in your career and the career of your subordinates.

MOTIVATION
(Suggestion: Having a basic understanding of the development of the accomplishment-impact bullet statements will help you for many years to come. Writing bullet statements is a skill that you must have as an officer. Your subordinates will be counting on you to accurately document their performance and achievements.)

TRANSITION
(Suggestion: You have already received a lecture on bullet statements. Over the next two hours we will take the information you learned in that lesson and take it to the next level by actually writing several bullet statements. Let’s take a look at how the next couple of hours will go.)

OVERVIEW
A. Bullet Statement Practicum Introduction
B. Group Set-up/Bullet Statement Practicum Exercise
C. Bullet Statement Practicum Exercise Review
D. Bullet Statement Practicum Conclusion and Summary

TRANSITION
(Suggestion: So now that you know where we are going let’s get started.)

A. Bullet Statement Practicum Introduction: At this time pass out the bullet statement practicum package. Each package contains information on SSgt Lavina J. Union, her biography, job description, and a performance narrative for one year. Students should not start reading package until instructor has finished providing directions.
1. The purpose of this practicum is to give some practical experience writing bullet statements. The class will be divided into small groups of two or three to cover more categories of bullet statements. The first hour will be spent reading and writing bullets about SSgt Union’s performance over the past year, IAW AFH 33-337 and the bullet statement lecture.

2. The second hour will be spent writing each group’s bullet statements on the dry erase board, one group at a time. Each group will go to the board and write their statements on the board and tell the class their category, explain their bullet, and identify where their information is located in the package. While the class is reviewing the bullet statements, a powerpoint slide with the elements of an accomplishments-impact bullet will be displayed. (1. What did the person do? (2. How well did the person do it? (3. What was the result? (4. What level of the AF mission was impacted? and (5. Why was accomplishment important? All bullets will be open for constructive feedback from the entire class. The group leader should identify where their information was gathered from within the practicum package. The objective is to have quality discussions about bullet statements; the class does not have to focus on getting through all the bullet statements assigned.

INSTRUCTOR NOTE: If you have an overlapping dry-erased board in the classroom, you can have two groups write their bullets on the board at the same time and slide the sliding dry erase board over the other group’s bullets, so the other bullets will not be distracting. This will save time and allow more bullet statements to be discussed. While students are reviewing and providing feedback on the different bullet statements ensure they stay on track. Do not allow discussion to get off subject or become bogged down.

TRANSITION
(Suggestion: Now that you have your packages and know what the practicum is all about let’s get started.)

B. Group Set-up/Bullet Statement Practicum Exercise.

1. At this point in the practicum, arrange the class into groups of two or three students depending on the size of the class. If possible separate the prior-service students into as many groups as possible due to possible prior experience with bullet statements.

2. After separating the class into groups, assign bullet statement topics. Each group should have at least one category and two for large groups. The following is a list of categories to be assigned. These are typical categories found on performance reports and award nomination packages. Bullet statements will normally be 1 typed line and NO MORE THAN 100 CHARACTERS LONG. For the purpose of this exercise the students may write handwritten lines on a standard sheet of paper. The slides provide guidance for writing full bullets statements or the more commonly used one line bullet. The class should be left alone to work on their bullet statements. Provide instructions on time for taking restroom break, restart of class after break, and the order the groups will present their bullet statements.
The following is the list of bullet statement categories to be assigned to groups.

1. Primary Duties
2. Fitness
3. Training, Education, Off-duty Education, Professional Military Education
4. Effective Communication (Speaking and Writing)
5. Resource Management and Decision Making
6. Leadership Skills/Team building
7. Followership/Mentorship
8. Standards: Enforcement and Personal Adherence, Conduct, Character, Military Bearing & Customs and Courtesies
9. Community Involvement
10. Additional Duties
11. Awards/Recognition

TRANSITION
(Suggestion: Now that everyone is back from break, let’s get started with your bullet statements. The first group or two can go ahead and write their statements on the board.)

C. Bullet Statement Practicum Review. At this point in the practicum have one or two groups write their bullets on the dry erase board. Once the bullets have been recorded on the board, have a group representative identify their category, explain their bullet to the class and identify where their information can be found (Which month of the year). Allow the class to provide feedback on one bullet statement at a time. Use the bullet statement criteria provided on the powerpoint slides. Some students may write full bullet statements but have the majority of the students write the one line accomplishment/impact bullet statements. This information is IAW the Bullet Statement lecture and the Tongue and Quill. If students find discrepancies in bullet statements have them suggest a better way to write the statement.

INSTRUCTOR NOTE: It is more important to have quality discussions on the bullet statements, than it is to get through all the bullet statements. The lesson objective will still be reached if all bullet statements are not covered during this hour.

TRANSITION
(Suggestion: At this time we are going to conclude the bullet statement practicum.)
D. Bullet Statement Practicum Conclusion and Summary. Approximately 5 minutes before the class ends complete the last bullet. Take this time to thank the class for their feedback and suggestions on bullets placed on the board. Remind students that bullet statements will be a critical part of their career. Mastering the skill of bullet statement writing is mandatory for those desiring to be effective supervisors and commanders. Writing bullet statements is like any other skill; the more you do the skill, the better you become at the skill.

TRANSITION
(Suggestion: Writing a bullet statement is more than just fitting words into a certain amount of space; it’s about properly documenting a person’s performance or achievements. With this in mind, let’s review what happened today in this practicum.)

CONCLUSION

SUMMARY
A. Bullet Statement Practicum Introduction
B. Group Set-up/Bullet Statement Practicum Exercise
C. Bullet Statement Practicum Exercise Review
D. Bullet Statement Practicum Conclusion and Summary

REMOTIVATION
(Suggested: Award nomination packages, performance reports, and even unit awards will be an integrate part of your career. Future Air Force Officers must be responsible for the proper recognition and documentation of their troops’ performance.)

CLOSERE
(Suggestion: If you would not be forgotten as soon as you are dead, either write things worth reading, or do things worth writing.)

Benjamin Franklin (1706-1790)

Bibliography:
AFH 33-337, The Tongue and Quill, 1 August 2004
STAFF SERGEANT LAVINA J. UNION  
AFSC: 3S071  
NCOIC, CUSTOMER SUPPORT  

Biography  

Staff Sergeant Lavina J. Union is assigned as the Noncommissioned Officer in Charge (NCOIC) of the Customer Support Section at the Military Personnel Section (MPS) at Moody AFB Georgia.

SSgt Union is a native of Valdosta, Georgia. After graduating from Justice Senior High School, she briefly attended Avery University. She entered the Air Force eleven years ago. Sergeant Union needs six more hours to complete her Bachelor’s of Business Administration degree. She has completed the NCO Academy correspondence course (she’s right on time with her PME).

Upon completing basic training, she completed Administrative Specialist School at Keesler AFB Mississippi as an honor graduate.

SSgt Union’s first duty assignment was to Minot AFB North Dakota. After this assignment, she completed a remote assignment to Shemya AS, Alaska. Prior to her current assignment, she worked at Air Combat Command Headquarters, Langley AFB, Virginia.


SSgt Union is divorced and has custody of her son, Michael Jason Walker.

Job Description  

Plans and supervises the activities for the Customer Support work center. Counsels and screens applicants for retraining, PALACE CHASE, Special Duty Applicants, Humanitarian, Exceptional Family Member Program (EFMP) reassignments, and CONUS assignment exchanges. Prepares and verifies Identification Card (ID) applications. Prepares and processes Record of Emergency Data and name change requests. Performs corrective updates to Military Personnel Data System (MILPDS) and the Defense Enrollment Eligibility Reporting System (DEERS). Edits and approves articles for the base bulletin and the base newspaper to advertise personnel programs.
Performance Diary

January

SSgt Union recently divorced her husband. She told you it was uncontested, and shouldn’t impact her duty performance.

SSgt Union requested leave to move off base. SSgt Thomas offered to assist her, but she declined. She said she didn’t want to draw attention to the matter. She asked him not to mention it to anyone.

SSgt Union requested an extension to her leave. She needs additional time to arrange daycare for her son and to transfer him to a new school. She said she’d been in over the weekend to check her desk and see if there was anything that needed her immediate attention--she stated there wasn’t anything pressing. She’s always been trustworthy so he approved her request.

February

SSgt Union asked to attend a base-sponsored quality management-training seminar. You were looking for a volunteer and were pleased to approve her request.

You gave SSgt Union her initial feedback session on 15 Feb. You stressed punctuality, professionalism, quality of work, professional advancement, open communication between superiors and subordinates, customs and courtesies, and strict adherence to standards of professionalism. You also told her that she was responsible for her subordinates and their actions.

SSgt Union returned after the seminar and couldn’t wait to make some improvements in the section. You cautioned her not to move too quickly. You also told her to think things through before taking any action. You’re confident of her extensive job knowledge and experience; however, you need to stay on top of things. You empower her to take a look at different processes in the section, but she should run any major changes past you for review.

SSgt Union implemented her first customer service improvement. She cleared it through you and you thought it would work. She created an assignment self-help station. She designed information packages to answer typical questions about assignments. First, the customers who need information concerning an assignment are interviewed, and if possible, they’re referred to the self-help station. It has really cut down on the number of times the section’s personnel have had to walk people through the assignment process. Another plus is that the average wait time went from 25 minutes to 5 minutes and it saves over 500 man-hours annually.

You recommend she develop an article for the base newspaper outlining the changes. She seems reluctant, saying, “It probably won’t do any good.” You next suggest she put together a briefing which could be conducted at commanders’ calls for units that requested it. Again, she seemed reluctant, saying that it would be best to just brief individuals as they came in. She did the article and the briefing. You think she has a self-confidence problem concerning her communication abilities.
SSgt Union and the two Airmen who work for her, A1C Wo and A1C Phillips, asked if they could sponsor one of the base’s upcoming Special Olympics events. Both Airmen seemed very excited at getting involved (a first for both of them). Their booth was judged “most well run” by the Special Olympics coordinator and the base received good recognition due to their work.

**March**

SSgt Union informed you she’d referred A1C Wo to the Education Office. She wants them to run a reading diagnostic on him to see what he needs to do to get started at the local community college.

A1C Wo doesn’t have a reading deficiency; it’s a language problem. SSgt Union took him to an adult education center at a local high school and registered him in an English course. She went to the first two classes with him.

SSgt Union reported A1C Wo’s interest in his job has improved 100 percent. He’s excited about the class, and things seem to be going well for him.

**April**

A1C Wo asked to speak to you about changing the way customers sign in. He said he got the idea for cutting waiting time after talking with SSgt Union. He saw a similar system in use when he visited the hospital. He wants to set up a bell for customers to ring after they’ve signed in.

The bell idea didn’t last long, but SSgt Union hooked up a customer waiting sign that flashes at their desks. This improvement seems to be working out quite well. In fact, it reduced waiting time from an average of 25 minutes to 5 minutes and reduced complaints by 80 percent. The morale of customers and productivity of personnel has increased.

During a no-notice walk through by the MPS chief, A1C Phillips and A1C Wo were commended for providing accurate information and professional service. They were noted to be immaculate in uniform. Both Airmen credited the training and performance feedback they received from SSgt Union for assisting them to feel confident in their assignments. They said she gave them a model to emulate.

**May**

You received a call from General Motors Automotive Credit (GMAC) Corporation. Their representative said they hadn’t received a payment on SSgt Union’s car since February. You checked with SSgt Union on this. She said her ex-husband was supposed to make the payments. You gave her the afternoon off to talk with her attorney. Her attorney stated the divorce decree absolves her of responsibility, but she needs to formally remove her name from the loan to prevent future problems.

SSgt Union called around and asked other MPSs within the command to send copies of their continuity folders. She wants to review them to see if there’s anything they might be doing that she could incorporate in developing her section’s folders.
June

Although she didn’t clear it through you, SSgt Union set up a children’s play table in the waiting area. She donated the furniture and an area rug, painted the table and chairs to match the office decor, and filled a toy box with games, books, and small toys. The play area decreased noisy distractions and frustrations of older customers and increased her section’s customer service rate from 15 to 23 customers per hour. When you approached her about it, she said she didn’t think you’d mind because it didn’t cost anything, and it is an improvement. You told her she still needs to clear things through you. You were really impressed by the way she handled herself while being confronted—very respectful.

SSgt Union continues to be the model of professionalism. Not only is her appearance and customs/courtesies great, but she’s also the model for her subordinates—well below weight standards and engaged in a personal fitness program. SSgt Union goes to the gym during her lunch break 3 days a week. She scored a 78 on her physical fitness assessment this month.

SSgt Union received her midpoint feedback on 21 Jun. You made the following comments: Doing a great job overall—A very self-sufficient and capable NCO—Great job on helping find the problem confronting a subordinate, A1C Wo--Strong in supervision and management—Needs to have faith in her communication abilities.

July

SSgt Union’s soccer team finished their season. They didn’t win any games, but every member of the team played in every game, and they were recognized by their league as most improved. The parents presented a trophy to SSgt Union at the banquet.

August

You received another call from GMAC. Although they received a June payment, they still haven’t received the July or August payments. After checking with the first sergeant, you called SSgt Union in to discuss the problem. You advised SSgt Union to check with her attorney to get the payment schedule reissued in her ex-husbands name. Her attorney contacted GMAC and they admitted they were in error to contact you—her name was not taken off the loan, as it should have been.

After SSgt Union completed her review of other MPSs continuity folders, she highlighted problem areas found in the other sections’ folders and documented the improvements. You suggested mailing copies of the improvements to other MPSs within the command. You received several calls expressing their appreciation of her follow-up. These improvements ultimately saved the MPSs over $25,000 and 2000 man-hours per year by deleting the use of duplicate emergency data processing procedures.
**September**

SSgt Union and A1C Phillips attended the MPS chief’s daughter’s wedding. SSgt Union collected almost $400 from other sections within the MPS for a wedding gift.

SSgt Union received her TSgt promotion results. She missed promotion to TSgt by one-tenth of one percent—her first time testing for TSgt.

SSgt Union was nominated and won Outstanding NCO of the 3rd Quarter for the squadron and runner-up at the wing level.

**October**

SSgt Union received her second Community College of the Air Force (CCAF) degree. She still needs 6 hours to earn her undergraduate degree in Business Administration. She was asked to speak at the graduation ceremony. She spoke on the need to continue personal and professional development. Everyone at the ceremony noticed that she was very nervous and had several long verbal pauses and made no eye contact with the audience during her speech.

After receiving permission from the MPS chief, SSgt Union and supervisors from the other sections decorated their offices, dressed up for the day, and hosted an informal “Safe Halloween” party for children of MPS workers.

**November**

Even though the decorations are gone, the folks who visit the section keep remarking on how much they enjoyed dressing up and how much fun their kids had at the party.

SSgt Union is the squadron’s voting representative an insured 100 percent of absentee ballots were issued and returned in time for all out of state elections. She received a letter of appreciation from the wing commander for a job well done as a voting representative.

**December**

SSgt Union developed a Christmas leave schedule and coordinated with other supervisors to consolidate resources and identify skills needed to run the MPS on a skeleton shift. All the supervisors agreed to back up each other’s sections during the last week of the year.
PART I

Lesson Title: Bullet Statements
Teaching Method: Informal Lecture
Time Required: 1 hour
Prerequisite Classes: None
Interrelated Information: Effective Supervision, Enlisted Evaluation System, Officer Evaluation System
Visual Aids: PowerPoint Slides
Student Preparation: Read Student Reader
Certified by: Holm Center/CR (Dr. Charles Nath III)

PART IA

Cognitive Lesson Objective: Comprehend the importance of writing effective bullet statements in accordance with the Tongue & Quill (T&Q).

Cognitive Samples of Behavior:
1. Explain the impact that effective bullet statements have on a military career.
2. Explain the questions that need to be answered to effectively write each element of an effective Accomplishment-Impact (A-I) bullet statement.
3. Differentiate between effective and weak A-I bullet statements.

Affective Lesson Objective: Respond to the importance of writing effective A-I bullets.

Affective Sample of Behavior: Actively participate in discussion of writing effective A-I bullets.

PART IB

Strategy: This lesson has both cognitive and affective objectives. Students will be objectively tested on the cognitive samples. The affective objective and samples of behavior are included to provide indications that the students not only understand, but also value the information presented surrounding the objective. You should consciously strive to reach the affective domain as you deliver your lecture/guide your discussions. To assess whether you are meeting the objective, ask questions to obtain responses that demonstrate the affective samples of behavior. To accomplish this, ask how and why questions while recognizing and “seizing opportunities” to make your own inquiries of students’ attitudes and feelings. Avoid providing anticipated responses to how and why questions. This will require you to use effective questioning to get the value based responses you are looking for, but don’t put the “words in their mouths.” Responses that communicate feelings in line with the objective are the first level of determining whether you are reaching the affective learning objective with your students.

The purpose of this lesson is to provide the students with an introduction to writing effective bullet statements for performance reports and awards. This class is interrelated with the Enlisted Evaluation System class where students are expected to write an Enlisted Performance Report
(EPR). Since the bullet lesson comes just before the EPR/OPR lessons, you may need to introduce the concepts. If there are any prior enlisted students in your class, they’re a great resource to share their opinion about the importance of bullet statements and performance reports. Most of them wouldn’t be in an officer accessions program without having supervisors who wrote effective bullet statements. (There are many opportunities to use your prior enlisted students’ experiences throughout this lesson.) Most of the information for this lesson is in the T&Q; therefore, please remind students how important the T&Q is as an Air Force resource.

Lesson Outline:
A. Importance of Effective Bullets
   1. Why it’s important
   2. Who needs to know this?
B. What is a Bullet Statement?
   1. Definition
   2. Elements of an A-I Bullet
   3. Example
C. Writing Effective A-I Bullets
   1. Documentation
   2. Format
   3. Writing Tips
   4. Special Bullets
D. Examples
PART II
INTRODUCTION

ATTENTION
(Suggested: Scan a completed Air Force Form 1206, 910, or 707 into the computer and show them on the screen. Let the students see what the form(s) look like when filled in.)

MOTIVATION
(Suggested: Whether or not you are assigned Airmen to work for you as a brand new lieutenant, you still have a vested interest in knowing how to write using the military style format. It might be time for you or your Airman to be nominated for a quarterly award, or you need to give your boss some good bullets so he/she can write your Officer Performance Report. Regardless of the situation, you must have an understanding of how to write using military style format.)

OVERVIEW
A. Importance of Effective Bullets
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D. Examples

TRANSITION
(Suggested: Let’s begin by looking at some information on military style writing.)

BODY

PRESENTATION
A. Importance of Writing Effective Bullets.
   1. Why it’s important.

Impact on Careers
Quarterly/Annual Awards
Performance Reports
ERos, OPRs, Civilian Appraisals
Regular Promotions
Early Promotions--STEP/BTZ
Meaningful Decorations
a. Recognition: Quarterly and annual awards, career-specific awards—helps to build performance reports and careers

b. Promotion: Enlisted Performance Reports (EPRs), Officer Performance Reports (OPRs), and Civilian performance appraisals are critical to the promotion system—they can MAKE or BREAK a career! People don’t get to personally meet the boards; their packages do. Words become critical.

2. Who needs to know this?

a. Every student – you are required to write an EPR as a graded measurement

b. Every officer – you need to provide your supervisor with sample bullets

c. Every supervisor – supervisors are ultimately responsible for performance reports.

d. Others involved in the writing and reviewing process

TRANSITION
(Suggested: Now that you’ve seen some basic information on why you need to know about writing effective bullets, let’s take a closer look at bullet statements.)

B. What is a Bullet Statement? First we’ll look at the definitions, elements of an A-I bullet, and then an example to give you a better picture.

1. Definition (T&Q): The T&Q describes two types of bullets. The “bottom line” or single idea bullet is used when writing talking papers. Our primary interest is with the bullet used in performance reports—the accomplishment-impact bullet.

2. Elements of an Accomplishment-Impact Bullet:

a. The accomplishment element must answer three questions. What did the person do? How well was it
done? And what was the result? Be specific, yet brief. Focus on what the person did and their leadership and management abilities.

Example: Restored 40 damaged/missing elements on six antennas in three days using decommissioned parts; saved $3479

b. The impact element: Identify what level the accomplishment affected. What was is the overall significance? To get to the REAL significance, you might need to keep asking, “so why is that important?” Make sure to qualify and quantify here too...helps the reader know why each action and result was so important.

Example: Sharply improved voice clarity for 30 Atlantic Gateway Antenna System operators covering U.S. and Europe

c. Complete bullet:

- Restored 40 damaged/missing elements on 6 antennas in three days using decommissioned parts; saved $3479
- Sharply improved voice clarity of 30 Atlantic Gateway Antenna System operators covering U.S. and Europe

In addition to meeting the test of being able to answer the questions, note that this example has been tested on an actual AF Form 707 OPR form. The bullet takes up two lines with minimal white space.

There may be a need for you to reduce the length of your bullet statement due to space limitation. Keep in mind at a minimum you want to ensure that your bullet has an accomplishment and an impact. Let’s take a look at the previously used bullet statement and show examples of the statement been shorten.

TRANSITION
(Suggested: Now that you are aware of the elements of an effective bullet, let’s look at some guidelines for writing bullet statements.)

C. Writing Effective A-I Bullets. Since a performance report is an annual event, documentation is critical to recalling all the activities for a year. The format of performance reports is an informal style of writing, but has formatting requirements. Therefore, we need to keep in mind some helpful writing tips. Finally, there are two special types of bullets you need to be aware of.
1. Documentation.
   a. Daily records…your Outlook Calendar can be a great place to track your activities
   b. Don’t forget additional duties or weekend activities
   c. Other sources of documentation could be e-mails, letters of appreciation, or thank-you cards
   d. Track your education and training
   e. Service to the base or community are important
   f. CRUNCH the numbers! This is important and can take time. Numbers are credible evidence of the difference you made…dollars save, time saved, # of widgets produced

2. Format.
   a. To answer the 5 questions for an A-I bullet, NEVER take more than 3 lines… that many lines should be an exception to fully explain a comprehensive accomplishment. The bottom-line is if you’ve only got 10 lines to say something and you use up 3 lines for one thing, your performance report may not be competitive with someone’s report that has 10 lines that say different things
   b. You’ll have to become a master at crafting bullets that take up an entire line—no more, no less. Not doing so is very visible—the white space. You’ll want to have a dictionary and thesaurus handy when you’re creating bullet statements.
   c. Bullet statements don’t need punctuation like sentences do; however, you can use exclamation points—but sparingly. Keep them for the things you want to shout out to your reader. Most articles, conjunctions, and pronouns are unnecessary; your space is too valuable to waste on these unnecessary words.

Try to make your point without using a negative word or the word not. Finally, the three types of punctuation—double dash, ellipsis, and semicolon—are the common types of punctuation you’ll see in performance reports.

3. Writing Tips. There are a few other nuances to writing effective bullet statements.
a. Statements need to be powerful, especially your first idea. Continue to use hard-hitting descriptions of what was accomplished. Write in such a way that the person comes alive. You can find lots of ideas by looking at other performance reports.

b. Keep in mind that the members of a promotion board who read the performance reports may not be familiar with a particular MAJCOM, let alone a career field. Therefore, avoid jargon unless the meaning is commonly known. If you can mention an outside agency or well-known person/position, you’ll be adding credibility to your statements.

c. These next few slides will look at ways to add punch to your writing—to make your words come alive.

d. Here are some examples where the choice of verb goes from luke-warm to hard-hitting. There’s such a difference to say “revamped” instead of “improved” or “pioneered” instead of “started.”

e. Active Voice. If you’re trying to free up a few spaces to get your bullet on one line, don’t forget about changing passive voice to active voice. Not only does it save space, but there’s a punch instead of a tap in the action.

f. Adverbs. With adverbs, we can really hone in on the action to make it come alive for the reader. Whatever words we choose, we still need to write with integrity. If you choose a word like “flawlessly,” then you need to be able to back up with data that the effort was actually accomplished without any errors.

g. Adjectives. Here’s your chance to bring to life the person you’re writing about. You may want to get in the habit of reviewing your Thesaurus just to be sure there isn’t another word that can do a better job!
h. Lead-ins. Another technique is to start the bullet with a quick-hitting description of the person—the type of worker he/she might be. Don’t use it too often, and keep in mind that lead-ins take up valuable space.

i. Special bullet statements. Our last writing tip looks at two types of special situations for writing bullets.

1) The last bullet for enlisted reports needs to address whether the person should be recommended for promotion. For example, stating “Promotion to chief this board a must!” sends a message to the board you want this person promoted. However, no recommendation may be taken as “don’t promote” by readers, and viewed negatively by board members.

2) For OPRs, the last bullet needs to address PME (professional military education), or as it’s supposed to become known, DE (developmental education). Again, the statement needs to clarify how STRONGLY (or not) the person should be considered for his/her next PME or DE. In addition, you can indicate the “next job” recommendation.

3) Use stratification bullets to rank your top personnel. Show how the individual stands out from his or her peers (top x%, my #1, my best).

TRANSITION
(Suggested. We’ve talked about lots of pieces of the pie. Your next challenge is to write the entire bullet coherently. Next, let’s look at some examples. Read the example and then consider the quality of the bullet. Remember, the most effective bullet has to address both elements, the accomplishment and the impact, by answering some important questions.)

D. Examples

1. Read the bullet and consider the questions…How well does the person come alive? (evaluation is GOOD)

2. Read the bullet and consider the questions…Would you feel impressed with the job performance? (evaluation is MIXED...some questions answered better than others)
3. Read the bullet and consider how well the questions were answered. Does the statement have strength and credibility (evaluation is GREAT)

4. Read the example and consider the questions. When questions are answered POORLY, there may be a reason—a poor performer. Documentation is critical for extremely high and extremely low reports. In fact, the person you’ve evaluated has a right to “due process” and can question the validity of ratings (front side) and bullet statements (back side). It’s sad to say that some reports were written unprofessionally due to such things as personality conflicts. In addition to documentation, the supervisor needs to show that he/she knew about the performance concerns, discussed the concerns, and made attempts to help the supervisee improve. Supervisors have a responsibility to help their folks GROW. Unsatisfactory performance can result in separation from the Air Force, so you can see how serious performance reports can be.

Documentation and any needed rehabilitation is about a supervisor’s responsibility, integrity, and effort to work toward excellence. Therefore, you’ll want to take away as much as you can from your lessons on supervision and performance reports.

TRANSITION
(Suggested: You are now on your way to becoming a better military writer for both you and your Airmen. Let’s review what we discussed today.)

CONCLUSION

SUMMARY
A. Importance of Effective Bullets
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REMOTIVATION
(Suggested: As a student, as an officer, and as a supervisor, you’re going to have to know how to write performance reports using a military style found in the T&Q. As an effective leader, you have to take care of your people—having the knowledge and skills to write awards and performance reports is one way to do that.)

CLOSURE
(Suggested: “Remember, in the highly competitive promotion arena, written communication is the only tool we have.”)

Bibliography: