



# Defense Information School

6500 Mapes Road, Fort Meade, Maryland 20755

## **Public Affairs & Communication Strategy Qualification Course (PACS-Q)**

### **Distance: Training Program of Instruction**

Training Effective Date: 1 October 2020

Digitally signed by  
HUTCHESON.JOH  
N.S.1050046270  
70  
Date: 2020.06.02 13:46:26  
-04'00'

John S. Hutcheson  
Colonel, U. S. Air Force  
Commandant

## Contents

<b>Course Description</b>	<b>3</b>
<b>Preface</b>	<b>6</b>
<b>Training Task Inventory</b>	<b>7</b>
<b>Course Training Standard</b>	<b>10</b>
<b>Measurement Plan</b>	<b>11</b>
<b>References</b>	<b>23</b>

## Course Description

**PURPOSE:** This course provides entry-level public affairs training for mid- to senior-level non-commissioned officers (NCOs) and commissioned officers from all U.S. Armed Forces and select foreign nations, as well as U.S. government agency civilians selected for public affairs. This course will ensure those NCOs, officers and civilians are capable of performing the basic duties of Department of Defense (DoD) military public affairs practitioners.

**SPECIALTY AWARDED:** See individual Service documentation for specialty awarded.

**TRAINING METHODOLOGY:** The PACS-Q distance course is offered as a distance learning program which has two phases. Phase one uses an online learning system that follows a strictly regimented, instructor-led, interactive training curriculum for 24 weeks. Phase two is two weeks, and conducted at DINFOS on Ft. Meade.

DINFOS also offers this course in a standard nine-week resident program described in a separate TPI.

**COURSE DESCRIPTION:** PACS-Q provides entry-level public affairs training for the Department of Defense, U.S. government agencies, and selected foreign military professionals. Instruction focuses on the foundational elements of the communication planning process, principles and techniques associated with implementing effective communication strategies, and the processes involved in integrating communication into military planning and operations.

**PREREQUISITES:**

Service:	Prerequisites:	Notes:
<b>USA</b>		
Officer	O-3 through O-4	Must have completed Officer Basic Course before submitting into ATRRS. Must meet height and weight standard IAW AR 600-9. Must pass a record fitness test prior to graduation.  APAC is Approving Authority for Army Waivers.
Enlisted	E-7 through E-8	Must have completed required PME level; validated by APAC; control branch 46.
NGB	E-8 through E-9	Non-control branch filing valid CMF 46 position; endorsed by NGB, validated by APAC
USAR	E-8 through E-9	Non-control branch 46 filling valid CMF position; endorsed by USAR, validated by APAC  APAC is Approving Authority for Army Waivers.
Civilian	GS-7 and above	Civilian employees assigned on CP22 in the grade of GS-7 and above  CP22 Career Manager for waivers.
<b>USAF</b>		
Officer	O-1 through O-5	Officer must have Air Force Specialty Code (AFSC) 35X.
Enlisted	E-7 through E-9	Enlisted must have 3N0XX AFSC, with Secretary of the Air Force/Public Affairs (SAF/PA) concurrence.
Civilian	GS-7/equivalent and above	OPM Occupational series 1035, or with SAF/PA waiver
<b>USN</b>		
Officer	O-1 through O-4	
Enlisted	E-5 through E-9	Enlisted must be a Mass Communication Specialist.

Civilian	GS-7/equivalent and above	Includes interns. All must be in a public affairs field (GS-1035, 1082, 1083, and 1087 or 0301 with CHINFO approval).
<b>USMC</b>		
Officer	WO-1 through O-4	
Enlisted	E-6 select and above	Must have Military Occupational Specialty 45XX
Civilian	N/A	Civilian prerequisites are based on their billet description and authorization from HQMC CD.
<b>USCG</b>		
Officer	O-1 through O-5	Prerequisites are based on their billet description and authorization from CG092.
Enlisted	E5 through E9	Prerequisites are based on their billet description and authorization from CG092.
Civilian	GS-7/equivalent and above	Must be a U.S. Government employee working in Public Affairs (PA) career field (GS-1035).
<b>International</b>		
Students must have a solid understanding of English language usage, grammar and syntax. Students must score an 85 on the English Comprehension Level (ECL) test; have completed Specialized English Training (SET); obtain a score of 2 <sup>+</sup> /2 <sup>+</sup> on the Oral Proficiency Interview (OPI) and have basic keyboard skills		
<b>Interagency</b>		
Must be a U.S. Government employee working in the Public Affairs (PA) career field (GS-1035).		

See Army Training Requirements and Resources System (ATRRS) site: <https://www.atrrs.army.mil/atrrscc/>. School code 212.

## Preface

**REASON FOR NEW TRAINING:** Supports tasks selected by the TTSB conducted on 14 March 2019 and is aligned with the Public Affairs Training and Education Council's Military Communication Competency Model.

**IMPLEMENTATION DATE:** Training for this course will begin in FY21, and will be submitted to the appropriate accreditation agencies upon TPI approval by the Commandant.

**COURSE DATA:** The annual Service input data is a projection for FY 2021

Course	Length	Student Maximum	Student Minimum	Annual Course Cap	Number of Iterations
PACSQ-ADL	130 days	48	24	96	2

### MANPOWER:

FY 21 Instructors required: 6

\* 6 instructors are calculated using the ITRO formulas, however an estimated 20 instructors are required to conduct the scenario in FA 2.

Additional instructors (used as exercise controllers, inject managers, and role players) will be sourced from the directorate's existing instructor pool.

**EQUIPMENT:** See equipment list.

**FUNDING:** Any new resource and technology equipment requirements for this course, as identified in the development process, will be coordinated by the department through the Directors of Training, Logistics, and Plans and Technology (as appropriate) for development of the funding strategy to support this course.

**FACILITIES:** Resident iterations will be conducted in available classrooms.

**BASE OPERATING SUPPORT:** There are no new billeting or messing requirements.

**POC:** The POC for this action is the Course Development Office, [cdo@dinfos.edu](mailto:cdo@dinfos.edu)

## Training Task Inventory

Terminal Learning Objective	Competency (K/P)	Training Importance (High – Medium – Low)				
		USA	USAF	USN	USMC	USCG
- Enabling Learning Objectives	Knowledge/ Performance					
<b>1. Provide communication strategy counsel to command and higher headquarters</b>	<b>P</b>	H	H	H	H	H
- 1.1 Reference applicable guidance, policies, and historical precedent to inform command-level decisions		H	H	H	H	H
- 1.2 Advise commander on aspects of the information environment relevant to their operations (e.g., disinformation, misinformation, propaganda)		H	H	H	H	H
- 1.3 Coordinate communication activities in participation with information-related capabilities and operational planners, other partners		H	H	H	H	H
- 1.4 Counsel the commander on the impact of proposed COAs and command policy		H	H	H	H	H
<b>2. Leverage relationships with the command, the community, the media, partners, and stakeholders [influencers] to accomplish a mission</b>	<b>P</b>	H	H	H	H	H
- 2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication		H	H	H	H	H
- 2.2 Provide truthful, accurate, and timely public communication that aligns with commander's objectives and higher-level guidance		H	H	H	H	H
- 2.3 Safeguard sensitive and privileged information		H	H	H	H	H
- 2.4 Describe cultural characteristics that affect cognition and emotion		H	H	M	H	M

<b>3. Employ a communication team in accordance with DoD and service policies and tactics, techniques and procedures to achieve commander's desired state</b>	<b>P</b>	H	H	H	H	H
- 3.1 Determine the requirements of the mission		H	H	H	H	H
- 3.2 Identify capabilities and resources		H	H	H	H	H
- 3.3 Identify gaps in capabilities and resources		H	H	H	H	H
- 3.4 Make recommendations for gap remediation		H	H	H	H	H
- 3.5 Prioritize activities based on available capabilities and resources		H	H	H	H	H
- 3.6 Communicate link between team operations, commander's desired state, and higher-level guidance		H	H	H	H	H
- 3.7 Assess team performance based on mission requirements		H	H	H	H	H
<b>4. Communicate in steady-state and event-driven scenarios in order to accomplish missions</b>	<b>P</b>	H	H	H	H	H
- 4.1 Identify informational and operational factors that impact command through environmental scanning		H	H	H	H	H
- 4.2 Forecast communication challenges/opportunities that may impact the command and key publics		H	H	H	H	H
- 4.3 Match current and emerging communication practices to publics		H	H	H	H	H
- 4.4 Write a communication plan that aligns with commander's desired state and higher-level guidance		H	H	H	H	H
- 4.5 Write documents to support the JPP (e.g. PA Estimate, PA Annex, PPAG)		H	H	H	H	H
- 4.6 Write MOEs and MOPs based on commander's desired state and higher-level guidance for a command-level challenge/opportunity		H	H	H	H	H
- 4.7 Adjust the communication plan based on relevant data (e.g., assessment against MOPs/MOE and environmental scanning)		M	H	H	H	H
- 4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies		H	H	H	H	H



<b>5. Provide communication tactics in alignment with commander's desired state and higher-level guidance</b>	<b>P</b>	H	H	H	H	H
- 5.1 Develop communication products in accordance with DoD and service policies, VI Styleguide, and/or AP Stylebook where appropriate		H	H	H	H	H
- 5.2 Proofread communication products for proper spelling, grammar, and syntax		H	H	H	H	H
- 5.3 Accession, market, and distribute communication products		H	H	H	H	H
- 5.4 Write executive communications		H	M	H	H	H
- 5.5 Engage in a digital environment		H	H	H	H	H
- 5.6 Facilitate media engagements		H	H	H	H	H
- 5.7 Conduct media engagements		H	H	H	H	H
- 5.8 Facilitate key influencer engagements		H	H	H	H	H

## Course Training Standard

1. This Course Training Standard applies to tasks selected and mandated by the uniformed services as listed in the TTI signed in March 2019.
2. This task listing provides for the development of lesson plans, training materials, student performance and progress measurements. It has been organized and sequenced and reflects the levels of student competency and projected instructional hours to complete task training.
3. Because of the holistic nature of this course, all TLOs and ELOs are present in each of the three Functional Areas and held to the competency level of “Performance.” The table below illustrates how the course will be structured.
4. Projected hours have been determined by each Functional Area. In Functional Area 1, students are projected to spend 10-12 hours a week on course material.

### FUNCTIONAL AREA 1: Foundations & Integration

*Foundations & Integration* introduces students to the overall concepts and target learning objectives for the course by engaging them in the analysis of real-world events and case studies, comprehensive decision-making exercises, and active distance learning experiences. Everything that the students experience in this functional area is intended to prepare them for hands-on immersive learning in *Scenario*; therefore, students practice critical skills that they will need to be successful such as: research, nesting and alignment, communication planning, and crafting operational documents. Time is also set aside to allow students the opportunity to get their feet wet engaging in more tactical skills, specifically: media capture and accessioning, writing communications for both internal and external purposes and media engagement.

Students also engage in reflective self-analysis exercises that promote metacognition and give them the confidence to claim their role as communication leaders. They are called to orient themselves within the current information environment, communicate their value to command, and set their sights on future opportunities for growth and professional development.

***Total FA Hours: 288***

***Total Course Hours: 368***

### FUNCTIONAL AREA 2: Scenario

*Scenario* provides students with an authentic learning opportunity to put the knowledge and skills they learned first in Functional Area 1 to the test by simulating a joint public affairs shop operating out of Eastern Europe. The students will be confronted with a mixture of steady-state and event-driven injects that they must respond to, all while attempting to manage their team operations and mission with efficiency. In Functional Area 2 students’ military communication practices and habits will be honed. Solid research methods, savvy relationship building, and thorough analysis and planning skills will be crucial for students to successfully navigate the scenario.

***Total FA Hours: 80***

***Total Course Hours: 368***

## Measurement Plan

1. This Measurement Plan establishes procedures for evaluating student achievement of objectives in the Public Affairs & Communication Strategy Qualification Course (PACS-Q) as mandated by the Training Task Inventory (TTI) resulting from the Training Task Selection Board (TTSB) conducted in March 2019 and aligned to the Public Affairs Training and Education Council's Military Communication Competency Model.
2. Minimum standard. The minimum passing score for each evaluated item is 70 percent. The maximum score on a re-administered exam meeting the minimum standard is a score of 70 percent.
3. There are two assignments in the measurement plan that are designated "critical competencies." As such, an inability to complete these assignments with a score of 70 percent or greater will result in failing the course. In Functional Area 1: Foundations, the Individual COMMPLAN is designated a critical competency. In Functional Area 3: Integration, the Capabilities Board is designated as a critical competency.
4. All tasks below are exams that will be evaluated.
5. Recycle/Elimination. Students are eligible for administrative recycling at the recommendation of the AD. The service is responsible to obtain a seat in a later iteration. There are no academic recycles.

				Weight
Functional Area 1 – Foundations & Integration (Phase 1 non-resident grade transfer)				60%
Assessment		Primary TLO Tested	Performance Outcome	
Brief	Research Brief	1 Provide communication strategy counsel to command and higher headquarters	Using the area of operation from Scenario, small groups of students will conduct PESTLE (Political, Technological, Environmental and Legal) and SWOT (Strengths, Weaknesses, Opportunities and Threats) analyses, provide read-ahead material, and deliver a 10-minute brief to instructors. Students will also be graded on how they respond to 10 minutes of follow-up questions from instructors.	10%
ELO(s)  1.2 Advise commander on aspects of the information environment relevant to their operations (e.g., disinformation, misinformation, propaganda)				

2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication				
2.4 Describe cultural characteristics that affect cognition and emotion				
4.1 Identify informational and operational factors that impact command through environmental scanning				
4.2 Forecast communication challenges/opportunities that may impact the command and key publics				
4.3 Match current and emerging communication practices to publics				
5.4 Write executive communications				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Public Affairs Audit	3 Employ a communication team in accordance with DoD and service policies and tactics, techniques and procedures to achieve commander's desired state	Using the fictional command from Scenario, small groups of students will create a report that outlines the mission/lines of effort of command, key issues facing command, media relations, and key stakeholders.	10%
ELO(s)				
1.1 Reference applicable guidance, policies, and historical precedent to inform command-level decisions				
3.1 Determine the requirements of the mission				
3.2 Identify capabilities and resources				
3.3 Identify gaps in capabilities and resources				
3.4 Make recommendations for gap remediation				
3.5 Prioritize activities based on available capabilities and resources				
3.7 Assess team performance based on mission requirements				
4.1 Identify informational and operational factors that impact command through environmental scanning				
4.2 Forecast communication challenges/opportunities that may impact the command and key publics				
4.4 Write a communication plan that aligns with commander's desired state and higher-level guidance				
4.5 Write documents to support the JPP (e.g, PA estimate, PA Annex, PPAG)				
4.7 Adjust the communication plan based on relevant data (e.g., assessment against MOPs/MOE's and environmental scanning)				
4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies				

Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Environmental Scanning Log	1 Provide communication strategy counsel to command and higher headquarters	Students will update a daily log of their exploration, analysis and prioritization of data across multiple platforms within the information environment that pertain to their home and/or fictional command from Scenario. This will be evaluated three times, at random, throughout Foundations.	5%
ELO(s)  1.2 Advise commander on aspects of the information environment relevant to their operations (e.g., disinformation, misinformation, propaganda) 2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication 2.4 Describe cultural characteristics that affect cognition and emotion 4.1 Identify informational and operational factors that impact command through environmental scanning 4.2 Forecast communication challenges/opportunities that may impact the command and key publics 4.3 Match current and emerging communication practices to publics 5.4 Write executive communications				
Assessment		Primary TLO Tested	Performance Outcome	
Assessment	Issue Analysis	4 Communicate in steady-state and event-driven scenarios in order to accomplish missions	Given a case study, students will identify key players and their interests, key resources (available and desired), the overarching operational issue(s), and the underlying communication issue(s). In addition, students will develop three courses of action (COAs) and describe the short and long-term impacts of each.	10%
ELO(s)  1.1 Reference applicable guidance, policies, and historical precedent to inform command-level decisions 1.2 Advise commander on aspects of the information environment relevant to their operations (e.g., disinformation, misinformation, propaganda) 1.4 Counsel the commander on the impact of proposed COAs and command policy 3.1 Determine the requirements of the mission 3.2 Identify capabilities and resources 3.3 Identify gaps in capabilities and resources				

3.4 Make recommendations for gap remediation 4.1 Identify informational and operational factors that impact command through environmental scanning 4.2 Forecast communication challenges/opportunities that may impact the command and key publics 4.3 Match current and emerging communication practices to publics 5.2 Proofread communication products for proper spelling, grammar, and syntax				
Assessment		Primary TLO Tested	Performance Outcome	
Brief	Social Media Strategy Brief	1 Provide communication strategy counsel to command and higher headquarters	Using the fictional command from Scenario, small groups of students will brief their social media strategy (5-minute maximum duration), concisely summarizing their strategy while promoting buy-in from leadership. Students will also be graded on how they respond to 10 minutes of follow-up questions from leadership. Students will not be required to provide read-ahead material prior to their brief.	10%
ELO(s)  1.1 Reference applicable guidance, policies, and historical precedent to inform command-level decisions 1.4 Counsel the commander on the impact of proposed COAs and command policy 2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication 5.4 Write executive communications 5.5 Engage in a digital environment				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Playbook	4 Communicate in steady-state and event-driven scenarios in order to accomplish missions	Students will develop a playbook that covers 5 issues (or as many issues as there are members of the group). Each student will outline the background, themes, messages and talking points of the issue.	10%
ELO(s)  1.1 Reference applicable guidance, policies and historical precedent to inform command-level decisions 3.7 Assess team performance based on mission requirements				

4.4 Write a communication plan that aligns with the commander's desired state and higher-level guidance 4.7 Adjust the communication plan based on relevant data (e.g., assessment against MOPs/MOE's and environmental scanning) 4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Individual COMMPLAN	4 Communicate in steady-state and event-driven scenarios in order to accomplish missions	Students will write a communication plan for a current issue within their home unit. A draft of this plan will be submitted in Foundations for instructor feedback. Students will describe the changes that they made based on feedback from instructors and their experiences in Scenario.	20%
ELO(s)  1.1 Reference applicable guidance, policies, and historical precedent to inform command-level decisions 2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication 4.4 Write a communication plan that aligns with commander's desired state and higher-level guidance 4.7 Adjust the communication plan based on relevant data (e.g., assessment against MOPs/MOE's and environmental scanning) 4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Self-Assessment 1	ALL	Students will report on their progress over Foundations and evaluate their strengths and weaknesses as military communicators.	5%
ELO(s): ALL				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Communication Portfolio	5 Provide communication tactics in alignment	Students will compile a portfolio of communication products they have produced throughout the Foundations and Scenario course. The portfolio is required to include: 1 news release, 1 initial incident release, 1 incident follow-up release, 1 backgrounder, 1	10%

		with commander's desired state and higher-level guidance	respond to query, 1 formal email, 1 briefing card, and 1 command message. Additionally, students will be required to select three of the following to include: memo, media pitch, fact sheet, speech, white paper, and opinion piece. Students will also include video, audio, or written (where appropriate) record of one of the following: TV live interview, TV recorded interview, print interview, skype interview, radio interview.	
<b>ELO(s)</b>  5.1 Develop communication products in accordance with DoD and service policies, VI Styleguide, and/or AP Stylebook where appropriate 5.2 Proofread communication products for proper spelling, grammar, and syntax 5.3 Accession, market, and distribute communication products 5.4 Write executive communications 5.5 Engage in a digital environment				
<b>Assessment</b>		<b>Primary TLO Tested</b>	<b>Performance Outcome</b>	
<b>Deliverable</b>	<b>Self-Assessment 2</b>	ALL	Students will review their goals from earlier in the course and reevaluate their strengths and weaknesses as military communicators.	5%
<b>ELO(s)</b>  ALL				
<b>Assessment</b>		<b>Primary TLO Tested</b>	<b>Performance Outcome</b>	
<b>Participation</b>	--	ALL	Students will be held accountable for their quality of engagement with the course material using a participation grade (scored on a rubric) in each FA.	5%
<b>ELO(s)</b>  ALL				



				Weight
Functional Area 2 – Scenario (Phase 2 resident)				40%
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Annex F	4 Communicate in steady-state and event-driven scenarios in order to accomplish missions	Student teams will write an Annex F for deployment to an emergent crisis in the area of responsibility within Scenario.	18%
<p>ELO(s)</p> <p>1.1 Reference applicable guidance, policies, and historical precedent to inform command level decisions</p> <p>3.1 Determine the requirements of the mission</p> <p>3.2 Identify capabilities and resources</p> <p>3.3 Identify gaps in capabilities and resources</p> <p>3.4 Make recommendations for gap remediation</p> <p>3.5 Prioritize activities based on capabilities and resources</p> <p>3.6 Communicate link between team operations, commanders desired state, and higher-level guidance</p> <p>4.1 Identify informational and operational factors that impact command through environmental scanning</p> <p>4.4 Write a communication plan that aligns with commander’s desired state and higher-level guidance</p> <p>4.5 Write documents to support the JPP (e.g, PA estimate, PA Annex, PPAG)</p>				
Assessment		Primary TLO Tested	Performance Outcome	
Brief	Staff Brief	1 Provide communication strategy counsel to command and higher headquarters	Students will deliver a brief to command that covers current operations, future operations, concerns and recommendations in 5 minutes or less. Students will also be graded on how they respond to 5 minutes of follow-up questions from leadership. Students will not be required to provide read-ahead material prior to their brief.	4%
<p>ELO(s)</p> <p>1.1 Reference applicable guidance, policies, and historical precedent to inform command level decisions</p>				

1.2 Advise commander on aspects of the information environment relevant to their operations (e.g., disinformation, misinformation, propaganda) 1.3 Coordinate communication activities in participation with information-related capabilities and operational planners, other partners 1.4 Counsel the commander on the impact of proposed COAs and command policy 2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication. 3.6 Communicate link between team operations, commanders desired state, and higher-level guidance. 4.1 Identify informational and operational factors that impact command through environmental scanning 4.2 Forecast communication challenges/opportunities that may impact the command and key publics				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	PA Training Plan & Execution	2 Leverage relationships with the command, the community, the media, partners, and stakeholders [influencers] to accomplish a mission	Student teams will develop a PA training plan prior to deployment for an emergent crisis and execute the plan to the extent possible within Scenario.	8%
<b>ELO(s)</b>  2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication. 2.3 Safeguard sensitive and privileged information 2.4 Describe cultural characteristics that affect cognition and emotion 3.1 Determine the requirements of the mission 3.6 Communicate link between team operations, commander's desired state, and higher-level guidance 3.7 Assess team performance based on mission requirements 4.2 Forecast communication challenges/opportunities that may impact the command and key publics 4.3 Match current and emerging communication practices to publics 4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies 5.6 Facilitate media engagements 5.7 Conduct media engagements				
Assessment		Primary TLO Tested	Performance Outcome	

<b>Deliverable</b>	<b>Public Affairs Guidance (PAG)</b>	4 Communicate in steady-state and event-driven scenarios in order to accomplish missions	Students teams will develop PAG. Students will be able to select which PAG they submit for grading of the many they will produce within the scenario.	16%
<b>ELO(s)</b>  1.1 Reference applicable guidance, policies, and historical precedent to inform command level decisions 4.4 Write a communication plan that aligns with commander's desired state and higher-level guidance 4.5 Write documents to support the JPP (e.g, PA estimate, PA Annex, PPAG) 4.6 Write MOEs and MOPs based on commander's desired state and higher-level guidance for a command-level challenge/opportunity 4.7 Adjust the communication plan based on relevant data (e.g., assessment against MOPs/MOE's and environmental scanning) 4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies				
<b>Assessment</b>		<b>Primary TLO Tested</b>	<b>Performance Outcome</b>	
<b>Deliverable</b>	<b>PA Estimate</b>	3 Employ a communication team in accordance with DoD and service policies and tactics, techniques and procedures to achieve commander's desired state	Students teams will develop a PA Estimate for deployment to an emergent crisis in the area of responsibility within Scenario.	8%
<b>ELO(s)</b>  1.1 Reference applicable guidance, policies, and historical precedent to inform command level decisions 3.1 Determine the requirements of the mission. 3.2 Identify capabilities and resources 3.3 Identify gaps in capabilities and resources 3.4 Make recommendations for gap remediation 3.5 Prioritize activities based on capabilities and resources 3.7 Assess team performance based on mission requirements 4.1 Identify informational and operational factors that impact command through environmental scanning 4.2 Forecast communication challenges/opportunities that may impact the command and key publics				

4.5 Write documents to support the JPP (e.g, PA estimate, PA Annex, PPAG)				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	COMMPLAN	4 Communicate in steady-state and event-driven scenarios in order to accomplish missions	Students teams will develop a communication plan (COMMPLAN) for a community engagement event.	4%
<b>ELO(s)</b>  1.1 Reference applicable guidance, policies, and historical precedent to inform command-level decisions 2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication 4.4 Write a communication plan that aligns with commander's desired state and higher-level guidance 4.7 Adjust the communication plan based on relevant data (e.g., assessment against MOPs/MOE and environmental scanning) 4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies				
Assessment		Primary TLO Tested	Performance Outcome	
Deliverable	Evaluation Report	4 Communicate in steady-state and event-driven scenarios in order to accomplish missions	Students groups will report on the measures of effectiveness and measures of impact outlined in the COMMPLAN they developed for a community engagement event.	8%
<b>ELO(s)</b>  4.4 Write a communication plan that aligns with commander's desired state and higher-level guidance 4.7 Adjust the communication plan based on relevant data (e.g., assessment against MOPs/MOE and environmental scanning)				
Assessment		Primary TLO Tested	Performance Outcome	

<b>Deliverable</b>	<b>Public Engagement Plan</b>	2 Leverage relationships with the command, the community, the media, partners, and stakeholders [influencers] to accomplish a mission	Students groups will develop a public engagement plan for a distinguished visitor (DV) visit. The plan will include considerations for traditional media, social media, and key leader engagements (KLEs).	8%
<b>ELO(s)</b>  2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication. 2.3 Safeguard sensitive and privileged information 2.4 Describe cultural characteristics that affect cognition and emotion 3.1 Determine the requirements of the mission 3.6 Communicate link between team operations, commander's desired state, and higher-level guidance 3.7 Assess team performance based on mission requirements 4.2 Forecast communication challenges/opportunities that may impact the command and key publics 4.3 Match current and emerging communication practices to publics 4.8 Communicate ethically in accordance with PA/VI guidance, federal law, and DoD and service policies 5.5 Engage in a digital environment 5.6 Facilitate media engagements 5.7 Conduct media engagements				
<b>Assessment</b>		<b>Primary TLO Tested</b>	<b>Performance Outcome</b>	
<b>Deliverable</b>	<b>Final Team Assessment</b>	ALL	Students will evaluate the performance of their team and analyze the strengths and weaknesses of how their teams functioned.	4%
<b>ELO(s)</b>  ALL				
<b>Assessment</b>		<b>Primary TLO Tested</b>	<b>Performance Outcome</b>	

<b>Brief</b>	<b>Capabilities Board</b>	1 Provide communication strategy counsel to command and higher headquarters	Students will describe their communication capabilities based off of the work they have done throughout the Foundations and Scenario phases of the course. They will deliver this brief to a board of instructors, provide examples/defend of their skills and decision making abilities, and persuasively articulate their value to their home command throughout the brief (10 minutes) and subsequent Q&A (5 minutes).	18%
<b>ELO(s)</b>  1.2 Advise commander on aspects of the information environment relevant to their operations (e.g., disinformation, misinformation, propaganda) 2.1 Identify strategies for building relationships with the command, the community, the media, partners, and stakeholders [influencers] to facilitate effective communication				
<b>Assessment</b>		<b>Primary TLO Tested</b>	<b>Performance Outcome</b>	
<b>Participation</b>	--	ALL	Students will be held accountable for their quality of engagement with the course material using a participation grade (scored on a rubric) in each FA.	4%
<b>ELO(s)</b>  ALL				

## References

- Allan, S. (Ed.). (2011). *The Routledge companion to news and journalism* (Rev. ed.). Florence, KY: Routledge.
- Ang, T. (2002). *Dictionary of photography and digital imaging: The essential reference for the modern photographer*. New York, NY: Amphoto Books, The Crown Publishing Groups.
- Associated Press. (2020). *The Associated Press Stylebook 2020 and briefing on media law*. New York, NY: Basic Books.
- Barnas, F. (2018). *Broadcast news writing, reporting, and producing* (7<sup>th</sup> ed.). New York, NY: Routledge.
- Broom, G. M. & Sha, B.L (2013). *Cutlip & Center's effective public relations* (11 ed.). New York, NY: Pearson.
- Cappon, R. (2000). *The Associated Press guide to news writing; The resource for professional journalists* (3rd ed). Lawrenceville, NJ: Thomson/Arco.
- Center, J. A., Smith, P and Stansberry, F. (2008). *Public relations practices: Managerial case studies and problems* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Clarke, T. (2008). *Lipstick on a pig: Winning in the no-spin era by someone who knows the game*. New York, NY: Free Press, Simon and Schuster.
- Cohen, R. (1997). *Negotiating across cultures: International communication in an interdependent world* (Rev. ed.). Washington, DC: United States Institute of Peace Press.
- Copyright notice, deposit, and registration (2011). [Circular 92]. *Chapter 4, Copyright Law of the United States and related laws contained*

*in Title 17 of the United States Code*. Washington, DC: Author. Retrieved from Library of Congress, Copyright Office website:  
<http://www.copyright.gov/title17/>.

Cutlip, S. M., Center, A. H., & Broom, G. M. (2005). *Effective public relations* (11<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall, Pearson Education.

Dale, C. (2008). National security strategy: Legislative mandates, execution to date, and considerations for Congress. *CRS Report for Congress Prepared for Members and Committees of Congress*, Washington, DC: Congressional Research Service.

Diggs-Brown, B. (2013). *The PR Styleguide: Formats for Public Relations Practice*. Boston, MA: Wadsworth.

Feickert, A. (2013). The unified command plan and combatant commands: Background and issues for Congress, *CRS Report for Congress Prepared for Members and Committees of Congress* (7-5700, R42077). Washington, DC: Congressional Research Service.

Griffin, E. (2011). *A first look at communication theory* (8th ed.). New York, NY: McGraw-Hill.

Grunig, J. E., & Hunt, T. (1984). *Managing public relations*. New York: Holt, Rinehart & Winston.

Guth, W. D. & Marsh, C. (2011). *Public relations: A values-driven approach* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.

Hacker, D., & Sommers, N. (2011). *A Writer's Reference*. Boston, MA: St. Martin's.

Haynes, B. & Crumpler, W. (2004). *Photoshop CS artistry: A master class for photographers and digital artists: Mastering the digital image*. Indianapolis, IN: New Riders, Pearson Education.

Harrower, Tim. (2013). *Inside Reporting: A practical guide to the craft of journalism* (3rd ed.). New York: NY: McGraw-Hill.

Griffith, B.W., Hopper, V. F., Gale, C. & Foote, R.C. (2004). *Barron's pocket guide to correct grammar*. Hauppauge, NY: Barron's



Educational Series, Inc.

Howard, M. C. & Mathews, K. W. (2013). *On deadline: Managing media relations* (5<sup>th</sup> ed.). Long Grove, IL: Waveland Press.

Hull, J.F. (2009). *Iraq: Strategic reconciliation, targeting and key leader engagement*. Retrieved from

<https://publications.armywarcollege.edu/pubs/2026.pdf>.

Joint Warfighting Center. (2010). *Commander's handbook for strategic communication and communication strategy version 3.0*. Retrieved

from <https://apps.dtic.mil/dtic/tr/fulltext/u2/a525371.pdf>.

Litwin, L. M. (2013). *The public relations practitioner's playbook for (all) strategic communicators: A synergized\* approach to effective two-way communication (\*The whole is greater than the sum of its parts.)* Bloomington, IN: AuthorHouse.

Lucas, S. (2020). *The art of public speaking* (13<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Martin, J.N. & Nakayama, T.K. (2013). *Experiencing intercultural communication: An introduction* (4<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Matthes, J. (2005). *The need for orientation towards news media: Revising and validating a classic concept*. Retrieved from

<https://academic.oup.com/journals>.

Mayeux, P. E. (2000). *Broadcast news: Writing and reporting* (2<sup>nd</sup> ed.). Long Grove, IL: Waveland Press.

McKenna, S. & Hampsey, R. (2010). *"The COIN warrior" waging influence: Hints for the counterinsurgency (COIN) strategy in Afghanistan*.

Retrieved from <http://smallwarsjournal.com/documents/hintsforcoin.pdf>.

Miller, K. (2004). *Communication theories: Perspectives, processes and contexts*. (2<sup>nd</sup> ed.). New York, NY: McGraw-Hill.

Mullen, M. (2009). From the chairman, strategic communication: Getting back to basics. Retrieved from

<https://ndupress.ndu.edu/portals/68/Documents/jfq/jfq-55.pdf>.

Murphy, D. M. (2008). The trouble with strategic communication(s). Retrieved from

[https://csl.armywarcollege.edu/usacsl/publications/IP2-08TheTroubleWithStrategicCommunication\(s\).pdf](https://csl.armywarcollege.edu/usacsl/publications/IP2-08TheTroubleWithStrategicCommunication(s).pdf).

Nash, R. C. & Magistad, E. P. (2010). Disarming the key leader engagement. Retrieved from

<https://books.google.com/books?id=TWdNAQAAMAAJ&pg=RA4-PA19&lpg=RA4-PA19&dq=Disarming+the+key+leader+engagement&source=bl&ots=ZVVih6J-mk&sig=ACfU3U1Zf6QzBXbGce27tbgDb1i2RZi6cA&hl=en&sa=X&ved=2ahUKEwix5srYvZznAhVqmeAKHskqCp8Q6AEwEXoECAoQAQ#v=onepage&q=Disarming%20the%20key%20leader%20engagement&f=false>.

Plano Clark, V. L. & Creswell, J. W. (2015). *Understanding research: A consumer's guide*, enhanced Pearson eText with loose-leaf version (2<sup>nd</sup> ed.). New York, NY: Pearson Education.

Potter, L. (2008). *The communication plan: The heart of strategic communication* (3<sup>rd</sup> ed.). San Francisco, CA: International Association of Business Communicators (IABC).

President of the United States (2017). *National Security Strategy of the United States of America*. Retrieved from

<https://www.whitehouse.gov/wp-content/uploads/2017/12/NSS-Final-12-18-2017-0905.pdf>.

Roam, D. (2012). *The back of the napkin: Solving problems and selling ideas with pictures*. New York, NY: Marshall Cavendish International.

Santacroce, M.A. (2019). *(JIA1-2) Joint/Interagency SMARTbook1: Joint strategic & operational planning - Planning for planners* (2nd ed.).

Lakeland, FL, The Lightning Press.

Scott, K. (2017). *Radical candor: be a kick-ass boss without losing your humanity*. Audiobook. First edition. New York: St. Martin's Press.

Smith, R. D. (2012). *Becoming a Public Relations Writer*. New York: Routledge. Smith, R. (2013). *Strategic Planning for Public Relations*. New York: Routledge.

Stovall, J. G. (2004). *Journalism: Who, what, where, when, why, and how*. New York, NY: Pearson.

Strunk, W., & White, E.B. (2000). *The elements of style* (4th ed.). New York, NY: Pearson.

Treadwell, D. & Treadwell, J.B. (2005). *Public relations writing: Principles in practice*. Thousand Oaks: Sage Publications.

United States Department of Defense (DoD). (2012). *Sustaining U.S. global leadership: Priorities for the 21st century defense*.

Retrieved from [https://archive.defense.gov/news/Defense\\_Strategic\\_Guidance.pdf](https://archive.defense.gov/news/Defense_Strategic_Guidance.pdf).

W. K. Kellogg Foundation. (2006). *Strategic communications plan template*. Retrieved from

<https://www.wkkf.org/resource-directory/resource/2006/01/template-for-strategic-communications-plan>.

Wade, N.M. (2017). *(JFODS5) Joint Forces Operations & Doctrine SMARTbook: Guide to joint, multinational & interorganizational operations* (5th ed.). Lakeland, FL: The Lightning Press.

Walton, M. S. (2006). *Generating buy-in: Mastering the language of leadership*. Saranac Lake, NY: American Management Association (AMACOM).

Wilson, L. J. & Ogden, J. (2012). *Strategic communications planning for effective public relations & marketing* (5<sup>th</sup> ed.). Dubuque, IA: Kendall Hunt Publishing.

Wilcox, D. L. & Reber, B.H. (2015). *Public relations writing and media techniques* (8th ed.). New York, NY: Pearson Education.

Young, A. (2014). *Brand media strategy: Integrated communications planning in the digital era* (2nd ed.). New York, NY: Palgrave Macmillan.