Defense Information School

6500 Mapes Road, Fort Meade, Maryland 20755

Joint Intermediate Public Affairs Course
Training Program of Instruction

Training Effective Date: 1 October 2020

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Contents

Course Description

PURPOSE: JIPAC will challenge students to expand their knowledge of issues and crisis management in global operations and enhance their strategic thinking and planning capabilities. This course reshapes how public affairs and communication strategy professionals think: Students will move beyond a traditional view of tactics within operations to focus instead on research and analysis to inform a data-driven plan incorporating multiple layers of communication capabilities.

SPECIALTY AWARDED: See individual Service documentation for specialty awarded.

TRAINING METHODOLOGY: Resident only

COURSE DESCRIPTION: JIPAC offers operational level communication training in a demanding academic program designed for students to think about the Public Affairs and Communication Strategy and Operations profession apart from the daily rigors of supporting an operational mission. Student focus is on research, planning, and analysis; strategic thinking; and globally integrated operations. JIPAC will challenge students to expand their knowledge of issues and crisis management in global operations and enhance their strategic thinking and planning capabilities. Through a five-phased approach, this course reshapes how public affairs and communication strategy professionals think: Instructors direct students to move beyond a traditional view of tactics within operations, and instead conduct research, analysis and execution of a data-driven strategic plan incorporating multiple layers of communication capabilities. Students apply lessons to a scenario-based exercise (six-month deployment in support of stability operations) and a home station project.

Phase 1: Distinct Foundations

Phase 2: Operations Integration

Phase 3: Engagement & Leadership

Phase 4: Targeted Research & Analysis

Phase 5: Future Information & Technology

Topic areas include communication research and planning, strategic foresight and analysis, interorganizational cooperation, information-related capabilities, non-DoD agencies, ethics, cultural influences on communication, and operations and planning.

Prerequisites:

Public Affairs Qualification (PAQC) graduate or a letter signed by both the candidate's Public Affairs/CommStrat Director *and* unit commander: (a) validating the candidate has 5 years in the PA/CommStrat field and (b) justifying the candidate's need for the following advanced core competencies:

1. Communication capabilities
2. Strategic thinking
3. Research, planning, & analysis
4. Military operational art

The letter must be approved by the Academic Director before the candidate is registered.

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 15 March 2016 and is aligned with the Mass Communication Competency Model created in December 2018.

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
JIPAC (FY21)	27 days	24	12	48	2

MANPOWER:

FY 21 Instructors required: 3

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 Director and the Directorate of Logistics, as well as the Chief Engineer and Chief of Information 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

Training Task Inventory

Terminal Learning Objective	Competency (K/P)	Training Importance (High – Medium – Low)				
- **Enabling Learning Objectives**	Knowledge/ Performance	USA	USAF	USN	USMC	USCG
Execute public affairs in a joint operational environment.	P	H	H	H	H	
- OUTLINE a communication strategy in support of joint operations						
- PERFORM communication strategy duties within all phases of the Joint Planning Process to promote intended messages and drive behaviors						
- DEMONSTRATE a proactive communication skill set that includes the application of ethical principles while maintaining a strategic mindset						
Conduct commander's communication synchronization planning	P	H	H	H	H	
- CONDUCT research and analysis in support of communication planning						
- REPORT cultural influences in the information environment to gain and maintain the competitive advantage						
- INTEGRATE research and analysis into communication planning						
Conduct commander's communication synchronization	P	H	H	H	H	
- INNOVATE a communication strategy to achieve a desired outcome						

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 2016.

2. A thorough learning analysis of these changes and the impact on the delivery of instruction has been conducted. The CDRE reflects required manpower or equipment resources.

3. This task listing provides for the development of lesson plans, training materials, student performance and progress measurements, and the Training Program of Instruction (TPI). It has been organized and sequenced and reflects the levels of student competency and projected instructional hours to complete task training.

4. Projected hours have been determined by each unit.

FUNCTIONAL AREA: 1 Public Affairs in a Joint Operational Environment	COMPETENCY LEVEL

UNIT 1 TLO 1 Execute public affairs in a joint operational environment   **P**

        ELO 1.1 Outline a communication strategy in support of joint operations

        ELO 1.2 Perform communication strategy duties within all phases of the Joint Planning Process to promote intended messages and drive behaviors

        ELO 1.3 Demonstrate a proactive communication skill set that includes the application of ethical principles while maintaining a strategic mindset

    TLO 2 Conduct commander's communication synchronization planning   **P**

        ELO 2.1 Conduct research and analysis in support of communication planning

        ELO 2.2 Report influences in the operational environment to gain and maintain the competitive advantage in the operational information environment

Total Unit Hours: 108

FUNCTIONAL AREA 2: Commander's Communication Planning	COMPETENCY LEVEL

UNIT 1 TLO 2 Conduct commander's communication synchronization planning   **P**

        ELO 2.1 Conduct research and analysis in support of communication planning

        ELO 2.2 Report influences in the operational environment to gain and maintain the competitive advantage in the operational information environment

        ELO 2.3 Integrate research and analysis into communication planning

Total Unit Hours: 54

FUNCTIONAL AREA 3: Commander's Communication Synchronization	COMPETENCY LEVEL

UNIT 1 TLO 3 Conduct commander's communication synchronization   **P**

        ELO 3.1 Innovate a communication strategy to achieve a desired outcome

Total Unit Hours: 42

FUNCTIONAL AREA 4: Administration

UNIT 1 Course Opening

    DINFOS In-processing

    Laptop Issue

    Course Orientation

Total Unit Hours: 4

UNIT 2 **Course Closing**
Laptop Turn-in
Out-processing
Graduation

Total Unit hours: 4
Total Course Hours: 212

Measurement Plan

1. This Measurement Plan outlines the evaluation methods for assessing student achievement of performance outcomes in the Joint Intermediate Public Affairs Course (JIPAC) as mandated by the Training Task Inventory (TTI) resulting from the Training Task Selection Board (TTSB) conducted in March 2016 and aligned to the Public Affairs Training and Education Council's Military Communication Competency Model.

2. Evaluation methods. Knowledge-based tasks were not a priority for the services. It was preferential, instead, that students be assessed based on their performance. For grading and reporting purposes, student progress is measured by the following evaluation devices:
   a. Oral presentations (briefings) delivered individually and as a group.
   b. Authoring white paper
   c. Communication products (graded and non-graded)
   d. Observation of proactive skill set
   e. Peer evaluations (non-graded)

3. 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. Students must achieve a minimum passing score on each assignment before progressing in the course.

4. List of exams. All tasks will be evaluated.

5. Recycle/Elimination. Students are not eligible for recycling, and will instead be recommended for elimination. The Service is responsible for obtaining a seat in a later iteration. Any exception to this policy must be requested by the academic director and approved by the directorate.

Functional Area 1 – Public Affairs in a Joint Operational Environment				
Assessment		**TLO Tested**	**Performance Outcome**	**Weight**
Deliverable	**Research Findings Brief**	EXECUTE public affairs in a joint operational environment CONDUCT commander's synchronization planning	Given lectures, job aids, group and individual exercises, and incorporating concepts such as ● complex adaptive systems thinking; ● environmental scanning; ● communication planning (PESTLE, PMESII-PT, ASCOPE, SWOT); ● global communication analysis; and ● communication planning in a joint operational environment, the student enrolled in JIPAC should be able to ● OUTLINE a communication strategy in support of joint operations ● CONDUCT research and analysis in support of communication planning and ● REPORT influences in the operational environment to gain and maintain the competitive advantage in the operational information environment The student should also be able to earn a minimum score of 70% on the Research Findings Brief (individual and group presentations).	**20 %**
ELO(s) 1.1 OUTLINE a communication strategy in support of joint operations				

2.1 CONDUCT research and analysis in support of communication planning 2.2 REPORT influences in the operational environment to gain and maintain the competitive advantage in the operational information environment				
Assessment		**TLO Tested**	**Performance Outcome**	**Weight**
Deliverable	**Communication Strategy (Part 1 - Paper)**	EXECUTE public affairs in a joint operational environment	Given the sum of review materials provided, communication product evaluation and feedback, lectures, job aids, and handouts, the student enrolled in JIPAC should be able to OUTLINE a communication strategy in support of joint operations and earn a minimum score of 70% on the *Communication Strategy Paper*.	**15 %**
Deliverable	**Communication Strategy (Part 2 - Brief)**	EXECUTE public affairs in a joint operational environment	Given the sum of review materials provided, communication product evaluation and feedback, lectures, job aids, and handouts, the student enrolled in JIPAC should be able to verbally OUTLINE a communication strategy in support of joint operations and earn a minimum score of 70% on the *Communication Strategy Brief*.	**15 %**
ELO(s) 1.1 OUTLINE a communication strategy in support of joint operations				
Assessment		**TLO Tested**	**Performance Outcome**	**Weight**
Deliverable	**Products:** **Annex F,** **Staff Estimate,** **Proposed Public Affairs Guidance,** **Communication Products & Engagement**	EXECUTE public affairs in a joint operational environment	Given the following: ● sum of review materials provided in lectures, job aids, handouts;and ● injects and feedback (provided during the scenario exercise) including the following: 　○ articles and social media released on SimDeck; 　○ instructor/roleplayer feedback; 　○ communication product assessments; 　○ templates; 　○ reference materials; and 　○ command directives the student enrolled in JIPAC should be able to PERFORM communication strategy duties within all phases of the Joint Planning Process to promote intended messages and drive behaviors of relevant actors. The student should be able to earn a minimum score of 70% on assessments: *Annex F; Estimate; Public Affairs Guidance; and Communication Products & Engagement*.	**10 %**
ELO(s) 1.2 PERFORM communication strategy duties within all phases of the Joint Planning Process to promote intended messages and drive behaviors 　of relevant actors				

	Assessment	TLO Tested	Performance Outcome	Weight
Assessment	**Observation of Presentation Skills**	EXECUTE public affairs in a joint operational environment	Given opportunities to demonstrate a proactive skill set throughout the course and with instructor feedback, the student enrolled in JIPAC should be able to DEMONSTRATE a proactive communication skill set* that includes the application of ethical principles while maintaining a strategic mindset. The student should be able to earn a minimum score of 70% on the *Observation of Presentation Skills* Assessment.	**5 %**
ELO(s)				
1.3 DEMONSTRATE a proactive communication skill set that includes the application of ethical principles while maintaining a strategic mindset				

*A proactive communication skill set consists of behaviors provided in the rubric such as situational awareness, strategic foresight, intentional action, big picture awareness, proactive behaviors, and demonstrates a bias for action.

Functional Area 2 – Commander's Communication Planning				
Assessment		**TLO Tested**	**Performance Outcome**	**Weight**
Deliverable	**Home-Station Project**	CONDUCT commander's communication synchronization planning.	Given the sum of review materials provided in lectures, job aids, and handouts, the student enrolled in JIPAC should be able to INTEGRATE research and analysis into communication planning and earn a minimum score of 70% on the *Home Station Project*.	**25 %**
ELO(s)				
2.1 CONDUCT research and analysis in support of communication planning 2.2 REPORT influences in the operational environment to gain and maintain the competitive advantage in the operational information environment 2.3 INTEGRATE research and analysis into communication planning				

Functional Area 3 – Commander's Communication Synchronization				
Assessment		**TLO Tested**	**Performance Outcome**	**Weight**
Deliverable	**Position Paper**	CONDUCT commander's communication synchronization.	Given the following: ● sum of review materials provided in lectures, job aids, and handouts; ● opportunities to conduct communication research and analysis; and ● opportunities to practice the incorporation of communication strategies, the student enrolled in JIPAC should be able to ● INNOVATE an organizational structure based on trending and emerging technological capabilities to achieve desired outcomes in support of operations and The student should also be able to earn a minimum score of 70% on the *Position Paper*.**	**10 %**
ELO(s) 3.1 INNOVATE a communication strategy to achieve a desired outcome				

Course Design Resource Estimate

COURSE DATA:

Programmed Annual Input (FY21)

USA – 18 (38%)   USMC – 6 (13%)

USCG – 0 (0%)   USN – 9 (19%)

USAF – 14 (29%)

Course Length – 26.5 days

Total TPI Hours -212

Annual Iterations - 2

Max. Annual Output – 48

Direct Instructional Activities

CURRICULUM BREAKOUT (FY21)				
Type of Training	**Students**	**Instr Req**	**TPI Hours**	**ICH**
Administration (AD)	24	2	8	16
Lecture (L)*	24	3	57	171
Demonstration (D)	24	4	0	0
Practice Exercise (PE)	24	4	11	44
Performance Exam (EP)	24	4	136	544
Knowledge Exam (EW)	24	2	0	0
TOTALS			212	775
INSTRUCTOR COMPUTATION:				
Total Instructor Contact Hours (ICH)				775
# of iterations				2
Annual Instructor Contact Hours				1550
Supervision, Preparation and related Duties Factor				1.26
Factored Annual Instructor Hours				1953
Monthly Instructor Hours				162.75
Computational Value				145
ICH Instructors Required				1.12

* Instructor/student ratio of 1:8 for lecture required to support 55% active learning activities in non-traditional lecture methodology.

Non-Instructor Contact Hours Activity (FY 21)

Additive Computation for Instructor Non-Contact Hours per Iteration (FY21)			
Instructional Support	**# of Events**	**Avg Time per Event (in hours)**	**Hours/Iteration**
Partnership Integration	20	9	180
OSX/FTX Coordination	42	1	42
Total Additional Instructor Hours per Iteration			222
# of iterations scheduled per fiscal year			2
Total Additional Instructor Hours per Year			444
Full-Time Equivalent Hour (FTE)			1940
Instructors required for Non-Contact Hour Activities per Iteration			0.23
Non-ICH Instructors per iteration			0.23

Additive Computation for Instructor Non-Contact Hours per student per iteration (FY21)			
Instructional Support	**# of Events**	**Avg Time per Event (in hours)**	**Hours (Iteration)**
Grading Projects (Process/Performance/Product-based) (only when excessive or outside .26)	6	1	6
Total hours per student			6
# of Students			24
# of hours per Iteration			144
# of iterations scheduled per fiscal year			2
Total hours per year			288
Full-Time Equivalent Hour (FTE)			1940
Instructors required for Non-Contact Hour Activities per student			0.15
Non-ICH Hours - Student			0.15
Non-ICH Hours - Iteration			0.23
ICH Hours			1.12
Total Instructors Required			1.50
ITRO Rounding			2

RECOMMENDED INSTRUCTOR REQUIREMENT BY SERVICE

USA: .76   USAF: 0.58   USN: 0.38   USMC: 0.26

Classroom and Equipment Requirements

Light Classroom Equipment	# Per Classroom	# On-Hand	# Assigned to Course	New Requirement
Wireless interface for Mobile Device (ie: Apple TV)	1			
Projector, Overhead with remote	1			
Screen, Projection	1			
Keyboard and Mouse, Wireless (for overhead)	1			
Laser Printer, 8.5 x 11 Paper	1			
Student Desk, Ergonomic, movable (2 students per desk)	14			
Student Chair (2 chairs per desk)	28			
(I) Computer Workstation	1			
(I) Color Monitor 19" or greater	3			
(I) Table and chair, Ergonomic	1			
(I) Docking Station, Laptop	1			
(I) Computer Speaker System	1			
Collaborative software (i.e. Google Suite)	4			
WiFi capability	4			
Cart, rolling	1			
Presenter Recording System (camera, microphone, computer)	1			1
Instructor Software Light Classroom				
Software to run camera/audio with ability to broadcast a webinar	1			1
Google G-Suite	1			
Internet Browsers	1			
Microsoft Office	1			
DVD Authoring Software	1			
Adobe Master Collection	1			
Student Hardware	**# Per Student**			
Laptop with approved apps/software	1			
Transportation	**Qty per iteration**	**# Students per vehicle**		
Van, 12 passenger	2	12		

Consumables	Total # Required			
Stand (butcher block paper and Chart-Pak)	1			
Pen (ink-black)	24			
Pencils	24			
Dry erase marker (set)	2			
Paper refills (butcher block paper and Chart-Pak)	4			
Paper , Copier (cases)	5			
Folders (2 pocket)	24			
Reference Materials (Books)	**# Per Classroom**	**# On hand**		
Garcia, Helio Fred. (2012). The Power of Communication. Pearson Education Inc.	24	24		
Lukaszewski, James E. (2010). Why Should the Boss Listen to You. The seven Disciplines of the Trusted Strategic Advisor. Jossey-Bass	24	24		

Contract Support Requirements	# Per Iteration	# of hours required per day	Number of Days	# of Iterations
Role players	7	8	9	2
Guest speakers	20			2

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