



2007



Army in Korea

# Army Family Action Plan (AFAP) Conference



## Training Workbook



## 2007 ARMY IN KOREA AFAP CONFERENCE

This training workbook had been prepared to assist you in meeting your objectives as part of the facilitation team for the Army Family Action Plan conference.

Your work group is representative of the Total Army Family and can make a real difference in the quality of Army family life.

**Work Group Goals:** To identify and prioritize soldier and family issues for Army leadership in reshaping the Army for the 21<sup>st</sup> Century.

**Work Group Objectives:** Prioritize and develop three to brief out during the final "Report Out" session of the Conference.

During the "Report Out," delegates select the top five issues.

Each delegate will complete a survey assessing program effectiveness for MWR and ACS functions.

To assist you in meeting your work group objectives, the following pages are included:

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**DEPARTMENT OF THE ARMY**  
HEADQUARTERS, EIGHTH UNITED STATES ARMY  
UNIT #15236  
APO AP 96205-0009

REPLY TO  
ATTENTION OF:

EACG

23 March 2007

MEMORANDUM FOR AFAP Participants

SUBJECT: The 2007 Army in Korea Army Family Action Plan (AFAP) Conference

1. Welcome to the 2007 Army in Korea Army Family Action Plan (AFAP) Conference. Your participation at this conference is critical to the AFAP process. The AFAP is input from the people of the Army to the Army leadership. It's a process that lets you – the Soldiers, civilians, and family members say what's working and what isn't - AND what you think will fix it. It alerts commanders and Army leaders to areas of concern that need our attention and it gives us the opportunity to quickly put plans into place to work toward resolving the issues.
2. The AFAP is a process that works. Each AFAP success story originated as an idea that someone decided to pursue with almost 500 issues entered into the AFAP over its 24-year history. Some AFAP Success Stories:
  - Servicemembers' Group Life Insurance increased from \$50,000 to \$200,000.
  - Basic Allowance for Housing increased by 11% -- part of a plan to eliminate out-of-pocket housing costs by 2005.
  - Family Separation Allowance was increased from \$75 to \$100 per month.
  - Family Support Groups were institutionalized.
  - Programs like Army Family Team Building (AFTB) and Better Opportunities for Single Soldiers (BOSS) were born.
3. The conference agenda is quite robust and is filled with essential tasks. Therefore, we ask that you remain focused on evaluating, prioritizing, and reporting the top issues. As a Facilitator, Recorder, Transcriber, Issue Support, or Staff, you have the important task of guiding the groups to ensure that quality products are produced. A trained staff of highly qualified volunteers is available to answer any questions and guide you through the process.
4. As Commander, Eighth United States Army it is my pleasure to welcome you to the 2007 Army in Korea AFAP Conference. Thank you for taking time out of your busy schedule to attend this conference. Your participation will improve the standard of living within our community and will directly impact Korea and the Army family for years to come.

A handwritten signature in black ink, appearing to read "D. Valcourt", with a long horizontal stroke extending to the right.

DAVID P. VALCOURT  
Lieutenant General, USA  
Commanding

2007 Army in Korea  
**Army Family Action Plan**

**AGENDA**

Dragon Hill Lodge, Yongsan Korea  
22 – 25 April 2007

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**Sunday, 22 April 2007**

**[FRTI's, Alternates, Program Managers and AFAP Staff]**

1300-1500 Registration, Ice Breaker, and Overview of AFAP at the Dragon Hill Lodge, Mezzanine Level, Pagoda Room  
1500-UTC Check-in at DHL

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**Monday, 23 April 2007 (TRAINING)**

**[FRTI's, Alternates, Program Managers and AFAP Staff Training]**

0800-1000 Roles, Group Dynamics, Effective FRTI Teams: Naija Ballroom C  
1000-1015 Break  
1015-1130 Issue development  
1130-1200 Break-out training  
\*Facilitator/Recorder  
\*Transcriber  
\*Issue Support  
1200-1245 Lunch  
1245-1530 Practice Work Groups  
1530-1730 Set Up Group Rooms\* and Free Time  
1730-1830 FRTI Teams and Delegates Go to Group Rooms\*  
1900-2000 Conference Reception (All Participants and Invited Guests):  
Mezzanine Bridge

**[SME Training]**

0800-0830 Check-in and Receive Packet: Mezzanine Bridge  
0830-1030 AFAP Overview, Roles, Expectations: Naija Ballroom A

**[Delegate Training/Overview]**

1500-1600 Delegates check in and receive packets: Mezzanine Bridge  
1600-1730 Roles, Overview of Week, Issue Development: Naija Ballroom B  
1730-1830 FRTI's and Delegates Go to Group Rooms\*  
1900-2000 Conference Reception (All Participants and Invited Guests)

**Tuesday, 24 April 2007 [All]**

0800-0830 Continental Breakfast  
 0830-0900 Opening Ceremony (Seated By 0825)  
 0830-0845 AFAP Manager Opening Remarks/Introduction of BG Aycock  
 0845-0855 BG Aycock's Remarks  
 0855-0915 Break and Movement to Work Group Rooms\*  
 0915-0945 Observer Briefing  
 0915-1200 Work Groups  
 0945-1000 Break  
 1200-1300 Lunch  
 1245-1300 FRTI's and Staff Meeting Fountain View Room  
 1300-1700 Work Groups  
 1430-1445 Break  
 1500 Second Issue Draft Due  
 1600 Name of Spokesperson due to Office  
 1630 Spokesperson Rehearsal  
 1630-1700 Group Wrap-up  
 1700 Delegates and SMEs Released for the Day  
 1715 FRTI, Staff, and Program Manager Meeting Fountain View Room

**Wednesday, 25 April 2007 [All]**

0800-0830 Continental Breakfast  
 0830-0930 Work Group Wrap-up  
 0930-1015 Presentation of Certificates to Participants  
 1015-1030 Break and Move to Naija Ballroom for Out Brief and Closing Ceremony  
 1030-1035 AFAP Manager Remarks  
 1035-1115 Out Brief  
 1115-1140 Introduction of and Remarks by LTG Valcourt  
 1140-1200 Conference Closing  
 1200 Delegates and SMEs Released  
 1230-1400 FRTI, Staff, and Program Managers Appreciation Luncheon and AAR at Sorabol House

*Note:*

*	<b>Force Support &amp; Entitlements</b>	<b>Medical, Dental &amp; Family Services</b>	<b>Housing, Relocation, &amp; Employment</b>	<b>Youth</b>
<b>Room</b>	Naija Ballroom B	Naija Ballroom A	Naija Ballroom C	Fountain View Room

# THE AFAP PROCESS

## Background

The AFAP is a grass root process that identifies issues of concern to the America's Army family. It determines actions necessary to resolve the issues and assigns responsibility for the actions to the proper Army staff (ARSTAF) agency. The focus of the process is at three distinct levels: Installation, Major Army Command (MACOM), and the Department of the Army (DA).

## Installation AFAP Process

The AFAP process begins at the installation or community level. Installation AFAP coordinators direct the AFAP process. Each installation conducts an annual conference. Members of the community identify, develop, and priority issues. This step allows every member to make a contribution to the process. Many issues introduced at the Area AFAP conference are specific to the installation and may be resolved on the spot by the Area Commander through the proponent organization. Issues that can be resolved at the installation level are developed with required actions, published in the Area Action Plan, and assigned to the office that has responsibility for the issues. The Area Steering Committee will review the issues and monitor them until they are resolved. Issues beyond the scope of the Area Commander that require a higher level of authority will be forwarded to the MACOM, Eighth United States Army Korea, for resolution.

## MACOM AFAP Process

The MACOM AFAP coordinator manages the MACOM AFAP program. The MACOM conducts a biennial conference to review issues forwarded by the installations. The MACOM conference will include representation of the tenant units. Issues that can be resolved at the MACOM level are developed with action plans, published in the MACOM AFAP, and assigned to the office that has responsibility for the issues. Issues beyond the scope of the MACOM that require a higher level of authority are forwarded to the DA for resolution.

## DA AFAP Process

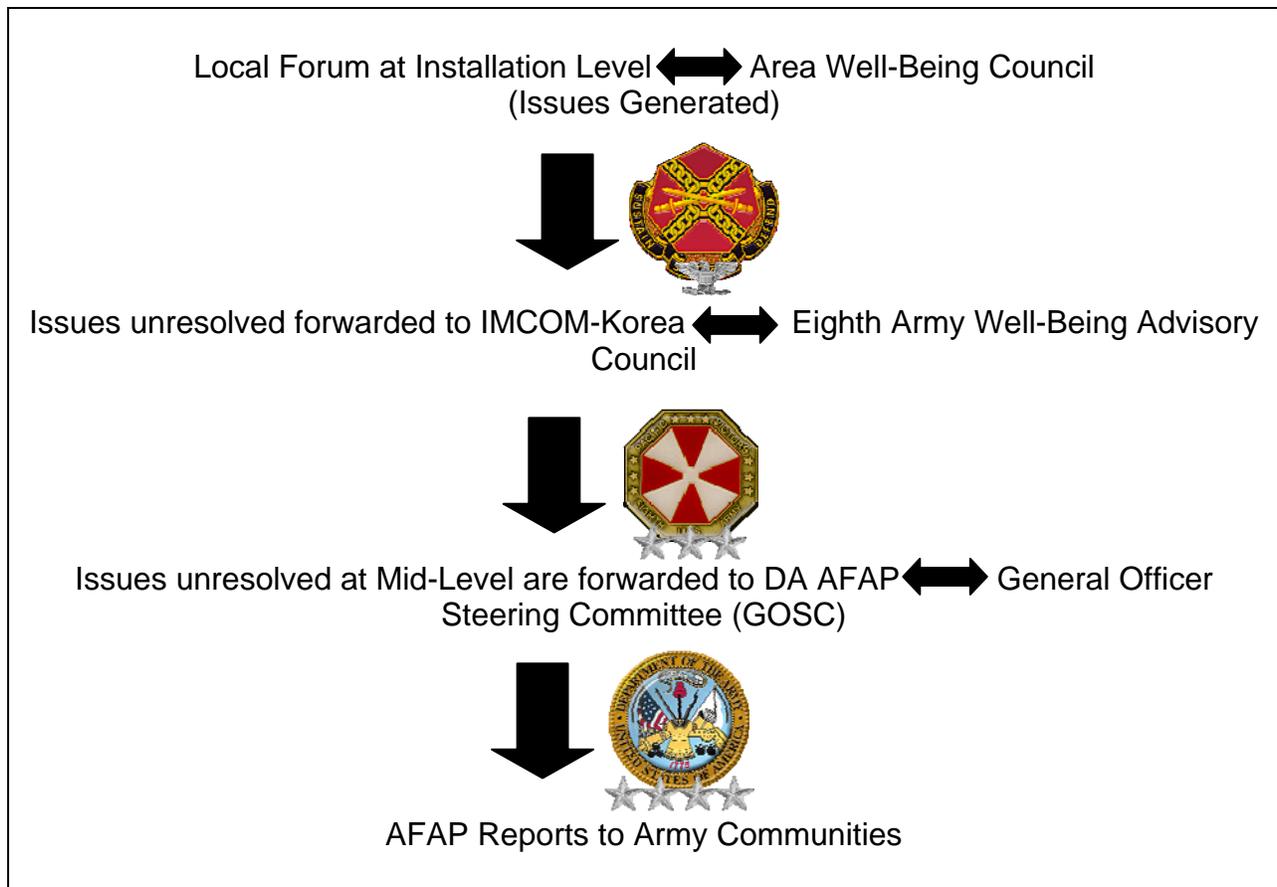
Issues requiring DA, Department of Defense (DOD) or Congressional action to be resolve are sent to the United States Army Community and Family Support Center (USACFSC) through the MACOM AFAP Coordinator. They are then presented at the DA AFAP Planning Conference.

The DA AFAP, following the DA AFAP Planning Conference, is coordinated and published biennially in the form of a circular. The goals of the conference are to provide information on the implementation of DA AFAP issues and identify and prioritize military leadership, soldier, and family issues that reflect total military family needs. The DA

AFAP plan, in the form of a circular, is coordinated and published biennially following the DA AFAP Planning Conference.

The AFAP General Officers Steering Committee (GOSC) meets semi-annually to review and determine the status of issues recommended for completion or deletion. The Vice Chief of Staff of the Army chairs the GOSC meeting. The voting members are representatives of the principal Army Staff Agencies. Non-voting members are representatives of MACOMs and specified military and DOD agencies. A general officer from the lead agency, or a civilian of equal rank, briefs the scheduled DA AFAP issues. The GOSC determines the issue status as active, completed, or deleted. It also provides lead agencies guidance and direction on the management of issues. Active issues are briefed twice per year at an in-progress review.

Feedback from the AFAP Planning Conference and issues already in the plan are provided in the DA AFAP after-conference report and the circular. Both publications are distributed Army-wide.



# THE TOP 10 QUESTIONS

**Q: What is the Army Family Action Plan (AFAP)?**

**A:** The Army Family Action Plan is a grass root process that directs actions to enhance readiness and increase retention by improving the quality of life for soldiers and their families. It stands as evidence of the Army's commitment to America's Army and demonstrates official recognition and attention to Army quality of life issues.

**Q: What is my role as a delegate?**

**A:** You represent America's Army family, whether you are a soldier, retiree, family member, or civilian. As a member of America's Army family, you can present your ideas to make things better, as well as those ideas of the component group you represent (single soldier, sole parent, dual military, National Guard, Reserve, spouse, retiree, civilian, or youth). You will participate in your assigned work groups, with trained facilitators, to identify and prioritize issues for Army leadership that reflect America's Army family needs. Your perspective on each issue is valuable – make sure you “speak up” and get it on the table.

**Q: If this is a “family” forum, why will single soldiers be here?**

**A:** When the term “family” is used in the context of AFAP, it does not mean the traditional Mom, Dad, and kids. The AFAP “family” includes soldiers (single, dual military, sole parent, National Guard, Reserve), retirees, civilian employees, and family members (spouses, youth and surviving family members) as components of America's Army family.

**Q: Why can't I choose the work group I want to be in?**

**A:** Every effort is made to have an equal distribution of representatives from America's Army family (active and Reserve components, family members, retired, and DA civilians) in each work group. Your particular status provides for a unique and objective perspective on all issues in any work group.

**Q: What should I do in the work group?**

**A:** You will participate by evaluating and prioritizing issues, discussing implications and ramifications, validating that the issues meet the required criteria; and working with subject matter experts to clarify issues and define measurable objectives. You should search for solutions to issues that build on self-reliance and lobby for what is best for America's Army family.

**Q: What happens to all the issues that are forwarded to the conference?**

**A:** The appropriate work group reviews all the issues. The issues selected for presentation to the Army leadership (up to three per work group) are reported out the end of the conference. The remaining issues that are returned to the installation with the work group's disposition as to why the issue didn't make the group's top three. If the work group felt an issue met the criteria, but just wasn't one of their top three, the Installation's encouraged to resubmit the issues for the following year.

**Q: What should I do during the conference?**

**A:** Represent your family, friends, co-workers and neighbors. Participate and share your ideas – don't be afraid to contribute. Help keep the discussion on track.

**Q: What should I do after the conference?**

**A:** Return to your families, friends, co-workers, and neighbors and help explain the Army's message that the Army cares about soldiers and their families. Stay involved in every aspect of the AFAP and your community. You can fix a vast number of problems within the family arena by simply being involved. Encourage and support initiative and imagination to solve community and quality of life problems.

**SPREAD THE AFAP WORD – GIVE EVERYONE AN OPPORTUNITY TO PARTICIPATE!**

# **ROLES & RESPONSIBILITIES FACILITATOR**

## **ROLE**

- Manage the group process to achieve the goals.
- Serve as the neutral steward of the group.
- Direct the activity of the group.
- Stimulate group discussion.
- Help bring out the ideas of others, but do not evaluate ideas.
- Ensure concise and precise wording of proposed issues and recommended solutions.
- Focus energy of the group on a common task.
- Suggest alternative methods and procedures.
- Protect individuals and their ideas from attack.
- Encourage everyone to participate.
- Help group find win/win solutions.

## **TECHNIQUES**

- Clearly define group participants' roles and get agreement on these roles at start of issue development phase.
- Ask helpful questions.
- Boomerang questions back to group members.
- Be positive; compliment the group on efforts.
- Support and keep Subject Matter Experts in their roles.
- Support and keep Recorders and Transcribers in their roles.
- Be flexible.
- Help the group understand the group process.

## **CAUTIONS**

- Do not evaluate or contribute ideas.
- Listen at least twice as much as you speak.
- Be positive, not defensive.
- You are human; do not be afraid to make mistakes.

# HELPFUL HINTS FOR FACILITATORS

## FACILITATION SKILLS ALLOW YOU TO

- Get a group to focus on a common problem and a common process.
- Protect group members and provide everyone an opportunity to participate.

## FACILITATION FUNCTIONS

- Lower anxiety for some group members.
- Create a "contract" for behavior with the group.
- Agree to remain neutral.
- The group agrees to help you stay in your role.

## SILENCE IS GOLDEN

- A little silence is OK. They are thinking-let them alone.
- Different silences mean different things. Are they pondering a point? Confused? Tired? Bored?

## DON'T ABUSE YOUR POWER!

- Don't talk too much.
- Don't answer your own questions. The group will start to expect it and participation will drop.

## ASK FOR HELP

- If you want suggestions about where to go next-ask the group.
- If nobody comes up with anything after a few minutes, ask if it is time to move to the next agenda item or approach the current item from another perspective.

## TAKE THE BULL BY THE HORNS

- Sometimes it is appropriate to be forceful, other times not.
- If you take too much responsibility for the group, they will become dependent or may revolt.
- If you take too little responsibility, the group may lose focus.
- Adhere to the group norms.

## HOW TO ENSURE PARTICIPATION

- Make sure all group members have the opportunity to participate.
- Keep participants non-judgmental in attitudes towards each other.
- Maintain a positive atmosphere.
- Be a cheerleader and a mentor.
- Be open to new and unusual ideas. Facilitation Team Training Handbook

## FEAR-THE TRUST ISSUE

- People are afraid to be put down.
- If participants are not secure, they may choose not to participate.
- Avoid putting participants on the spot but create the opportunity for quiet members to speak.

## **EVALUATION VS PARTICIPATION**

- Keep feedback on a constructive level.
- Manage the verbal and nonverbal negative feedback.
- Manage group to achieve positive interaction throughout conference.

## **LYING DOESN'T HELP!**

- Call it as you see it.
- Compliment good performance but identify stalemates and problems, as they exist.
- Be sincere.
- State criticism positively to help participants focus and become more productive.

## **REPETITION-Plus & Minus**

- Plus-it reinforces points made and solidifies the group decision process.
- Minus-it is redundant, repetitive and causes the group to stay on an issue that has already been resolved.

## **THE FILIBUSTER**

- Interrupt effectively.
- Move quickly to solve the problem.
- Don't let the quiet ones be left out.
- Avoid the Expectation Theory-participants come to the group expecting the "smart ones" to dominate the meeting, and the "smart" members will expect the rest of the group to be passive and "listen to me."

## **CONTROL-How to Get It, When to Give It**

- Adhere to the group norms ruthlessly.
- Protect group members--don't let others "fire" on them with personal attacks.

## **SEE YOURSELF THROUGH OTHERS' EYES**

- You are never off stage as a facilitator.
- Be aware of your appearance, body language, movements, and verbal cues.
- Off-stage conversations may not be off-stage.

## **REMAIN NEUTRAL AND BUILD TRUST**

- Obtain "operational neutrality"-as far as the participants are concerned, you are not letting your feelings influence the course of the meeting or its results.
- Strive for win/win solutions.

## **KEEP QUIET**

- Use reflective listening.
- Remind the group of your neutral role.

## **SUCCESS DOESN'T DEPEND ON YOU**

- Don't try to "save" the group.

- Don't take all the responsibility.

#### **WHEN TO STEP OUT OF ROLE**

- Be very careful about stepping out of your role.
- Do it only when the trust level is high, the group is small, and you have essential information.
- Get permission to step out of your role and then re-enter quickly.

#### **ADMIT YOUR FALLIBILITY**

- Be honest.
- You are not alone! If you maintain your honesty, people will stick with you.
- If you are in trouble-ask for help.
- If your role is wearing you out, let the group know and take a break.
- Maintain your sense of humor.

#### **IF YOU HAVE A REAL PROBLEM**

- Call the conference staff!

## FACILITATING TECHNIQUES

Your role during a group discussion is to facilitate the flow of communication between participants. Although it is not necessary to interject your comments after each participant speaks, periodically assisting the group with their contributions can be helpful. Here is a ten-point guide to use as you lead group discussion.

1. **Paraphrase** what a participant has said so that he or she feels understood and so that the other participants can hear a concise summary of what has been said.

*So, what you are saying is that families who live in civilian communities in remote location incur a significant amount of unanticipated expenses.*

2. **Check** your understanding of a participant's statement or ask the participant to clarify what he or she is saying.

*Are you saying that this plan is not realistic? I am not sure that I understand exactly what you meant. Could you please run it by us again?*

3. **Compliment** an interesting or insightful comment.

*That's a good point, I'm glad you brought that to our attention.*

4. **Elaborate** on a participant's contribution to the discussion with examples, or suggest a new way to view the problem.

*Your comments provide an interesting point from a family member's perspective. It could also be useful to consider how a commander would view the same situation.*

5. **Energize** a discussion by quickening the pace, using humor, or -if necessary- prodding the group for more contributions.

*Oh my, we have lots of humble people in this group! Here's a challenge for you. For the next two minutes, let's see how many ways you can think of to communicate with other military families in your area.*

6. **Disagree** (gently) with a participant's comments to stimulate further discussion.

*I can see where you are coming from, but I'm not sure that what you are describing is always the case. Has anyone else had an experience that is different from Jim's?*

7. **Mediate** differences of opinion between participants and relieve any tensions that may be brewing.

*I think that Susan and Mary are not really disagreeing with each other but are just bring out two different sides of this issue.*

8. **Pull together** ideas, showing their relationship to each other.

*As you can see from Dan and Jean's comments, personal goal setting is very much a part of time management. You need to be able to establish goals for yourself on a daily basis in order to more effectively manage your time.*

9. **Change** the group process by altering the method for obtaining participation or by having the group evaluate ideas that have been presented.

*Let's break into smaller groups and see if you can come up with some ways to create ways to access information about local doctors and dentists in areas far from military bases.*

10. **Summarize** (and record, if desired) the major views of the group.

*I have noted four major reasons that have come from our discussion as to why commanders do not delegate: (1) lack of confidence, (2) fear of failure, (3) comfort in doing the task themselves, and (4) fear of being replaced.*

## **ROLES & RESPONSIBILITIES RECORDER**

As the recorder, you are capturing the group's basic ideas on paper in full view of the group. Be sure to use the speaker's words and record enough of what the speaker says to enable the group to remember what was said. The recorder creates the work group memory – where information and agreements are stored and retrieved as the group discusses goals, problems, ideas, or basic information. The charts are taped to the wall for all to see. The recorder is key in helping the group create a shared information base, maintaining focus, and building consensus.

Be sure to listen for key words; if you lag behind, ask the speaker to slow down or repeat so that you can catch up. Write clearly and make any corrections non-defensively. Abbreviate words whenever possible so as not to slow the group down.

### **ROLE**

- Capture basic ideas on paper in full view of the group.
- Use the words of the speaker.
- Record enough of the speaker's ideas to be understood.
- Remain neutral.
- Support facilitator.

### **TECHNIQUES**

- Listen for key words.
- Try to capture basic ideas - the essence.
- If you lag behind, stop the group and ask individuals to repeat or slow down.
- Abbreviate words.
- Make corrections non-defensively.
- Print/write at least an inch and a half high.
- Vary colors; use colors to highlight; divide ideas, underline.
- Vary size of printing.
- Use outline form.
- Use stars, numbers, dots, etc.
- Number all sheets.

### **CAUTION**

- Do not contribute own ideas.

## GUIDELINES FOR GROUP RECORDERS

1. Aim to record exactly what is said without interpreting or editing it. Do not try to say it better or add in your meaning.
2. Focus in being invisible. If you are working with another person who is handling the facilitation or leading the meeting, avoid the temptation to help the facilitator lead the group in task completion.
3. Ask questions only when you did not hear what was said, or when what was said seems important but was not stated clearly.
4. Write quickly and legibly. Try to make letters 3 to 4 inches tall. Using all caps makes it easier for the group to read the chart. Keep up with the conversation. Don't worry about spelling; take your best guess - don't stop to ask someone how a word is spelled. There is no spell check!
5. Keep questions brief and simple. Example: "Would mind repeating that?"
6. Record key words and phrases exactly as they are said, but don't try to write down everything that is said. Feel free to abbreviate words.
7. Use different colored markers to make the charts more readable. Use underlining in a distinct color to emphasize key ideas.
8. Test all the markers before wing them. Discard those that are worn. Use bold colored markers so your writing is clearly visible to those in the back of the room. Be sure the markers are water-based so they won't bleed through to the under paper or wall.
9. Number the chart pages sequentially. Write the number in the upper right-hand corner of each page. Number the paper before ripping it from the pad.
10. You can draw boxes or circles around key items. Highlight certain words or items with underlining, stars or arrows. As you get more into recording, try using graphics to illustrate points - if you feel comfortable do so.
11. Tear off the chart pages slowly, so that they cleanly tear at the perforation all the way across the page.
12. Before the session, tear off 20 to 40 strips of masking tape and affix them to the side of the flip chart. Then, just before tearing off the page, put two pieces of tape on the upper right- and left-hand corners of the paper. Tear off the sheet with the tape on in, and mount the paper on the wall. Keep your own roll of tape handy. (Maybe on your wrist as a "bracelet.")

## GREAT TIPS FOR RECORDERS

*Tools: As a recorder, you will need:*

- easel and paper
- masking tape
- markers
- wall space

Keep important charts on display throughout the session.

Chart-making techniques:

- precut small pieces of tape and put on edge of easel.
- wear roll of masking tap as a bracelet.
- hold a variety of colored markers.
- use different colors to distinguish issues/topics.
- Print/write an inch and a half high.
- vary the size of printing/writing to emphasize topics or keywords.
- put several blank sheets between prepared charts.
- number each chart.

Print in large capitol letters if you have trouble with your handwriting. Focus all attention on listening and writing legibly and accurately.

The advanced tearing trick: with the left hand, grip the flip chart right above the perforation in the upper right-hand corner of the chart. Press hard with the left thumb and put pressure on the corner. With the right hand, grip the bottom left corner of the page. Tear the page slowly at first then jerk it quickly. This technique results in a cleanly torn sheet. Makes a recorder look like a pro, even the first time out.

Stand facing the flip chart or to the side at all times, except when tearing pages and mounting them. Never turn your back on a flip chart or walk backwards. Walking backwards near the chart inevitably leads to tripping over the chart and/or knocking it down.

Prior to the beginning of the session, tear multiple pieces of masking tape and affix them to the back of the flip chart. Put two pieces of tape on the page just before it is torn off the flip chart. This saves time and prevents fumbling with a roll of tape when hanging the chart. When sticking the tape on the wall, "rub it down," using the thumb or a marker cap so that it adheres well.

Use bold, darker colors such as black, green, and blue to make the chart more readable. Never use more than three colors on a page. Lighter colors, like yellow or pink can be used to highlight a key concept.

A note on colors:

BLACK: bold and clearly read - has no color - is the most used

BROWN: strong and earthy - feels solid

RED: stands out - excites -emotional -too much can be disturbing

ORANGE: friendly - cheerful - good highlighting color  
YELLOW: too light for lettering - an attention getter - highlighter  
GREEN: earthy - friendly - healing  
BLUE: cool and mellow - basic recording color  
PURPLE: has the cool of blue and hot of red - rich color - stands out

Stick to basic graphics. Use bullets or an arrow for listed items and a border around a page or paragraph that has one block of data or an important idea.

A note on Graphics:

POINTS: fixes attention

SQUARE: suggests solid organization

ARROW: indicates an organized action - can show activity

Either labels or white one-inch correction tape can cover up mistakes.

Different colored dots and other types of stickers can be used to indicate choices on brainstorm lists.

## **ROLES & RESPONSIBILITIES TRANSCRIBER**

Using a laptop computer, the transcriber takes notes of the work group proceedings. These notes capture the general discussion; they are not expected to be verbatim. The transcriber will provide a copy of the daily notes to work group members to help jog their memories and provide continuity of thought. The notes may be distributed at any time but, at a minimum, they should be given out the morning following the previous day's proceedings. A photocopier is available in the operations center.

The transcriber will also produce the work group's final product, using the data projector to allow the whole group to see the issue paper in progress (or disposition, speech, slide, etc.) on the screen as it is being composed and typed. This enables all members of the work group to participate in the development process.

Transcribers need to be comfortable with their equipment and with the slide and issue paper templates furnished by the work group coordinator. Don't hesitate to seek assistance from the conference staff - the ADP technician and work group coordinator are available for just that purpose.

During work group sessions, ask for additional information if you believe you haven't captured the whole picture. Although the recorder also takes notes, you may each notice something the other does not; the two roles each serve distinct purposes.

As you are typing issue papers or slides being developed by the work group, you should keep the issue development standards in mind, and, if you detect a deviation, you should alert the issue support person or facilitator to the problem. You may also ask the group for permission to comment in order to point out deviations from issue development standards; however, speaking out should be minimized.

Remembering to stick to the process and not contribute to content is important for transcribers as well as for all work group management team members. Finally, a practical and important reminder: secure the laptop, printer, and data projector when they are not in use.

## **ROLES & RESPONSIBILITIES ISSUE SUPPORT PERSON**

Monitoring the group's development of the issues and ensuring that appropriate development standards are followed are your primary responsibilities. In doing this, you may need to guide the group in their construction of clear, concise issues and offer suggestions as to how to make the issues stronger. Your contributions should apply only to clarity, not content. Your help will also be needed in writing the dispositions for those issues not recommended for acceptance into the AFAP program. To that end, you will want to make notes as the work group discusses and decides upon each issue.

### **In assisting the group, be sure to:**

- Check the AFAP Issue Update book to guard against duplicating an existing issue
- Ensure the issues follow the AFAP Issue Checklist
- Caution against creating a "mega" issue should that begin to happen
- Refer to your notes as necessary when the group is developing the issues to remind the group of their initial intent as the issues were discussed
- If the group is stuck, suggest wording to articulate their intent but avoid stepping over the line and developing the intent
- Be positive and encouraging

# **ROLES & RESPONSIBILITIES DELEGATE**

## **ROLE**

- Represents the FORSCOM Army family.
- Identify issues and recommends solutions.

## **TECHNIQUES**

- Discuss implications and ramifications with group.
- Obtain information from Subject Matter Expert in the group.
- Keep the Subject Matter Expert neutral and non-defensive.
- Keep the Facilitator and Recorder neutral and out of the discussion of content.
- Ensure ideas are recorded accurately.
- Focus energy on the purpose of the work group.
- Respect and listen to other individuals.
- Stay objective; keep an open mind.
- Respect group norms.

## **CAUTIONS**

- Be positive, not negative.
- Organize your thoughts and logically present your ideas without being defensive.
- Wait until the other person has finished speaking. Ask for clarification if needed.
- Let the Subject Matter Experts do their job. Do not assume their role.

## **ROLES & RESPONSIBILITIES SUBJECT MATTER EXPERT (SME)**

SMEs are responsible for helping the group make informed decisions, advising the group, and assisting in development of the issues and recommendations. In this capacity, you are the "information expert" not a persuader. While you are expected to provide the group with the reference materials it needs and offer your knowledge about how to make recommendations, it is not your prerogative to tell the group that its issues are "silly", "being taken care of", or are simply "not issues". You're expected to be positive and open to ideas. Do not offer to work issues off-line; it will compromise the integrity of the process.

### **ROLE**

- Advise the group.
- Help the work group make informed decisions.
- Assist work groups to describe issues and develop solutions.
- Provide knowledge about how to make recommendations to resolve issues.
- Suggest alternative courses of action.
- Support the group with what the group wants.
- Supply the appropriate reference materials for the work group (regulations, pamphlets, circulars, policy letters, etc.).

### **TECHNIQUES**

- Support the group in the issue development process
- Remain neutral and don't lobby for an issue that benefits your program
- Be helpful
- Be positive and open to ideas
- Be part of the group process

### **CAUTIONS**

- Don't try to run the show
- Don't let your ego become involved
- Don't be defensive

## **ROLES & RESPONSIBILITIES OBSERVER**

As an observer, you should remain quiet and merely watch the proceedings. Staying in the background and not calling attention to yourself enables the group to work effectively without undue interference.

### **ROLE**

- Observe proceedings.
- Remain neutral.
- Stay in the background.
- Remain an outsider.

### **TECHNIQUES**

- Be unobtrusive
- Remain silent, even if the group is wrong and you know it
- Be aware of your body language and remain neutral

### **CAUTIONS**

- Do not get involved with the group in any way
- Do not indicate approval or disapproval
- Do not discuss issues with the group

# WORK GROUPS

## PROCESS

The AFAP work group process includes:

- Delegates to work the issues.
- Facilitator to assist the group in keeping on task.
- Recorder to record the proceedings on paper.
- Subject Matter Experts to provide subject knowledge.
- Observers who will observe the work group process.

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## PURPOSE

The work group is not a forum for complaints. The purpose of the work group is to:

- Review the issues submitted from the field.
- Identify and prioritize issues important to the quality of life for America's Army family.
- Provide creative solutions that are low cost and high payoff.

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## WORK GROUP NORMS

Group norms are general guidelines for the individual and the group. The group as whole should agree on the norms at the beginning of the process. When group members are ignoring norms, the facilitator or other group members can refer the group back to the norms. This will help to keep the group moving forward in a positive manner. Post your list of work group norms in a visible place in your break-out room.

The following are some suggested norms. The group should be given the opportunity to add to the list.

- Focus on issues that impact the community or the entire Army, not isolated situations or personal problems.
- Be concise, specific about issues. Validate issues through facts and the impact on a broad group.
- Recommend realistic and attainable solutions.
- Start and stop on time.
- If you have a questions, ask; do not assume
- Participate - one person at a time.
- Be a good listener.
- Quiet people need a chance to talk.
- Respect people and their ideas.
- Be open minded and respectful of others; no personal attacks.
- CONFIDENTIALITY.
- Be healthy. If you have to smoke, go to a designated area.
- Treat everyone as an equal. Do not use military rank.
- No cell phones or pagers.
- Have fun!!

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## HOW TO MANAGE THE GROUP

Keep the reins loose at first: When you facilitate a new group, it's a good rule to let the group begin by struggling with the decision of where it wants to begin and how. When people become convinced that you are there to help them and that they need your help, you can start being more emphatic without stepping out of your role. Continue to ensure that all group members are constantly clear about what's "what" and what's "how." If there is confusion, stop and clear it up. Emphasize the transition from one process to the next: "Okay, now we'll stop brainstorming and start evaluating." "We're moving on to item four." "Okay, now it's your turn." These little jumps are simple and unconscious for the mind of an individual, but infinitely more complex for a group of minds to grapple with. They need to be explicit and conscious.

- Move on or slow down: Since you are not trying to solve a problem or make a decision yourself, you can more easily diagnose when your group is getting hung up and when it's time to try something else and move on. As the facilitator, you must constantly ask yourself and your group: Are we getting anywhere? Is it time to move onto a different topic? You must:
- Slow the group down when it picks up speed and starts to miss important points or make hasty decisions.
- Act as an energizer when people lose interest or show signs of frustration. You can pump the group up with your energy by using movement and showing enthusiasm.
- Be aware of the group's many possible moods. Stay in contact with their happiness and sadness, exhilaration or frustration, friendliness or hostility, peacefulness or anxiety. Empathize with your group and try to stay on their wavelength.

### *What if it Seems That Nothing is Happening?*

Silence is golden. Different silences mean different things. Are they:

- pondering a point?
- confused?
- tired?
- bored?

Check out what's happening. Ask! Is everyone bored? What's going on? Is everything all right?

Don't talk too much; don't answer your own questions. The group will start to expect it and consider you "in charge."

### *Ask for Help*

If you really want some suggestions about where to go next, ask them. If nobody thinks of anything after a couple of minutes, prime the pump with a question like, "Could we move to the next agenda item?", or attack the existing item from another perspective.

### *Take the Bull by the Horns*

Sometimes it's appropriate to be forceful, other times not. If you take over too much, your group will rely on you too heavily or revolt if they feel you are taking part of their responsibilities. If you don't control enough, your group might lose its focus.

### *How to Encourage Participation*

The two participation problems:

- Getting In. You must make sure that each group member has a chance to be heard fairly. No judgmental behavior from group members. Avoid "yes, but. .."
- Maintain a positive atmosphere and your group will maintain a positive work environment. Be a cheerleader, mentor, and facilitator.

Fear - the trust issue: People are afraid of being insulted; if they feel insulted, they tend not to participate. Avoid putting people "on the spot" but create the opportunity for quiet members to speak. Always adhere to the ground rules.

### *Evaluation vs. participation*

- Avoid verbal and nonverbal negative feedback. This rule applies to all group members -- present or not -- work sessions and breaks, after work, before you start. You are never off stage when you are a facilitator.
- Call it as you see it: Compliment good performance, but identify stalemates and problems, as they exist.
- Be sincere; the group members will know if they are doing well. If you indicate they are doing well when they are not, it will reduce your credibility. State your criticism positively so it helps them focus and become more productive. "It looks like we're getting bogged down. We were doing fine a while ago (or on the last issue), but we got bogged down. Some of you look like you have tuned out. Let's go back and review the group memory to see how we got off track. I think we can still head in the right direction. Remember what we are trying to do here."
- Repetition - good and bad:
- Good - it reinforces points made and solidifies the group 's decision on its direction.
- Bad - it is redundant, and causes the group to stay on an issue that has already been resolved.

### ***Points to Remember***

- Remain neutral and build trust. No one can be totally neutral but do your best. Obtain "Operational Neutrality." As far as the participants are concerned, you do not let your feelings influence meeting results. Strive for "win/win" solutions.
- Keep quiet and use reflective listening. If you need to, remind your group of your role to remain neutral.
- Success doesn't depend on you don't try to "save" your group, and don't take all the responsibility.
- Know when to step down: Ask for an extension of effort and then decide what to do.
- Be very careful about stepping out of your role. Do it only when trust level is high.
- Get permission to step out of your role, and then reenter it quickly.

- Admit your mistakes: Be honest and maintain a sense of humor. You are an actor: tell the group when your role is wearing you out and you need a break. If you are in deep trouble, ask for help. You are not alone; if you're forthright, people will stick with you.

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## CHARACTERISTICS OF EFFECTIVE GROUPS

1. All group members work toward the building of a "learning team." This becomes the "shared vision." A learning team constantly works to have good group process which they believe leads to maximized learning for each and every group member.

2. Everyone feels and takes responsibility for the group's success.

3. The group sees a relationship between their work and rewards.

4. The group knows and uses good group process behaviors as follows:

- Learn and practice specific roles.
- Learn to deal with conflict and practice these skills.
- Communicate clearly and directly with each other.
- Ask for clarification instead of letting discussion go on.
- Do not pre-judge each other.
- They value differences.
- The focus on content and group process; not just on content.
- They stay systematic and focused.
- They work for collaboration believing that collaborative individuals can meet their personal goals while simultaneously improving personal relationships and group process.
- They understand that conflict helps them get to know each others views which are a learning experience. Knowing this, members openly express their disagreements with any other member, regardless of differences in position or status.
- Members are cautious with regard to judging others non-verbal behaviors.
- They sense when things are not going well and make efforts to self-correct.
- Members understand how personality preferences can influence group dynamics.
- They establish and agree to and follow ground rules such as:
  1. Everyone arrives on time.
  2. Everyone prepares for each and every session.
  3. We test assumptions and inferences regarding what individuals explain/share
  4. Individuals share what they know or think they know -no holding back information for purpose of being "one-up" on others.
  5. We practice courteous communication behaviors.
  6. We show respect for each other.
  7. No negative comments regarding other thoughts/opinions, especially with regard to expressed values.

8. We share all relevant information that makes the group a better group; especially important during wrap-up.
  9. Value differences
  10. Argue for a point based on it being for the overall good of the group; not for self-serving interests.
  11. Be specific - use examples.
  12. Give references/resources when giving explanations of content.
  13. Disagree openly with any group member, but in an agreeable manner.
  14. Give reasons for disagreement, questions, and statements (e.g. I am questioning whether or not that explanation is correct because it just doesn't make logical sense to me.)
  15. Make statements, invite questions, and answers. (e.g. I believe that in the situation we find this patient, the most important thing we can do is ....., Do others feel differently?)
  16. Be willing to accept the possibility that the information you are giving could be inaccurate and/or incomplete.
  17. Keep the discussion focused.
  18. Do not take cheap shots or otherwise distract the group.
  19. All members participate
  20. Make decisions by consensus.
  21. Avoid group think.
  22. Do self and group critiques (wrap-up)
- 

## **WORKGROUP CHALLENGES**

### **1. Meet the problem people...**

#### **Latecomer**

- Don't confront in front of the group.
- Give them a job that requires they be on time to start the meeting.
- Start on time-period!
- Don't review the meeting for the latecomer -- let them read the group memory.

#### **Early Leaver**

- Get commitment at the beginning to stay to the end.
- Terminate the group rather than allow people to wander out one at a time.
- Using an agenda really helps.

#### **Broken Record** (makes the same point over and over)

- Use the group memory to validate that the comment has been captured.
- Last resort -- give them 3 minutes to vent with the agreement that it's the last time they will bring it up.

#### **Doubting Thomas** ("that will never work!")

- Get agreement from the group not to evaluate until it is time to evaluate and then hold them to it.

**Headshaker** (nonverbal disagreement)

- Go from least invasive technique to most confrontive.
- First, ignore it.
- Acknowledge it and ask for an opinion.
- Confront him with "every time you shake your head you interrupt the group as much as if you were talking".

**Dropout**

- Did they really drop out-or are they just quiet.
- Maybe there is a reason -- find out off-line.
- Make eye contact and ask a question.

**Whisper** Walk up close -- it usually works.

- Remind them to maintain our focus.
- Ask them to share.

**Loudmouth** (too much and too loud)

- Move close to them.
- Talk to them outside the meeting.
- Give them a pad and tell them to record their thoughts until the appropriate time to discuss them - it'll keep them busy.

**Attacker**

- Adhere to ground rules.
- Physically move between them.
- "Take it outside".

**Gossiper** (introduces material not relevant or accurate)

- Validate and verify and get group agreement.

**Know It All**

- Be sure to recognize the expertise.
- Let the expert know that this is a group process and we need other opinions that might provide innovative solutions to the problem.

**Back Seat Driver** (criticizing your facilitation techniques)

- Ask them for a recommendation and check it out with the group -- that puts the group in charge of the outcome.

**Busybody** (always moving in and out of room to do "important" things)

- Get agreement at the start to stay in room.
- If it gets impossible, adjourn the meeting.

**Interrupter** (talks before others are finished)

- Act as a traffic cop and protect people from getting run over.
- Deal with chronic behavior at the break.

### **Teacher's Pet** (constantly seeking facilitator's approval)

- Get the person to talk to the group, not to you.
- Move away from the person and break eye contact while they are talking to you.
- "Tell the group" what you think.

## **2. How to deal with problem people...**

### **Accept**

- Accept the "problem people" behavior, don't ignore it!
- Check your perceptions, don't assume.

### **Legitimize**

- Legitimize the validity of the feelings that generated the problem behavior.
- Acknowledge it's OK to feel that way -- not necessarily agree with them.

### **Defer**

- If it's not appropriate to deal with the "problem people" at that time, get them to defer their discussion to sometime in the future.
- Sometimes it is appropriate to deal with the "problem people" immediately and quickly so you can continue with business.

### **Graduated Response**

- Start with the least threatening interventions and work up to more stringent measures as necessary.
- Role-play a loudmouth problem.
- Recognize contribution.
- Move to person.
- Confront outside the group.
- Confront in the group.

## **3. Strategies for handling conflict...**

The key to handling conflict is not to overreact or underreact. Options include:

- a. Ignore the conflict: In some cases it is appropriate to ignore the conflict – if the conflict does not relate to the group goal.
- b. Postpone or refer the conflict outside of the group.
  - If the conflict will not harm the immediate goals of the group it can be dealt with at a later time. This is different from ignoring the conflict -for there you are choosing to deal with the conflict at another time or in another setting.
  - Talk to the disruptive members outside the group meeting, asking them what would increase their satisfaction with the group.
  - Team members, leader, or facilitator can let the members know, outside the group, that their behavior is not productive in the group setting.

- c. Let the group intervene. It is important that group members understand that they share both content and process responsibilities of the meeting.
- The most powerful group management tool the leader has is the group itself.
  - Peer pressure can help to manage dysfunctional behavior and to change individual opinions.
  - The leaders can simply ask, "What does the group think about this?" The group can react to the situation and determine what should be done.
- d. Leader intervention. After other approaches have failed, the leader may deal with the offending behavior in the presence of the group. This tactic can be effective - it can also be a disaster. The purpose of this intervention is to change the offensive behavior, **not** to punish the offending group member.
- The leader must:
- Prepare his/her comments carefully
  - Anticipate reactions
  - Use constructive feedback techniques.

#### 4. Gaining consensus...

**Consensus IS** finding a proposal or solution that is acceptable enough that all members can support it. **NO** member opposes it.

##### **Consensus IS NOT:**

- An unanimous vote - it may not represent everyone's first priority
- A majority vote
- Everyone is totally satisfied

##### **Consensus equires:**

- TIME
- Active participation of all group members
- Communication skills - Active listening
- A shared objective Open-mindedness and creative thinking

##### **Consensus decision guidelines:**

- Involve everyone in the discussion - draw out the silent ones
  - View differences of opinion as expected and natural
- TIPS TO SHARE WITH THE GROUP:
1. Explore choices
  2. Avoid arguing for your own ideas
  3. Don't change your mind to avoid conflict
  4. Yield only to ideas that have objective and sound foundations - don't allow yourself to be bulldozed
  5. Look for alternatives

##### **Behaviors that prevent consensus:**

- Backing people into a corner
- Making people feel foolish

- Implying right/wrong, win/lose

**THE KEY IS THAT EVERYONE CAN LIVE WITH THE SOLUTION!**

# ISSUE DEVELOPMENT

An issue is a problem that affects the readiness of America's Army and/or the quality of life of America's Army family. At the AFAP conference, each work group is asked to prioritize and develop three issues to present before the conference at a session called the Report Out. In this context, issue development means identifying the most important issue or issues, and developing them into an enhanced format that will accurately communicate a title, scope, and recommendation. An issue paper and briefing slide will be prepared for each issue.

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## ISSUE CRITERIA

As issues are prioritized and developed, they must meet the following criteria.

- Issue contributes positively to the Army goal of readiness **and** retention of quality soldiers.
- Issue has community-wide impact requiring action that addresses the total Army family.
- Issue is within purview of Forces Command or Department of the Army to influence.
- Issue is judged **attainable** after weighing fiscal and manpower requirements against current available resources.
- Issue recommendation has measurable objectives with an identified end product.
- Issue does not duplicate an active AFAP issue or an issue that has been determined to be unattainable in the past three years.

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## WORKING THE ISSUES

**STEP 1:** Become familiar with the issue criteria.

**STEP 2:** Review the issues submitted from the field. The Subject Matter Experts are an excellent resource that should be used for the review and throughout the conference.

**STEP 3:** Review issues in the current AFAP issue Update Book that are similar to the new issues. The issue review is designed to clarify issues and to give the work group information on similar issues. It also prevents development of issues that duplicate active AFAP issues.

**STEP 4:** Determine the appropriate action for the issues. **Write the disposition of each issue, with an explanation, at the bottom of the issue paper.**

**STEP 5:** Prioritize issues. Determine which issue or issues are important enough to be included in the AFAP. Identify a minimum of three and a maximum of five issues. If there is a tie for the fifth issue, then conduct a second vote to determine which should be the fifth issue.

**STEP 6:** Review the results and discuss the group reaction. Issues must meet the issue criteria before issue papers are developed.

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## WRITING THE ISSUES

<b>CONFERENCE ISSUE PAPER</b>	
	Name of Work Group Issue Number Date (Day/Month/Year)
<b>ISSUE:</b> (Title of issue)	
<b>SCOPE:</b> (Clear and concise statement of the issue that defines the problem and explains why it is a problem.)	
<b>CONFERENCE RECOMMENDATION:</b> (Measurable objective with identified end product.)	

### Issue Title

The issue title should clearly identify the issue, and can be no longer than 73 characters and spaces. The issues are tracked in a database, and the length of the field for the title is restricted.

The issue title should be as short as possible, simple and clear to anyone not familiar with the issue. The title is used to identify the issue, not give a detailed description.

### Scope

The scope and the recommendation should be written using complete sentences. Ensure the scope and recommendation includes complete information so the issue will be understood by the people who are not familiar with the issue, as well as those who are responsible for resolving the issue.

The scope, written in paragraph form, is a clear and concise statement that summarizes the issue. It is the same as a problem statement. Keep the scope focused to one subject area. Remember, the scope states the problem, it does not offer solutions. The scope should answer two questions:

**What is the problem?  
Why is it a problem?**

If the scope does not answer these questions, and is not understandable to someone who is not familiar with the issue, then you need to revise it.

## Recommendation

The recommendation is the same as a solution. It should be the solution to the problem stated in the scope! Your work group's recommendation should be clear and concise. It should be very specific in terms of what needs to be done. When appropriate, you should include resources (people, money, facilities, etc.), policy or procedure (what people are allowed or required to do), and the desired result or end product.

You should not explain your recommendations. They already support the scope, so you don't need to tell why you are making the recommendation.

Four administrative notes about recommendations:

1. If you have more than one recommendation, they should be numbered. Identify no more than three recommendations per issue.
2. Don't duplicate a conference recommendation in an active AFAP issue.
3. Don't identify the lead agency or include a deadline (a suspense date). Each recommendation should start with a strong verb, and finish with an end product (desired result).
4. After you write the recommendations, think about what you have asked. If the recommendations are accomplished, will the problem you identified in the scope be solved?

The following are examples of issue end products:

- ✓ Legislation change
- ✓ New or revised regulation
- ✓ New or revised policy
- ✓ Improved program
- ✓ Improved service
- ✓ Construction program
- ✓ Information

**Sentence structure for a recommendation:**

<b>ACTION WORD + DESIRED RESULT + CONDITIONS</b>	
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An action word is specific, not vague.

For example, use words like:

- ✓ Establish
- ✓ Change
- ✓ Review
- ✓ Amend
- ✓ Publish

Use words that are verifiable and avoid words such as:

- ✓ Maximize
- ✓ Minimize

- ✓ Best efforts
- ✓ Ensure
- ✓ Continue

Before the issue is completed, ensure all the applicable following questions have been answered:

**Desired Result:**

- What are we trying to change or achieve?
- What do we want to happen?
- What are we trying to do?
- What are we looking for?
- What will success look like?

**Conditions (clarify or add constraints to the recommendation):**

- How should we do this?
- Is there a best possible method?
- What are some alternative methods?
- What approach should we use?
- How many people are needed?
- Which people are needed?
- How much money will be required?
- How much time will it take to implement this method?
- Where will space be available?

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**ISSUE PAPER CHECKLIST**

**Title**

1. Does the title tell the reader what the issue is about?
2. Does the title summarize the issue, not the recommendation? *Caution: Titles do not start with verbs.*
3. Is the title brief?

**Scope**

1. Is the scope written in paragraph form with an introductory sentence?
2. Does the paragraph describe, "What's the problem" and "why is it a problem?"  
*Caution: Don't abuse buzz words such as "readiness," "retention ", and "esprit."*  
*Caution: Will someone outside your work group understand your issue?*
3. Is the Scope detailed enough to validate the problem? Is it factually correct?  
*Caution: Avoid laborious descriptions, big words, and irrelevant details.*
4. Does the Scope state one problem and not a multitude of related issues?  
*Caution: Did you prioritize issues rather than "lumping" them and writing a "mega" issue?*

**Recommendations**

1. Are recommendations numbered?

2. Do recommendations start with a strong action verb?
3. Do all recommendations relate to the problem identified in the Scope?
4. Have delegates limited the number of recommendations? *Caution: Issues should have 3 or fewer recommendations*
5. Do the recommendations; identify a specific end product? *Caution: Identify what you want to have happened when this issue is resolved. Caution: You don't have to identify how to make it happen.*
6. Do recommendations meet issue criteria?
  - ✓ Contributes to readiness and retention.
  - ✓ Community wide impact.
  - ✓ Within the purview of FORSCOM or HQDA.
  - ✓ Attainable
  - ✓ Measurable end product.
  - ✓ Not a duplicate of an active AFAP issue or an issue that has been determined unattainable in the past three years.

### EXAMPLE

**ISSUE:** Servicemen's Group Life Insurance (SGLI) Benefits

**SCOPE:** The generally accepted standard for life insurance to protect "loss of income" is 2.5 times annual salary. The current \$50,000 SGLI maximum does not meet this standard.

**RECOMMENDATION:**

Increase SGLI amount to \$150,000.

Introduce legislation in the 103rd Congress.

Issue 2 - Entitlements 1 29/10/93

The scope and recommendation should include information to ensure the issue will be understood by the lead agency that will work the issue. Write the issue recommendations clearly with measurable objectives that define an end product.

Keep the recommendations results-oriented. State them in terms of **the** end result, not in terms of activities to be performed. A result or end product is the outcome of activities.

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### “WELL WRITTEN” TITLES

**If an issue is about a specific demographic group, include that group in the title:**  
 - “Tuition Assistance for Overseas Spouses”

- “Dislocation Allowance for Single Soldiers”
- “Unlimited Commissary Privileges for Reservists”

**The title should relate to the end product. If an issue seeks improvements in a specific area, include that information in the title:**

- “Financial Assistance for Family Member Education”
- “Program Standards for AFAP and AFTB”
- “Funded Respite Care for Exceptional Family Member Program Families”
- “Full Replacement Cost for Household Goods Shipment”

**If an issue addresses a topic in a very broad category (i.e., TRICARE) make the title specific to the end product:**

- “TRICARE Coverage for Prescribed Nutritional Supplements”
- “TRICARE Chiropractic Services”
- “TRICARE Personnel Training”

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## “WELL WRITTEN” ISSUE PAPERS

### **Issue: Child and Youth Services Online Payments**

**Scope:** Online payments for Child and Youth Services are not available. Customers pay a monthly fee for ongoing services such as childcare, instructional programs, and camps. The current payment method is inconvenient to the customer because it is time consuming. Automated payments will benefit both the customer and Child and Youth Services.

**Recommendation:** Establish a secure customer-oriented online payment method for monthly fees.

*Note: Good impact sentence in Scope.*

### **Issue: Physical Education In DODEA**

**Scope:** DoDEA does not have a standardized PE program. Lack of daily PE in DODEA primary and secondary schools fails to prepare students for maintaining lifelong fitness and health. Studies have shown the absence of daily exercise contributes to health problems such as obesity, diabetes, hypertension and negatively impacts students’ overall well-being. Adequate physical fitness among young people is a national priority.

**Recommendations:**

1. Provide 5 periods of vigorous exercise per week for students in DODEA schools.
2. Fund PE programs without impacting existing budgets for DODEA schools.
3. Implement standardized PE programs throughout DODEA schools.

*Note: Excellent middle sentences (validating sentences) in Scope.*

**Issue: Availability of TRICARE-Authorized/Network Providers in Remote Areas**

**Scope:** There is an inadequate number of TRICARE authorized and network health providers in remote areas. Providers choose not to participate or leave the TRICARE program because reimbursements are lower than usual and customary rates for medical services. As a result, military families incur out-of-pocket expenses or have difficulty accessing medical care.

**Recommendation:** Increase TRICARE reimbursements to competitive rates as an incentive to recruit and retain medical care providers in remote areas.

*Note: Recommendation states that the end product is “competitive rates” – delegates do not need to say how to do it or what those rates will be.*

**Issue: Family Readiness Group Deployment Assistant**

**Scope:** The Army’s deployment posture has overwhelmed the resources of Rear Detachments and Family Readiness Group (FRG) leaders. Operating a FRG properly can be daunting for volunteers and unit leadership and requires full-time planning and support. Providing assistance to the FRG leader and Rear Detachment in operating the FRG will decrease volunteer stress and ensure the effective interface between family assistance and family support. The significance of a properly operated FRG allows deployed Soldiers to remain mission focused while sustaining their families’ well-being.

**Recommendation:** Authorize and fund a unit Family Readiness Group Deployment Assistant.

*Note: Good middle (validating) sentences and Impact Sentence.*

**Issue: Reserve Component Dental Readiness**

**Scope:** Up to one-third of mobilized Reserve Component (RC) Soldiers are non-deployable due to dental readiness. There is no Army policy to address factors (i.e. insurance status, individual economic factors, patient behavior, lack of compliance) that contribute to dental non-deployability. As a result, this increases required dental treatment at the mobilization site, overburdening already limited dental resources, and adversely affecting readiness.

**Recommendation:**

1. Develop an Army policy that addresses the factors that contribute to dental non-deployability.
2. Give RC Commanders adequate resources (i.e. funding, education, and manpower) to ensure compliance for dental deployability of RC Soldiers.

*Note: Good use of statistics in the Scope – but, be sure your statistics are accurate. Impact sentence makes a convincing statement about the importance of this issue.*

**Issue: TRICARE Coverage for School Required Enrollment Physicals**

**Scope:** TRICARE covers required school physicals for ages 5 thru 11, but does not cover physicals for preschool children and family members 12 and over. Required school enrollment physicals for family members may be available in the military treatment facility (MTF). However, families choosing to use civilian providers or who live in remote areas incur a fee for this service. These families incur the cost of the physicals for school age children, creating a financial disadvantage.

**Recommendation:** Provide TRICARE coverage for all school enrollment physicals from preschool through 12th grade.

*Note: Issue follows all issue guideline. Recommendation does not say how to effect the change – it states the end product.*

---

**ISSUE FLOW**

**Issue after Installation-Level Conference**

**Issue: Time Limitation on Authorizations**

**Scope:** Currently, if a Primary Care Manager puts a referral in for specialty care and the individual does not call TRICARE with an appointment date prior to the 28<sup>th</sup> day from the date of receiving the referral, TRICARE will automatically cancel the referral. Many times it takes 6-8 weeks to get an appointment with a specialty clinic.

**Recommendation:** Extend the current 28-day appointment policy to coincide with the 90 day authorization period.



**Issue after MACOM-Level Conference**

**Issue: Time Limitation on TRICARE Referral Authorizations**

**Scope:** Currently, if a Primary Care Manager puts a referral in for specialty care and care is unavailable within 28 days of the referral, TRICARE will automatically cancel the referral. Many times it takes 6-8 weeks to get an appointment with a specialty clinic. This policy requires patient to obtain additional referrals for same appointment requirement.

**Recommendation:** Extend the current TRICARE appointment referral policy from 28 days to 60 days.



## Issue after HQDA Conference

### **Issue #570: Expiration of TRICARE Referral Authorizations**

**Scope:** TRICARE automatically cancels the initial referral authorization when the beneficiary is unable to obtain an appointment with a specialty clinic or provider within the twenty-eight day standard. Automatic expiration requires service members and their families to completely restart the lengthy referral process, which includes obtaining another primary care appointment, another referral, another TRICARE authorization, and scheduling with the actual provider. Repeated consultations with a primary care provider are an inefficient use of limited primary care appointments slots. Inconvenient and unnecessary delays prove detrimental to beneficiary health.

**Conference Recommendation:** Eliminate the automatic expiration of the initial TRICARE referral authorization.

---

### **STEPS FOR ISSUE PRIORITIZATION**

Brainstorm and list all issues on a chart paper, taping paper around the room, if necessary. Conduct multi-voting:

- Allow each delegate to vote for three issues they consider most important for the work group.
- Record votes on the chart paper next to the issue.
- The highest vote total is the most important issue.

---

### **TIPS FOR SUCCESS**

- It really helps to use the SME! Don't be afraid to ask questions!
- Use the resources available to your work group. There will be delegates, SMEs, conference staff, equipment, and lots of information. Take advantage of what is available.
- Don't go solo – work as a team!
- People will be editing your work. They are trying to help and are making changes for a reason. Trust their guidance.

ARMY FAMILY ACTION PLAN  
Issue Disposition Paper

Workgroup:

Issue Number:

Issue Title:

Subject Matter Expert (at the conference – not necessarily who wrote the info paper)

Name:

Office Symbol:

Phone:

Did the workgroup prioritize this issue as a critical issue?

Yes

No

Issue's New Title (If one of the Top 2 in your workgroup)

Were similar issues (same concern) submitted to this AFAP conference?

Yes

No

Identify issue number and title of similar issue:

Issue Number:

Title:

ISSUE CLARITY

Was the issue clearly written?

Yes

No

Did delegates understand this issue?

Yes

No

If not, what was the problem in fully understanding it?

DISPOSITION

Identify the primary reason(s) the work group did or did not prioritize this issue. Please be specific—these comments are returned to the submitting command.

a) If issue was prioritized by the work group, why was it selected (what is its impact)?

b) If the issue was not prioritized by the work group, why was it not selected (be specific)?

## TIMELINE

- Introductions and Icebreaker.
- Explanation of work group focus.
- Review of workgroup issues.  
*Suggestion: set time limit for initial discussion on each issue and have timer monitor group. At end of discussion group can decide if issue is contender for further consideration.*
- Group prioritization of the issues  
*Suggestion: give each delegate 3 or 4 votes and let them choose their top 3 or four issues. Total all votes to identify priority issues.*
- Review priority list.
- Clarification or comments on issues before beginning process of issue paper development.
- Review Issue Paper components (Title, Scope, Recommendation)
- Begin with issue that is #1 priority or one of your top three issues that you think will be the easiest to develop and develop complete issue paper. Each group should complete papers on their top two or three priority items.  
*An alternative used by some workgroups in the past is to break into smaller issue groups which work on a specific issue then present their "Title, Scope and Recommendation" to the whole group for final word-smithing and approval.*
- Identify who will brief conference on the group's issues.
- Finalize briefing papers, wordsmith, etc.
- Have outbrief volunteer present issues to group for final OK. Make sure you have group consensus.
- Submit issue disposition papers for all work group issues to conference manager
- Workgroup closure and evaluation
- Report Out Session

## FINAL ISSUE FORMATS AND SLIDES

The final issue formats and slides must agree with each other. The issue title should be identical for both the issue paper and the issue slide. The scope and recommendations should be expanded in the issue paper, but should be paraphrased in the issue slide.

Work groups are responsible for ensuring that the information papers and slides are correct in grammar, spelling and format. The Issue Support Person and several unbiased work group members should critique the issues and slides before turning in the final products.

---

### REPORT OUT

Designate a spokesperson when group members are comfortable with each other. The spokesperson must be someone from the group, not the facilitator or recorder.

An AFAP volunteer will meet with the spokespersons for no more than 10 minutes before the general assembly.

Each group report will be limited to 6-8 minutes. The top 2 issues that were developed by the work group will be briefed by a spokesperson selected by the group.

Work groups will sit together for report out. The SMEs who work with the group will be included.

### TIPS FOR THE SPOKESPERSON

#### Introduction:

- Introduce yourself.
- State your work group. (A slide naming the work group will be shown on screen.)
- Present your skit.

#### Thank:

- Facilitator/recorder/transcribers/ISP/Admin Staff/SMEs by name. (They will stand.)
- Members of the group. (They will stand.)

#### Identifying Issues:

- Brief the issues in priority order with #1 first.
- Do not just read the slides – add interesting information and facts to support the issues. (You should have them written down.)

## PRIORITIZE SERVICES

In your work group, you have two tasks to complete:

1. Prioritize issues and write conference recommendations for those issues
2. Select five services that are the most important to America's Army family.

Senior Army leadership is trying to keep their commitments to maintain soldier and family quality of life while complying with congress' directive to reduce the size of the Army. This is not an easy task. To accomplish it, Army leadership looks to many sources (research, surveys, focus groups, etc.) to obtain a feeling on what services are most important and what are less important to America's Army family.

What is a service? According to Webster's Dictionary, a *service* is:

- a. Contribution to the welfare of others.
- b. Useful labor that does not produce tangible commodity.
- c. A facility supplying some public demand.
- d. Used in serving or supplying.
- e. Intended for everyday use.
- f. Providing services from filling stations to universities.

Generally speaking, an entitlement, such as COLA, would not be considered a service.

To set the stage for issue development, the group will identify the five most valuable services installation provides. This will give the delegates a clear perspective from which to develop new issues. The group will explain why each of the identified services is considered most valuable. Set a time by which this list must be submitted. The five most valuable services will be briefed during the "Report Out".

Work groups should consider all programs and services provided by the Army when brainstorming and selecting their Five Most Valuable Services.

---

### SOME ARMY SERVICES AND PROGRAMS

The following lists some of the services and programs provided by the Army for the global Army family. You are not limited to this list in your vote for the four most valuable.

- Alcohol and Drug Abuse Prevention and Control
- Army Career Alumni Program
- Army Community Service
- Army Emergency Relief
- Army Family Action Plan
- Army Family Team Building
- Arts and Crafts
- Automotive Crafts
- Better Opportunities for Single Soldiers

- Bowling Centers
- Child Development Services
- Civilian Personnel Services
- Commissary
- Community Life Programs
- Community Recreation Centers
- Department of Public Works
- DOD Schools
- Entertainment and Performing Arts
- Exceptional Family Member Program
- Family Advocacy Program
- Family Child Care
- Family Member Employment Assistance Program
- Family Support During Mobilization and Deployment
- Golf Courses
- Housing
- Information and Publications
- Information, Referral, and Follow-up
- Installation Environment
- Legal Services
- Leisure Travel and Tickets
- Libraries
- Medical and Dental Care
- Military Police Service
- New Parent Support Program
- Officer, Enlisted, and Community Clubs
- Outdoor Recreation
- Outreach to Junior Enlisted and Recruits
- Personal Safety and Crime Prevention
- Physical Fitness Center
- Post Exchange
- Post/installation Newspaper
- Post/installation Television
- Postal Services
- Recreation Centers
- Religious Activities
- Relocation Assistance
- Retirement Services
- School Liaison Officer
- School-age Services
- Swimming Pools
- Teen Discovery
- Teen Panel
- Theme Restaurants

- Transitional Compensation
  - Unit Family Support Groups
  - Unit Intramural and Post-level Sports
  - Veterinary Service
  - Victim Advocacy Program
  - Volunteer Coordinator Program
  - World Class Athlete Program
  - Youth Services
- 

## **WORK GROUP CLOSURE**

Effective work group closure leaves all members with a feeling of completeness regarding the group's work. This is time to assure consensus on the issues to be presented at the Report Out anti on the method of presentation. It is a time to thank the group for their efforts and have them evaluate the process.

### **EVALUATIONS**

There are four evaluation forms:

- Delegate (see page 95)
- FRTI (see page 96)
- SME (see page 97)
- Observer (see page 98)

Evaluation forms will be given to participants by the facilitator during the group closure meeting. Completed evaluations will be returned to the Administration Office by the facilitator at the close of the conference

### **CERTIFICATES**

After the delegate evaluations have been completed and returned, the facilitators will distribute certificates. Return extra delegate folders to the Administrative Office

# Army

# Family Action Plan

## Work Group Training

### Army Family Action Plan

**Purpose:** To identify and present to leadership the most critical well-being issues from America's Army family.

**Objectives:**

- Work groups represent America's Army family.
- Each work group prioritizes up to 2 new issues.
- Conference delegates also select the Top 5 Issues, the 4 Most Valuable Services and the 6 Most Critical Active AFAP Issues.

## **AFAP Process**

- **Form work groups that represent the community and Army demographics**
- **Consider issues based on well-being impact on the global Army family**
- **Identify and prioritize AFAP issues**
- **Formulate recommendations to solve these issues**
- **Brief Army leadership on issues and solutions**
- **Disseminate conference results back to installations and communities**

## **How Does AFAP Work**

- **Leadership support**
- **Good community and regional input**
- **Training**
- **An effective work group process**
- **Strong issue development**
- **Prioritization of issues**
- **Report out to leadership**
- **Feedback to the regions and communities**

# **It Begins with a Team**

***Each team  
member must  
play their role  
and support the  
team !***

## **“The TEAM”**

- **Delegates**
- **Subject Matter  
Experts**
- **Facilitator**
- **Transcriber/Recorder**
- **Issue Support Person**
- **Workroup Manager**

# Army

# Family Action Plan

## Facilitator Training

### *AN EFFECTIVE FACILITATOR*

⇒ **Spends two thirds of the time with the Group**

- **Listening**
- **Hearing**
- **Understanding**

⇒ **Spends one third talking**

- **Enforcing Rules**
- **Clarifying and Summarizing**
- **Testing for Consensus**

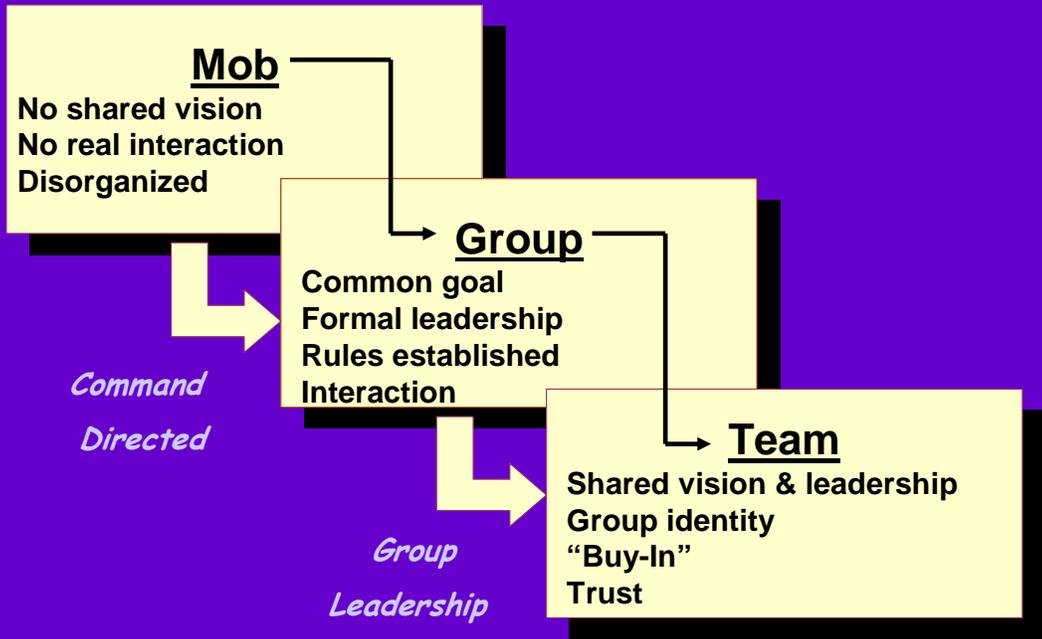
## ***BUILDING AN EFFECTIVE GROUP***

- ⇒ **Understand Group behavior and provide good interventions**
- ⇒ **Use an icebreaker**
- ⇒ **Establish and enforce “Ground Rules”**
- ⇒ **Ensure clear understanding of roles**
- ⇒ **Clarify decision making .... What is consensus and how will we get there**
- ⇒ **Establish time windows and challenge the Group to decide within the window**
- ⇒ **Use your FRTI team as an asset**
- ⇒ **Don't hesitate to call time out and regroup**

## ***KEY ACTIONS FOR FACILITATING***

- ⇒ **Prepare the Group -- Explain purpose**
- ⇒ **Encourage diverse points of view**
- ⇒ **Keep the Group focused and moving**
- ⇒ **Make sure issues are well written**

# Understand Group Dynamics



## Group Behavior

THREE  
TYPES

### Task

- Meets mission requirements
- Gets the job done

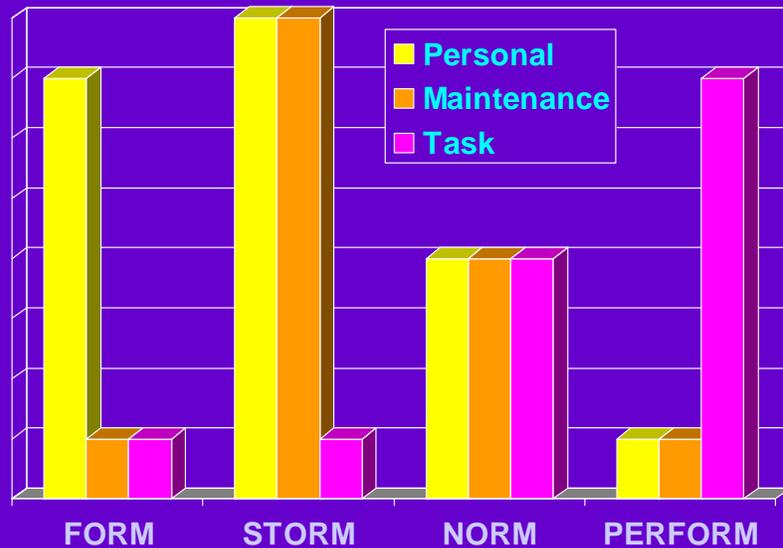
### Maintenance

- Promotes workings of the Group
- Protects individuals

### Personal

- Takes care of self
- What is my role in the Group
- “Pecking order”

## *STAGES OF GROUP DEVELOPMENT*



## *WHERE DO I BEGIN*

- ⇒ Review the expected results
- ⇒ Establish conference timelines -- Meet the schedule of due outs
- ⇒ Establish Group Ground Rules
- ⇒ Capture all Group input
- ⇒ Establish timelines for review and decisions

# ***ENCOURAGE DIVERSE POINTS OF VIEW***

- ⇒ **State the type of participation desired**
- ⇒ **Show that you value ideas, opinions, and questions**
- ⇒ **Clarify and paraphrase key ideas**
- ⇒ **Be selective about contributing your ideas and opinions**
- ⇒ **Ask for different points of view**
- ⇒ **Use brainstorming to elicit ideas**
- ⇒ **Record ideas on flip chart**
- ⇒ **Ask open-ended questions**
- ⇒ **Protect new ideas**
- ⇒ **Keep the focus on ideas not on people**
- ⇒ **Use positive reinforcement to show you value contributions**

# **Work Group Focus**

## **CONTENT**

- **What needs to be accomplished**
- **Dealing with well-being issues**
- **Primary focus of delegates and SMEs**
- **Work Group team supports**

## **PROCESS**

- **How work is accomplished**
- **Primary focus of Facilitator and Issue Support Person**
- **Cooperative effort of Work Group team**

## ***KEEPING THE GROUP FOCUSED AND MOVING***

- ⇒ **Let the Group carry the content**
- ⇒ **Pay attention to the flow of the discussion**
- ⇒ **Acknowledge and reinforce constructive contributions**
- ⇒ **Use the timeline, outcome, ground rules to stay on track**
- ⇒ **Speed up the pace if the Group is searching or floundering for new ideas**
- ⇒ **Slow down the pace when rapid conclusions are made with little discussion**
- ⇒ **Keep the Group aware of where they are in the process**
- ⇒ **Periodically summarize the key points and ask for agreement**

## ***PRIORITIZING ISSUES***

**TASK: “Rank” issues from most to least important**

**This can be done by:**

- ⇒ **Vote (simple ballot -- each votes for top five)**
- ⇒ **Vote (weighted ballot -- each delegate’s top issue gets more “voting points”)**
- ⇒ **Consensus**

**Many different balloting techniques may be used**

# CONSENSUS

⇒ ***IS an acceptable proposal all delegates can live with !***

⇒ ***IS NOT***

- ***A unanimous vote***
- ***A majority vote***
- ***Everyone completely satisfied***

**80%  
Rule**

# CONSENSUS REQUIRES

⇒ ***Active involvement of all members***

⇒ ***Communication skills***

- ***Active Listening***
- ***Conflict Resolution***
- ***Facilitation***

⇒ ***Open minds***

⇒ ***Time***

⇒ ***Getting out of the box***

## *LEVELS OF CONSENSUS*

⇒ **Low -- “My voice was heard, the decision is not my preference; I will not oppose the decision.”**

⇒ **Moderate -- “My voice was heard; the decision process was fair; I can live with the process and will support the decision.”**

⇒ **High -- “ I fully support the decision.”**

## *LOOK FOR THE SOLUTION EVERYONE CAN LIVE WITH*

⇒ ***Don't change your mind to avoid conflict***

⇒ ***Avoid arguing your own ideas***

⇒ ***Avoid win/lose discussions -- look for middle ground***

⇒ ***Know that it's natural to have differences of opinion***

## *RESOURCES*

- ⇒ Issue Update Book
- ⇒ Issue Development Training
- ⇒ Issue Development Checklist
- ⇒ Subject Matter Experts
- ⇒ **Work Group Management Team**

## *SUMMARY*

### *Focus on the Work Group Tasks*

- ⇒ *Introductions and Ice Breaker*
- ⇒ *Review Roles*
- ⇒ *Follow the “Due-Out” Schedule*
- ⇒ *Decide How the Group Will Reach Its Goals*
- ⇒ *Agree on the Group Ground Rules*
- ⇒ *Evaluate and Prioritize Issues*
- ⇒ *Develop Issues-- Brief at Report Out*

# Army

# Family Action Plan

## Recorder/ Transcriber Training

### Role

- Captures discussion in charts and notes
- Provides copies of daily notes
- Prepares final papers & slides

### Techniques

- Captures general discussion; not verbatim
- Saves material regularly
- Follows templates

### Avoid

- "Writing the issue"
- Contributing your own ideas
- Changing fonts or margins

## THE RECORDER/ TRANSCRIBER

## Group Memory

## ***WHERE DO I BEGIN***

- **Start on flip charts and move to computer when Group begins work on issue papers**
- **Create a working folder on hard drive; copy files from disk**
- **Save often**
- **At the end of the day ensure output saved to desktop and disk**
- **If copies of notes are needed bring disk to admin support for printing**

## ***WHAT AM I EXPECTED TO DO***

- **Secure equipment when the room is vacant (breaks, lunch, photo session, end of day)**
- **Immediately inform admin support of any problems - with disks, computer, formats, etc.**

## ***WHAT AM I EXPECTED TO DO***

- **When preparing final issues and dispositions, use formats given**
- **Do not make changes to charts - fonts, spacing, sizes are standardized and must be merged for report-out**
- **Save to disk for handing in to admin**
- **For final submissions, make paper copy as well as submit disk**
- **Group is not dismissed until final issues with slides are accepted**

# FRTI AFAP Issue Development

Title

Scope

Recommendations



*Pay attention and you avoid the "rewrites"!*

**Why do we have to be trained?  
I thought you wanted "our voice"?**

## *Resources*



**Conference Work Book**

**Issue Update Book**

**Issue Development Checklist**

**Issue Development Training**

**Subject Matter Experts**

**Work Group Management TEAM**



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# Issue Update Book

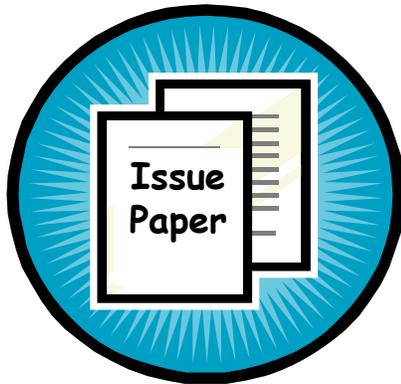
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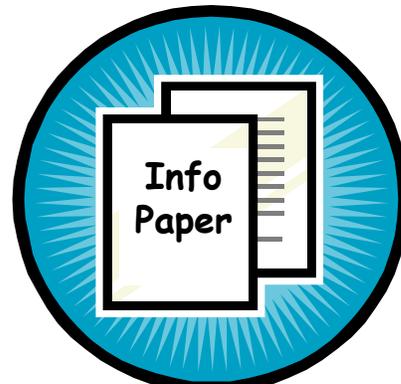
**2 Separate Books:  
Active  
Closed**

## Conference Issues

---



**Issue Papers  
Scope & Recommendations**



**Information Papers  
Facts & Staff Position**

**Who's the advisor?  
Who's the decision maker?**

# Subject Matter Experts

## *Training*

- Receive an overview of the AFAP Process, Conference cycle, their role, and requirements.

## *Attendance*

- Will be in the work groups Monday afternoon.
- 10 to 11 SMEs in each group.
- Will be in the work groups all day Tuesday - waiting for issue prioritization or "release".
- Those with prioritized issues come back Wednesday.
- Quite a few SMEs are in more than one group.

## *What else?*

- Check attendance - every day!
- "Negotiate" with those who have conflicts.
- Release SMEs only if issue will not be discussed further.
- Don't wait for problems - get me immediately!

# A Few Helpful Hints Regarding SMEs

## *How do they help?*

- Must be asked to address each issue
- Provide information. (Know when you "don't know")

## *How can they do that?*

- Suggest alternative approaches or end products
- Assist with terminology when writing issues

## *What should they avoid?*

- "Dictating" -- role is to advise
- Being defensive or negative
- Trying to "beat the system" -- volunteering to work the issue "off line", saying it's "being done"



## Work Group Timeline

- **Tuesday**

- Work groups begin with an ice breaker/review the roles and responsibilities.
- Delegates read/review all issues to ensure they understand the issues and the recommendations. SMEs clarify areas that delegates do not understand.
- Delegates begin to discuss issues. SMEs allow delegates to discuss freely. SMEs are asked to provide information and staff position. Delegates continue to discuss issues. SMEs provide info & staff position.
- Delegates begin to identify issues "low" in priority.
- More discussion/debate. SMEs may need to get "more information".
- Delegates prioritize issues.
- Delegates write issues. SMEs help delegates with appropriate terminology.
- Delegates submit issue drafts for conference staff "approval".

- **Wednesday**

- Delegates respond to and edit issues based on conference staff "notes".
- Delegates practice for Report Out.
- Report Out - Delegates vote for top conference issues.

<b>Work Group:</b>		
<b>Issue Number:</b>	<b>Issue Title:</b>	
<b>Subject Matter Expert</b>		
<b>Name:</b>	<b>Office Symbol:</b>	<b>Phone:</b>
Did the workgroup prioritize this issue as a critical issue? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Issue's New Title (If prioritized and written by your workgroup)		
Were similar issues (same concern) submitted to this AFAP Conference? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Identify issue number and title of similar issue:		
Issue Number:	Issue Title:	
<b>ISSUE CLARITY</b>		
Was the issue clearly written?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did Delegates understand this issue?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If not, what was the problem in fully understanding it?		
<b>DISPOSITION</b>		
Identify the primary reason(s) the work group did not prioritize this issue. Please be specific—these comments are returned to the submitting Command.		
<input type="checkbox"/> Check here if issue was prioritized by the workgroup.		

### TITLE

- ✓ Does the title tell the reader what the issue is about?
- ✓ Does the title summarize the issue, not the recommendation?  
*Caution: Titles do not start with verbs*
- ✓ Is the title brief? Be sure it is a title and not a sentence

### SCOPE

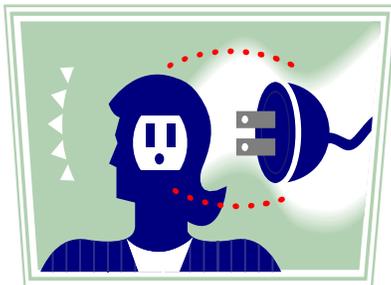
- ✓ Is the Scope detailed enough to validate the problem – a paragraph with at least three sentences? (A Scope is NEVER one sentence long.)  
*The introductory sentence states the current situation. It is the problem statement*  
*The middle sentences provide facts or details*  
*The concluding sentence states the impact – why the issue is important*
- ✓ Will someone who was never in your workgroup understand your issue?  
*Caution: Don't abuse buzzwords such as "readiness", "retention", and "esprit"*  
*Caution: Avoid long descriptions, big words, and irrelevant details*  
*Caution: Is your issue factually correct?*
- ✓ Does the Scope state one problem, not several related issues?  
*Caution: Prioritize issues rather than "lumping" issues into one big issue*

### RECOMMENDATION

- ✓ Are recommendations numbered?
- ✓ Do recommendations start with a strong action verb?
- ✓ Do all recommendations relate to the problem identified in the Scope?
- ✓ Have delegates limited the number of recommendations?  
*Caution: Issues should have 3 or fewer recommendations*
- ✓ Do recommendations identify a specific end product? The recommendation tells the reader what you want to happen  
*Caution: Don't identify how to make it happen*
- ✓ Do recommendations meet issue criteria?
  - ⇒ Issue has broad impact and is within the ability of HQDA to influence
  - ⇒ Issue has a measurable end product
  - ⇒ Issue does not duplicate an active AFAP issue or one that has been determined unattainable in the past three years

## Issue Criteria

- Issue has broad impact and is within the purview of your command, HQDA or DoD to influence.
- Issue is attainable after considering current political and resource environment.
- Issue has a measurable objective with an identified end product.



- Issue does not duplicate an active HQDA AFAP issue or an issue that has been addressed in the past three years.

# Title

What's it all about?



- Summarizes the issue.
- Is short -- but not so short that the content is not defined.
- Is not a sentence – and contains no verbs
- Doesn't place a “value” on the subject.

Consider writing the title last!

## Titles



*“Lack of Free Deployment Childcare”*



*“Family Healthcare”*



*“Dual Military Couples Never Together”*



*“Assignment and Deployment Considerations for Dual Military Couples”*



# Scope

## Hint:

At least **3** sentences:  
**what's** the problem,  
**how & who** it affects,  
**why** it's a problem!

- A paragraph with at least 3 sentences:
  1. **Statement of the problem**
  2. **Validation -- facts or information**
  3. **Impact – why it's important**
- Is understandable to an outsider.
- Identifies one valid problem.
- **Is NEVER one sentence long!**



## Common mistakes!

### Not validating or over-exaggerating the “statement of the problem” (first sentence).

**Example:** “A large number of honorably discharged veterans cannot afford Veterans Group Life Insurance (VGLI) premiums.” *(Can you validate this?)*

**Example:** “The Army has a vision readiness problem.” *(Over-statement)*

### Assuming the reader knows what you know.

**Example:** “The dependency determination application process is cumbersome and unresponsive to the needs of Soldiers. There is a lack of guidance on submission procedures and no visibility of packet status through completion. ...” *(What packet? The reader needs more info to understand the problem.)*

### Having good sentences, but in the wrong order.

**Example:** “Programs available to pregnant Soldiers are inadequate and inconsistent. A limited number of installations offer educational and physical fitness training programs for pregnant and postpartum Soldiers and participation is not mandatory. ...” *(The second sentence should be the lead sentence -- the statement of the problem.)*

## Impact Sentence (the last sentence in the Scope)

---

↓ Providing a tax exemption for deployed DoD civilians would enhance retention of these valued employees. *(Does it?)*

↓ Survivors of a deceased Soldier, who served our country with pride, must receive full survivor benefits from the military. *(Overly emotional)*

✋ Failure to grant spouses the choice of when to use primary spouse preference results in financial hardship on families and is detrimental to spouse career progression. *(Yes!)*

End with Impact – don't Over-react!

## AFAP Recommendations

- Tell what you want - not how to make it happen.
- Start with a strong, descriptive verb and end with a measurable end product.
- Prioritize! Three (preferably fewer) recommendations.
- Consider writing the recommendation first.

“Whadda ya want?”



***Explanations belong in the Scope.***

# For Action, Use Action Verbs!

Which column lists the “strong action verbs”?

Create  
Provide  
Authorize  
Assign  
Develop  
Prepare  
Publish  
Require  
Eliminate

Monitor  
Encourage  
Survey  
Review  
Seek  
Consult  
Coordinate  
Explore  
Request

## AFAP Recommendations

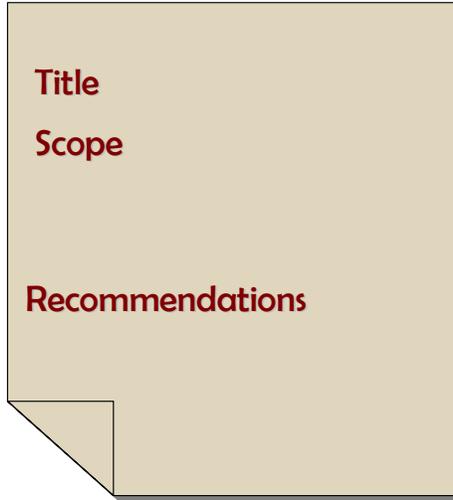
Tell what you want - not how, not why!

- ↓ All mandatory deductions from a Soldier’s paycheck should be prorated payments not lump sum deductions unless leaving the Army. (*“Should”? What is the end product you want?*)
- ↓ Relook barracks occupancy calculation. (*What do you want?*)
- ↓ Amend Title 5, United States Code, Subsection 8904 to add dental and vision coverage benefit options. (*Say what you want, not how to do it.*)
- ↑ Allow RC service members to defer the existing mortgage payment on the family’s primary residence in excess of the Basic Allowance for Housing for the duration of mobilization and/or deployment. (*Clearly identifies the end product.*)

**Always think end product – what will be the result.**

# What do you remember?

Tell me two things about the:



Title

Scope

Recommendations

Will your issue be understood by someone who was not in your workgroup?



## Issue Paper #1

**Title:** Transferable TSP Retirement for Soldiers

**Scope:** Soldiers retiring/separating from the service cannot transfer (roll over) Thrift Savings Plan (TSP) to private industry plan.

{Scope should have at least 3 sentences in addition to having a poorly written scope. This issue turned out to factually incorrect. Be sure the issue is correct!}

**Recommendation:**

1. Restructure TSP to allow easy roll over/transfer to a private sector plan.



## Issue Paper #2

**Title:** MEDEVAC Flights

**Scope:** Soldiers returning from a war zone are waiting too long to return to their home station once they are stabilized and released.

{Scope should have at least 3 sentences. Scope does not match title; no mention of MEDEVAC in Scope. Is this about injured Soldiers?}

**Recommendation:**

1. Review and implement better use of medical hold policies and tracking.

{Recommendation – “review” is not a strong action verb}



## Issue Paper #3

**Title:** Annual Vision Readiness Screening

**Scope:** Current mission requirements mandate a higher standard of vision readiness. Mobilization delays exist due to Soldiers not meeting vision readiness standards. Timely deployment and safety are compromised by the necessity of last minute vision testing and the delay in issuance of corrective eyewear.

**Recommendation:**

1. Require annual vision readiness screening for all Soldiers, active component/reserve component (AC/RC), and fund required follow-up exams.

2. Issue military eyewear when necessary.

**In conclusion –  
Let's test your knowledge.  
Your thoughts on these issues?**

- **Retiree TRICARE Cost Proposal**
- **Combat Stress Related Reintegration Training**
- **Accuracy of Health Net Referral Service**

# Delegate AFAP Issue Development

Title

Scope

Recommendations



*Pay attention and you avoid the "rewrites"!*

**Why do we have to be trained?  
I thought you wanted "our voice"?**

## *Resources*



**Conference Work Book**

**Issue Update Book**

**Issue Development Checklist**

**Issue Development Training**

**Subject Matter Experts**

**Work Group Management TEAM**



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# Issue Update Book

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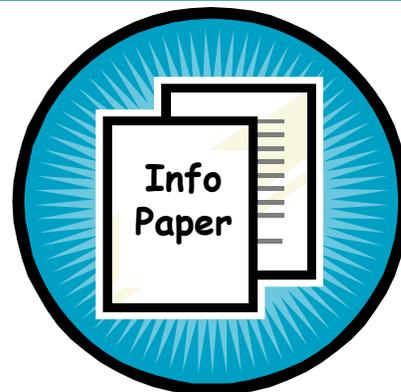
**2 Separate Books:  
Active  
Closed**

## Conference Issues

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**Issue Papers  
Scope & Recommendations**



**Information Papers  
Facts & Staff Position**

**Who's the advisor?  
Who's the decision maker?**

# Subject Matter Experts

## *Training*

- Receive an overview of the AFAP Process, Conference cycle, their role, and requirements.

## *Attendance*

- Will be in the work groups Monday afternoon.
- 10 to 11 SMEs in each group.
- Will be in the work groups all day Tuesday - waiting for issue prioritization or "release".
- Those with prioritized issues come back Wednesday.
- Quite a few SMEs are in more than one group.

## *What else?*

- Check attendance - every day!
- "Negotiate" with those who have conflicts.
- Release SMEs only if issue will not be discussed further.
- Don't wait for problems - get me immediately!

# A Few Helpful Hints Regarding SMEs

## *How do they help?*

- Must be asked to address each issue
- Provide information. (Know when you "don't know")

## *How can they do that?*

- Suggest alternative approaches or end products
- Assist with terminology when writing issues

## *What should they avoid?*

- "Dictating" -- role is to advise
- Being defensive or negative
- Trying to "beat the system" -- volunteering to work the issue "off line", saying it's "being done"



## Work Group Timeline

- **Tuesday**

- Work groups begin with an ice breaker/review the roles and responsibilities.
- Delegates read/review all issues to ensure they understand the issues and the recommendations. SMEs clarify areas that delegates do not understand.
- Delegates begin to discuss issues. SMEs allow delegates to discuss freely. SMEs are asked to provide information and staff position. Delegates continue to discuss issues. SMEs provide info & staff position.
- Delegates begin to identify issues "low" in priority.
- More discussion/debate. SMEs may need to get "more information".
- Delegates prioritize issues.
- Delegates write issues. SMEs help delegates with appropriate terminology.
- Delegates submit issue drafts for conference staff "approval".

- **Wednesday**

- Delegates respond to and edit issues based on conference staff "notes".
- Delegates practice for Report Out.
- Report Out - Delegates vote for top conference issues.

<b>Work Group:</b>		
<b>Issue Number:</b>	<b>Issue Title:</b>	
<b>Subject Matter Expert</b>		
<b>Name:</b>	<b>Office Symbol:</b>	<b>Phone:</b>
Did the workgroup prioritize this issue as a critical issue? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Issue's New Title (If prioritized and written by your workgroup)		
Were similar issues (same concern) submitted to this AFAP Conference? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Identify issue number and title of similar issue:		
Issue Number:	Issue Title:	
<b>ISSUE CLARITY</b>		
Was the issue clearly written?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did Delegates understand this issue?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If not, what was the problem in fully understanding it?		
<b>DISPOSITION</b>		
Identify the primary reason(s) the work group did not prioritize this issue. Please be specific—these comments are returned to the submitting Command.		
<input type="checkbox"/> Check here if issue was prioritized by the workgroup.		

### TITLE

- ✓ Does the title tell the reader what the issue is about?
- ✓ Does the title summarize the issue, not the recommendation?  
*Caution: Titles do not start with verbs*
- ✓ Is the title brief? Be sure it is a title and not a sentence

### SCOPE

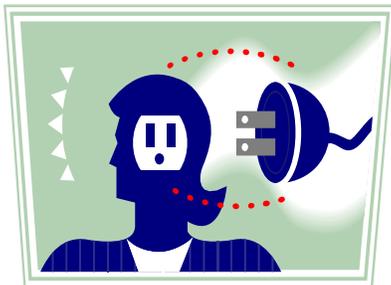
- ✓ Is the Scope detailed enough to validate the problem – a paragraph with at least three sentences? (A Scope is NEVER one sentence long.)  
*The introductory sentence states the current situation. It is the problem statement*  
*The middle sentences provide facts or details*  
*The concluding sentence states the impact – why the issue is important*
- ✓ Will someone who was never in your workgroup understand your issue?  
*Caution: Don't abuse buzzwords such as "readiness", "retention", and "esprit"*  
*Caution: Avoid long descriptions, big words, and irrelevant details*  
*Caution: Is your issue factually correct?*
- ✓ Does the Scope state one problem, not several related issues?  
*Caution: Prioritize issues rather than "lumping" issues into one big issue*

### RECOMMENDATION

- ✓ Are recommendations numbered?
- ✓ Do recommendations start with a strong action verb?
- ✓ Do all recommendations relate to the problem identified in the Scope?
- ✓ Have delegates limited the number of recommendations?  
*Caution: Issues should have 3 or fewer recommendations*
- ✓ Do recommendations identify a specific end product? The recommendation tells the reader what you want to happen  
*Caution: Don't identify how to make it happen*
- ✓ Do recommendations meet issue criteria?
  - ⇒ Issue has broad impact and is within the ability of HQDA to influence
  - ⇒ Issue has a measurable end product
  - ⇒ Issue does not duplicate an active AFAP issue or one that has been determined unattainable in the past three years

## Issue Criteria

- Issue has broad impact and is within the purview of your command, HQDA or DoD to influence.
- Issue is attainable after considering current political and resource environment.
- Issue has a measurable objective with an identified end product.



- Issue does not duplicate an active HQDA AFAP issue or an issue that has been addressed in the past three years.

# Title

What's it all about?



- Summarizes the issue.
- Is short -- but not so short that the content is not defined.
- Is not a sentence – and contains no verbs
- Doesn't place a “value” on the subject.

Consider writing the title last!

## Titles



*“Lack of Free Deployment Childcare”*



*“Family Healthcare”*



*“Dual Military Couples Never Together”*



*“Assignment and Deployment Considerations for Dual Military Couples”*



# Scope

## Hint:

At least **3** sentences:  
**what's** the problem,  
**how & who** it affects,  
**why** it's a problem!

- A paragraph with at least 3 sentences:
  1. **Statement of the problem**
  2. **Validation -- facts or information**
  3. **Impact – why it's important**
- Is understandable to an outsider.
- Identifies one valid problem.
- **Is NEVER one sentence long!**



## Common mistakes!

### Not validating or over-exaggerating the “statement of the problem” (first sentence).

**Example:** “A large number of honorably discharged veterans cannot afford Veterans Group Life Insurance (VGLI) premiums.” *(Can you validate this?)*

**Example:** “The Army has a vision readiness problem.” *(Over-statement)*

### Assuming the reader knows what you know.

**Example:** “The dependency determination application process is cumbersome and unresponsive to the needs of Soldiers. There is a lack of guidance on submission procedures and no visibility of packet status through completion. ...” *(What packet? The reader needs more info to understand the problem.)*

### Having good sentences, but in the wrong order.

**Example:** “Programs available to pregnant Soldiers are inadequate and inconsistent. A limited number of installations offer educational and physical fitness training programs for pregnant and postpartum Soldiers and participation is not mandatory. ...” *(The second sentence should be the lead sentence -- the statement of the problem.)*

## Impact Sentence

(the last sentence in the Scope)

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↓ Providing a tax exemption for deployed DoD civilians would enhance retention of these valued employees. *(Does it?)*

↓ Survivors of a deceased Soldier, who served our country with pride, must receive full survivor benefits from the military. *(Overly emotional)*

 Failure to grant spouses the choice of when to use military spouse preference results in financial hardship on families and is detrimental to spouse career progression. *(Yes!)*

End with Impact – don't Over-react!

## AFAP Recommendations

- Tell what you want – not how to make it happen.
- Start with a strong, descriptive verb and end with a measurable end product.
- Prioritize! Three (preferably fewer) recommendations.
- Consider writing the recommendation first.

“Whadda ya want?”



***Explanations belong in the Scope.***

# For Action, Use Action Verbs!

Which column lists the “strong action verbs”?

Create  
Provide  
Authorize  
Assign  
Develop  
Prepare  
Publish  
Require  
Eliminate

Monitor  
Encourage  
Survey  
Review  
Seek  
Consult  
Coordinate  
Explore  
Request

## AFAP Recommendations

Tell what you want - not how, not why!

- ↓ All mandatory deductions from a Soldier’s paycheck should be prorated payments not lump sum deductions unless leaving the Army. (*“Should”? What is the end product you want?*)
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**Recommendation:**

1. Review and implement better use of medical hold policies and tracking.

{Recommendation – “review” is not a strong action verb}



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**Title:** Annual Vision Readiness Screening

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**Recommendation:**

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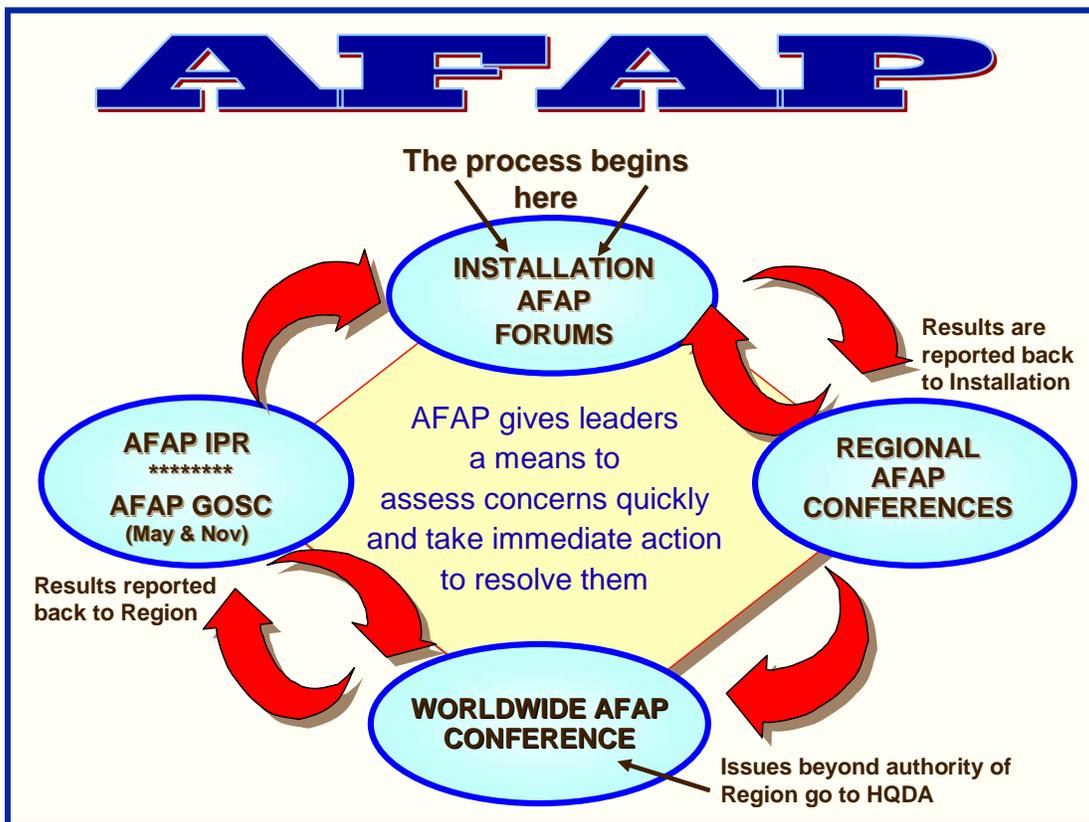
## What do you remember?

Tell me two things about the:



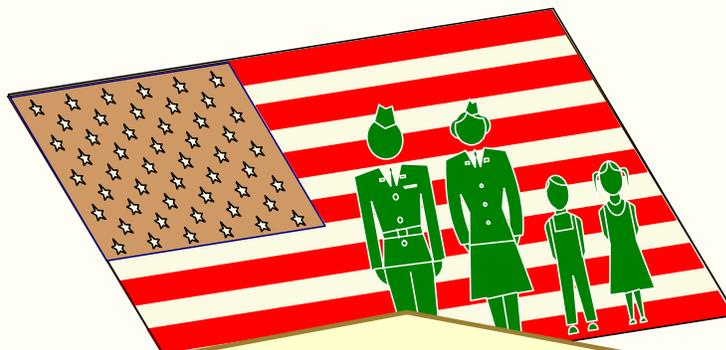
**Will your issue be understood by someone who was not in your workgroup?**

# The Army Family Action Plan (AFAP) Subject Matter Expert (SME) Orientation



## Purpose of the Regional AFAP Conference

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- To identify and prioritize well being issues that safeguard and improve the Army's standard of living.
- Brings together Soldiers, family members, DoD civilians, youths, and retirees from across Korea to address well-being issues.

## Roles & Responsibilities for the AFAP SME Process

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- Eighth Army **G1** and **IMCOM**-Korea ACS collaborate to set conditions of excellence for SMEs
- **IMCOM** compiles issues forwarded from Area AFAP conferences
- **IMCOM** reviews and forwards Area issues to Eighth Army **G1**
- **G1** determines SME area of expertise required; tasks units/staff to provide SMEs; and directs SMEs to prepare information papers
- SMEs forward completed information papers back to **G1**
- **G1** forwards completed information papers to **IMCOM**
- **IMCOM** provide SMEs with pre-conference training including a mock work group exercise
- **G1** supervises SMEs at conference
- **IMCOM** provide SMEs a work space at conference to include laptop with Internet and telephone access

## 4 Conference Work Groups

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### *Medical and Dental*



### *Family and Community Services*



### *Relocation and Housing*



### *Force Support and Entitlements*

## The Commander's Out Brief

Wednesday, 25 April 2007, 1030 - 1130

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#### • Attendees:

- Senior leadership, spouses, military organizations, AFAP delegates, Army staff representatives, and Subject Matter Experts
- Press may be present

#### • Sequence of Events:

- Each work group spokesperson (x4) reports out:
  - 2 issues prioritized by their work group
  - Each work group conducts a skit highlighting the work group or issue(s)
- Presentation of conference results
  - 6 Most Critical Active AFAP Issues
  - 4 Most Valuable Services
  - 5 Critical Deployment/Family Readiness Strengths & Weaknesses
  - 5 Top AFAP Conference Issues
- Remarks: LTG Valcourt

## When MUST I be at the Dragon Hill Lodge?

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### As a SME, you must be in your work group:

- **Monday afternoon** (pre-conference training) and **all day Tuesday** (issue discussion and prioritization).
- **Wednesday morning** - If your issue was prioritized by the delegates, you must be at the **Out Brief** to answer any questions if raised by LTG Valcourt or the leadership about the issue.

### You may want to be in your work group:

- **Wednesday morning** - for work group after action review and to receive your Certificate of Appreciation.
- **Wednesday morning** - to participate in work group skit.

## Conference Logistical Details

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- **Location:** Dragon Hill Lodge, Mezzanine Level
- **Parking:** Complimentary at the Dragon Hill Lodge
- **Attire:** Attire for both training and conference is civilian business casual. No military uniforms will be allowed at any event with the exception of the opening and closing ceremonies.
- **Computer Access:** With Internet access is available in AFAP Administration located in the Pagoda Room. Messages can be left at AFAP Operations Center DSN:
- **SME Registration:** Monday, 23 April, 1230-1300. Pre-conference training begins at 1300 in Naija Ballroom A
- **Meals:** Tuesday lunch is provided at no cost to SMEs. Snacks at scheduled breaks are provided
- **Eighth Army SME POC:**  
Mr. Paul Smith      DSN: 724-3197
- **IMCOM-Korea AFAP POC:**  
Mr. Joe Gall      DSN: 725-5061



# AFAP Issue Criteria

- Issue has broad impact and is within the purview of HQDA or DoD to influence
- Issue is attainable after considering current political and resource environment
- Issue has a measurable objective with an identified end product
- Issue does not duplicate an active HQDA AFAP issue or an issue that has been declared unattainable in the past 3 years



What's it all about?

## Title

- Summarizes the issue
- Short -- but not so short you can't figure out what it's talking about
- Not a sentence – contains no verbs
- Doesn't place a "value" on the subject. ("Inferior", "Inadequate" ...)

# Scope

**Hint:**  
At least 3 sentences -  
what's the problem,  
how & who it affects,  
why it's a problem!

- 1<sup>st</sup> sentence – states the problem.
- 2<sup>nd</sup> – “The facts” – additional info
- 3<sup>rd</sup> – Why is it a problem (impact)
- Is a paragraph
- Identifies **one valid** problem
- Is understood by someone outside your group



**Is NEVER one sentence long!**

# Recommendations

- Tell what you want – not how to make it happen
- Prioritize! Three (or fewer) recommendations
- Start with a strong, descriptive verb and end with a measurable end product

**“Whadda ya want?”**



***Explanations belong in the Scope***

# *Working together!*

Delegates

Facilitators

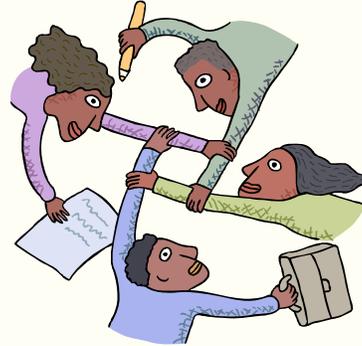
Recorders

Transcribers

Issue Support Persons

Subject Matter Experts

Observers



## The Subject Matter Expert

### *Role*

- Provide information. (Know when you "don't know")

### *Techniques*

- Remain positive and helpful
- Suggest alternative approaches
- Be open to ideas

### *Avoid*

- "Dictating" -- role is to advise
- Being defensive or negative
- Trying to "beat the system" - volunteering to work issue "off line", or saying it's "being done"



# Who are the AFAP SMEs?

Action officers from organizations, supporting 23 issues submitted by installation commands for review at the 2007 ARMY IN KOREA AFAP Conference

## SMEs validate the process:

- SMEs support the group so delegates can make informed decisions
- SMEs advise the group and can assist with wording choices allowing the development of the issues and recommendation(s)
- SMEs know the facts, figures, statistics, policies, procedures, and regulatory guidance



*Some issues may be assigned to more than one lead agency!*

What we tell the delegates:

**AFAP is your opportunity to influence your well being...!**

**MAKE THE MOST OF IT**

We ask you to look at it the same way -- this is YOUR opportunity to influence the well being of our Soldiers, families and civilians -- active, reserve, and retired!



## **Conclusion**

- ☆ **AFAP is grassroots input to Army leadership at all levels; with continuous issue feedback**
- ☆ **AFAP program/processes are well known and institutionalized Army-wide**
- ☆ **AFAP has 24 years of proven success, 601 issues at HQ...resulting in changes that impact readiness and retention**
  - 101 legislative changes
  - 145 DoD or Army policy/regulatory changes
  - 157 program or service improvements
- ☆ **Army leadership is engaged in the AFAP program and processes at all levels**
  - HQDA (CSA; VCSA; DAS; Director, ARNG; Chief, Army Reserve; Director IMCOM; with all participating in the GOSC)
  - MACOM (Commander or Deputy receive conference out brief)
  - Installation (Installation or Garrison Commander receive out brief/chair steering committee)
- ☆ **AFAP is a conduit for positive change!**

## PROCESS-CONTENT QUESTIONNAIRE

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**Instructions:** Read each facilitator's statement below. Write a 'P' next to those that focus on process and a 'C' next to those that focus on content.

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- \_\_\_\_\_ 1. I think we should spend 10 minutes brainstorming the possible options.
- \_\_\_\_\_ 2. My understanding is that we will receive the new machine next week.
- \_\_\_\_\_ 3. Dick, would you hold your comments until we get to the next item?
- \_\_\_\_\_ 4. I think we are moving too slowly. We're treading water in this meeting.
- \_\_\_\_\_ 5. I like this production scheduling idea a lot.
- \_\_\_\_\_ 6. Jean, will you check with the accounting department by Friday for those figures?
- \_\_\_\_\_ 7. Lets take the last 15 minutes to review our decisions and action plans.
- \_\_\_\_\_ 8. What are we doing now? Are we still brainstorming or are we evaluating ideas?
- \_\_\_\_\_ 9. Did you double-check these statistics with the shipping department?
- \_\_\_\_\_ 10. I suggest we make the changes in shipping procedures effective immediately.

# CONFERENCE EVALUATION FOR DELEGATES

Work Group Name: \_\_\_\_\_

***This evaluation form gives you the opportunity to improve future conferences. Please express your opinion using the following number system.***

5=strongly      4=Agree      3=Neutral      2=Disagree      1=Strongly Disagree

Did you attend the pre-brief?	Yes	No
How much time did you spend preparing for today's conference?		
Packets given to me prior to the conference were informative.		
Facilitators focused effectively on work groups.		
Recorders wrote effectively on work group objectives.		
Each delegate had an opportunity to participate in discussion.		
Determining priority of issues was a strong plus.		
Subject Matter Expert's input was helpful.		
SMEs participated in discussion.		
The group reviewed and approved written issues.		

What changes do you recommend to improve future conferences or roles?

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# CONFERENCE EVALUATION FOR SME'S

Work Group Name: \_\_\_\_\_

***This evaluation form gives you the opportunity to improve future conferences. Please rate the following questions using the number system.***

5=strongly      4=Agree      3=Neutral      2=Disagree      1=Strongly Disagree

Did you attend the pre-brief?	Yes	No
I understood my role in my group.		
The conference training/orientation I received was beneficial.		
How much time did you spend preparing for today's conference?		
Work group room was comfortable for discussion.		
Enough time was allocated to discuss issues.		
Supplies and materials for work groups were adequate.		
Conference staff was helpful.		
Packets given to me prior to the conference were informative.		
Determining priority of issues was a strong plus.		
I was allowed to provide facts/input.		

What changes do you recommend to improve future conferences or roles?

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We extend our sincere thanks and gratitude to the Volunteers, Delegates, Facilitators, Recorders, Issue Support, Transcribers, Subject Matter Experts, and all those who have helped make the 2007 Army In Korea Army Family Action Plan Conference a great success!

To our Sponsors:



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**Association of the United States Army**

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