

CHAPTER 2

LEADERSHIP AND ADMINISTRATIVE RESPONSIBILITIES

LEARNING OBJECTIVES

Upon completion of this chapter, you should be able to do the following:

1. Define leadership responsibilities.
2. Describe the procedures to design a work center schedule.
3. Explain the responsibilities for completion of tasks on a work center schedule.
4. Describe various forms of work center tasks.
5. Identify various forms of subordinate development.
6. Describe work center stability and requirements.
7. Explain how to write enlisted performance evaluations.
8. Explain the duties and responsibilities of the leading petty officer (LPO).
9. Explain the responsibility of signature by authority.
10. Describe the procedure of preparing routine naval correspondence and messages.

As a first class petty officer, you will use your leadership skills in carrying out your administrative responsibilities. You will use your ability as a leader to motivate and counsel your personnel to ensure they complete work center tasks. Your many administrative tasks, such as planning, managing, and evaluating, will also require your leadership ability.

This chapter describes your leadership responsibilities as they relate to your administrative responsibilities. It explains how to assign tasks, manage personnel, and complete important documents, such as the enlisted evaluation report. In addition, it explains the various types of naval correspondence you must prepare and the naval writing standards you should follow. The chapter begins by discussing your work center responsibilities.

MANAGING THE WORK CENTER

The work center that has a high degree of morale, good maintenance of equipment, and clean spaces has personnel with good leadership and management qualities. To manage your own

work center efficiently, you also must have those qualities. You must manage personnel, material, and time properly to ensure your work center meets the deadlines set for the completion of tasks.

WORK CENTER PERSONNEL AND MATERIAL

You have many resources to help you accomplish tasks; the most important are the personnel and materials within your own division. To use personnel and materials to the greatest advantage, you must interact with your people and be familiar with your material resources. Therefore, do not confine yourself to the office. Spend a little time in your office in the morning and afternoon to carry out your administrative duties, but spend the rest of your time in the work area.

Assessment of Personnel and Material Readiness

You should assess your division's personnel and material readiness daily and in more detail weekly. These assessments help you to know your

personnel better. They also give you an up-to-date account of task progression, tool and equipment conditions, and the amount of supplies used.

PERSONNEL. —When you assess your worker's performance, you will look at three areas:

1. Attitude
2. Knowledge
3. Work habits

When making your rounds in work spaces, assess the knowledge of the personnel working in each space. Observe the attitude and work habits of your people, how they handle their equipment, and the order in which they complete jobs. Ask subordinates questions about the job they are doing. Knowing your people's experience in each area will allow you to make decisions more quickly to achieve task accomplishment in case of personnel setbacks.

To keep abreast of the knowledge and experience of your personnel, randomly review each member's training records. Ensure records are all current and ensure each subordinate member is afforded the proper path toward advancement.

MATERIAL. —Make a daily inventory of each work space to determine the amount of materials being used so that you will know when to draw more supplies. Also make a weekly inventory so that you will know when to order additional supplies for your division.

Division Supply Inventory. —Each division or department uses the operating target (OPTAR) log to make a formal supply inventory. The OPTAR log shows all supplies in your division. Log all division orders in your division or department OPTAR log. Also log (1) when an item was ordered, (2) its stock number, (3) the cost, (4) and the OPTAR balance. At the end of each work week, or on whatever day you designate, prepare an inventory sheet of all materials and supplies in your division. This inventory sheet will give you a running account of all supplies.

Division Tool Inventory. —Maintain your tool inventory in much the same fashion as your supply inventory with the following exceptions:

1. Maintain a daily power tool log. List the name of the tool that is out of commission and

the nomenclature, stock number, and price of the broken part. Also include a check-out and check-in list of power tools in the log.

2. Maintain a daily hand tool log. List the name of the tool that is out of commission and the nomenclature, stock number, and price of the broken part. Include a check-out and check-in list of hand tools in the hand tool log.

3. Ensure all hand and power tools are assigned serial numbers; enter serial numbers into each log for easier tracking of tools.

Division Damage Control Space Inventory or Inspection. —Every division or work center should already have a log on hand that describes deficiencies and missing equipment in each of your spaces. That log is called the equipment deficiency log (EDL). The EDL contains information such as (1) the space, (2) space location, (3) the problem or deficiency, (4) when it was discovered, and (5) action taken. For missing equipment the EDL will contain information on (1) nomenclature of missing equipment, (2) stock number, (3) when it was placed on order, and (4) the form or forms used to order the missing equipment.

Work Center Requirements and Personnel Deficiencies

For a work center to accomplish its goals and maintain an effective degree of operational readiness, it must maintain its most valuable resource—its personnel.

Just as you have a supply inventory for your division, the command maintains an inventory of people available. That inventory is called the enlisted distribution verification report (EDVR). From this report a division can better enable itself to fulfill any TAD requirements without an adverse effect on its work force.

MANNING REQUIREMENTS. —The EDVR is a computer printout of the number of personnel in each rate aboard the command. The EDVR lists personnel by order of rank and the amount of each rate allowable aboard the command.

TAD REQUIREMENTS. —Commands have a set amount of personnel it can provide for various TAD requirements and different schools. The TAD requirements are usually divided throughout the various departments based on the ship's overall manpower.

other schedules are issued. The quarterly employment schedule, shown in figure 2-2, shows changes in ships' operations that could change each department's long-range work plan.

Before making your work center schedule, combine information from the command's annual and quarterly employment schedules and the planning board for training input.

Timelines

You have one more step to take before you can develop your work center schedule. You must determine a *timeline*; that is, the amount of time needed to complete the job. You need a timeline for two reasons:

1. To keep an accurate account of the progress of each task from beginning to end
2. To professionally challenge the abilities of your junior petty officers and to give them the required leadership growth

To determine a timeline, decide what the work center needs to do the job, such as tools and supplies. Then decide how much, if any, outside assistance the work center requires. By doing that,

you can estimate the amount of time for the job from beginning to end with relative accuracy.

With the help of your division chief, decide the urgency (or priority) of each work center job. List each job on your work center schedule based on its priority.

You are now ready to perform the final and easiest phase of completing your work center schedule—putting the timelines on your schedule. Figure 2-3 gives an example of a work center schedule. To the right of each job listed on the schedule, draw a horizontal line from the column containing the designated start date to the column containing the designated completion date. That horizontal line shows your timeline—the amount of time allowed to complete the job.

Use a pencil to make out and maintain your schedule because a change can occur without warning. Remember, the work center schedule will help you be a better manager. Use it wisely.

THE QUARTERLY TRAINING PLAN

After you complete the work center schedule, fill out your quarterly training plan (fig. 2-4). The

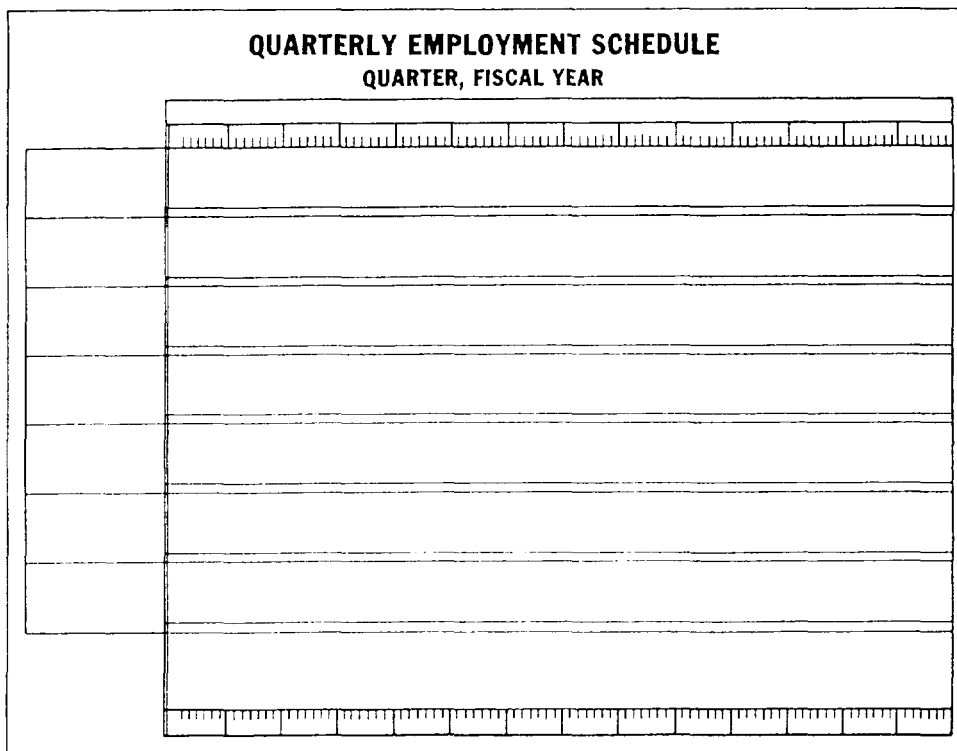


Figure 2-2.—Quarterly employment schedule.

WORK CENTER SCHEDULE												
WORK CENTER	UNDERWAY TIME										YEAR	DATE
TASK	MONTH			MONTH			MONTH				REMARKS	

Figure 2-3.—Sample work center schedule.

QUARTERLY TRAINING PLAN 2ND QUARTER, FISCAL YEAR 1986													
	JANUARY			FEBRUARY					MARCH				
	4	13	20	3	10	17	24	3	10	17	24	31	
FIRST AID LECTURES	1ST-DIV 2ND-DIV	B-DIV R-DIV	A-DIV E-DIV	H-DIV SI-DIV	S2-DIV S3-DIV	DE-DIV	GE-DIV OC-DIV	G-DIV 4TH-DIV	1ST-DIV 2ND-DIV	B-DIV R-DIV	A-DIV E-DIV	H-DIV SI-DIV	S2-DIV S3-DIV
ALL HANDS LECTURES (CCTV)	COMING ONLINE			FINISHED PROJECT (COMBINED)			STOP (SUBORDINATE) PERIOD OF TIME			QUARTERLY SAFETY			
GENERAL MILITARY TRAINING (CCTV)	BOARD DISCUSSION PROGRAM		CASUALTY COUNSELING		CASUALTY EDUCATION		CASE OF CASUALTY		DISCUSSION ASSEMBLY				
SHIPWIDE EVOLUTIONS	UNDERWAY FLEETEX		DC OLYMPICS (COS-2)		PERSONNEL SHI INSPECTION		SAFETY STAND-DOWN		HTT VISIT (UNAV)				
ENGINEERING DEPARTMENT PLANS	A/E/R DIVISION PREPS FOR SHI				M/H/ST/EN GRAL BOARDS (PREP TO HTT WHEN DE 3/1)				CASUALTY CONTROL DRILLS FOR EVOLUTIONS				

Figure 2-4.—Quarterly training plan.

quarterly training plan will show general military training, major inspections, and evolutions. The short-range schedule and monthly training plan (fig. 2-5) show everything your quarterly training plan shows, including your rate training plans. The weekly training plan (fig. 2-6) identifies the training scheduled for the current week.

WORK CENTER TASKS

After completing and receiving approval of the work center schedule, you should set goals and deadlines for completing each job involved in the different work center tasks. Concentrating on the more immediate day-to-day goals leads to completion of each task on the work center schedule.

Goals

When setting task goals, include your junior petty officers as part of the planning process. That

helps prevent misunderstandings between you and your subordinates.

To ensure completion of work center tasks in a safe, timely, and professional manner, consider six elements when setting goals for their completion:

1. Time restraints
2. Work center manning
3. Command's operation schedule
4. Other departments involved
5. Availability of tools and supplies
6. Job-plan revisions because of unforeseen problems

Any of these elements could cause a task to be delayed, thereby adversely affecting your command's mission.

MONTHLY TRAINING PLAN						
MONTH OF _____			TRAINING GROUP _____			
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
SUBMITTED BY: _____			APPROVED BY: _____			

Figure 2-5.—Monthly training plan.

Deadlines

When junior petty officers meet with you regarding work center tasks, set a deadline for the completion of each phase of the task as shown on your long-range schedule. View the original date as the "carved-in-stone" date for task completion.

Changes

As a supervisor you should keep abreast of any changes in divisional goals initiated by your department or command. You should accept new changes without forcing yourself and your work center into a mode of crisis management.

When attending department meetings, note the coordinated efforts of other divisions or departments in conjunction with the tasks of your

work center. Listen for information that could change your work schedule, such as situations that might cause a work stoppage. Let your superiors know if any changes could affect your present workload.

Check your spaces and the progress of work regularly so that you can give accurate information about work tasks at these meetings. Your superiors will work with you in easing any changes into your schedule. Don't leave a superior blind-sighted because you didn't take the time to assess the work being accomplished in your division.

Job Assignments

Aside from major jobs, task completion requires the assignment of some minor, but important, jobs. Yet supervisors sometimes neglect those minor jobs as the deadline

WEEKLY TRAINING PLAN						
WEEK OF: _____			DEPARTMENT _____			
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
PROMULGATED BY: _____						

Figure 2-6.—Weekly training plan.

approaches for completion of one of the major jobs. Remember the old adage, "An ounce of prevention is worth a pound of cure"? Don't sacrifice seemingly less important jobs that are completed so often you take them for granted. Neglected too long, those sacrificed minor jobs could become the major jobs on your next quarterly schedule. Try to achieve a proper balance between assignments of major and minor jobs to prevent your division from falling behind in task completion.

Assign challenging jobs to junior petty officers to help them increase their leadership skills, but be careful not to assign jobs they cannot achieve. Unachievable jobs can make subordinates feel they have failed and interfere with the meeting of your task completion goal.

Responsibility

Since many evolutions take place within your division at any given time, you need to delegate *authority* to your subordinates to help you achieve task completion. However, as the work center supervisor, you have the final *responsibility* for overall task completion.

Give subordinates the authority for overseeing jobs involved in completing each task. That will give them a feeling of self-worth, thereby fine-tuning their leadership skills. To delegate authority effectively, assign each petty officer to the job where he or she will do the most good.

To develop the leadership abilities of your subordinates and improve the efficiency of your organization, delegate authority to the lowest competent level. Always ensure the authority you delegate corresponds with the duties assigned.

COUNSELING

Counseling subordinates is the most effective way to inform them of their standing in the division. Counseling on performance and military bearing identifies both the good and bad performers in your division and provides the means to correct any deficiencies. Your division can use three methods of counseling:

1. Generate a letter of Instruction or a command counseling sheet.
2. Make a Page 13 entry in the enlisted service record.
3. Discuss the positive and negative marks on the Enlisted Evaluation Report.

LETTERS OF INSTRUCTION AND COMMAND COUNSELING SHEETS

Your division officer or division chief generates letters of instruction and command counseling sheets and forwards them up the chain of command for review and possible counseling. A counseling sheet notes a discrepancy, recommends a solution to that problem, and provides a follow-up date for reevaluation. A letter of instruction identifies a number of discrepancies individually and gives recommended solutions in addition to dates for reevaluation.

Divisions don't provide this type of counseling as punishment, but rather as a helpful tool to assist personnel with problems. Letters of instruction and command counseling sheets enable the command to solve problems using written guidance.

Counseling sheets and letters of instruction are not entered in a member's service jacket. However, they may be retained in the member's training jacket or division officer's notebook as evidence of improvement,

PAGE 13 ENTRY IN THE ENLISTED SERVICE RECORD

Page 13 is the administrative remarks page of the enlisted service record used to provide a chronological record of significant miscellaneous entries not provided on other pages of the record. You can provide a page 13 entry regarding a subordinate member that reflects good or bad performance or pertains to military bearing. If you provide unfavorable information on page 13, you should have exhausted all other forms of divisional counseling. Always give careful consideration before submitting a page 13 entry for unfavorable actions, even though it is considered counseling.

A page 13 entry can be given for favorable performance as well as unfavorable performance and can have a very positive impact on a person's career. Figure 2-7 illustrates a page 13 entry containing different administrative entries.

ADMINISTRATIVE REMARKS

SEE SUPERSMAN 5030420

SHIP OR STATION
USS GLORY (CVA-00)

16 Mar 90: Failed to report before 2400, 15 March 1990 in accordance with orders issued by USS WALLACE B. GALLANT (DD-000). Reported aboard at 1100 this date having been an unauthorized absentee for about 11 hours.

A. B. Seaman

A. B. SEAMAN, LT, USN, Personnel Officer
By direction of the Commanding Officer

18 Mar 90: At 1300, 18 March 1990, restricted to the limits of the ship awaiting disposition.

A. B. Seaman

A. B. SEAMAN, LT, USN, Personnel Officer
By direction of the Commanding Officer

19 Mar 90: At 1000, 19 March 1990 released from restriction and restored to full duty status.

A. B. Seaman

A. B. SEAMAN, LT, USN, Personnel Officer
By direction of the Commanding Officer

28 Mar 90: On unauthorized absence from 0800, 27 March 1990. Delivered on board by the local shore patrol at 0500 this date. On unauthorized absence for a period of about 21 hours.

A. B. Seaman

A. B. SEAMAN, LT, USN, Personnel Officer
By direction of the Commanding Officer

31 Mar 90: On unauthorized absence for a period of about 7 hours. Having by lawful order of the Commanding Officer, USS GLORY (CVA-00) been restricted to the limits of the ship at 1300, 29 March 1990, did on or about 1700, 30 March 1990, break restriction by leaving the limits of the ship. Voluntarily returned aboard at 0130, 31 March 1990.

A. B. Seaman

A. B. SEAMAN, LT, USN, Personnel Officer
By direction of the Commanding Officer

USE PAGE 6 NAVPERS 1070/606, TO RECORD LOST TIME IN EXCESS OF 24 HOURS.

See Navy Pay and Personnel Procedures Manual

NAME (Last, First, Middle)
DOE, John Able

SSN
888-88-8888

BRANCH AND CLASS
USN

ADMINISTRATIVE REMARKS- NAVPERS 1070/613 (REV. 3-73) S/N 0100-010-6131

☆GPO 74 794-605/6254

13 3

Figure 2-7.—Administrative Remarks, NAVPERS 1070/613.

INPUT TOWARD POLICY

As a senior petty officer you can have a positive impact on command policies by submitting inputs to them correctly. Two methods of input can lead to changes: verbal and written.

VERBAL

Verbal input is an oral recommendation about matters related to your division or department. You may make oral inputs about matters such as

changes in muster times, changes in work hours to meet certain situations, or other modifications required to accomplish goals.

WRITTEN

Written input is a recommendation about matters related to the betterment of the command. Submit written inputs only if they will improve the command as a whole. Personal gain should not be the issue.

PAGES 2-10 THROUGH 2-26 WERE INTENTIONALLY DELETED

Prepare written input in the form of a memorandum from yourself to the responsible party in your chain of command via your division officer and department head. Again, a written input should reflect a sincere interest in the betterment of the command as a whole. From there it will go through your department, to the command master chief, and then to the executive officer, all of whom will submit their recommendations. It will finally go to your commanding officer, who will give final approval or disapproval.

RECOMMENDING SUBORDINATES FOR COLLATERAL DUTIES

Recommending personnel for collateral duties is one way you can develop your subordinates' ability to function in different skill environments. That type of development will help your subordinates during all phases of advancement in their naval career.

You can use two methods of recommending subordinates for collateral duties:

1. Verbal
2. Written

VERBAL

Give verbal recommendations for the assignment of subordinates to duties within the command level such as command master-at-arms force or mess decks master-at-arms. The departments involved usually arrange these collateral duties.

WRITTEN

Make written recommendations when the collateral duty involves a subordinate being temporarily assigned to work in another command and temporary additional duty (TAD) orders. Send a copy of the member's most recent evaluation to the receiving command as evidence that the person is capable and deserving of a chance to fill the collateral billet.

RECOMMENDING SUBORDINATES FOR AWARDS AND RECOGNITION

One of your easiest and most rewarding tasks will be to give rewards for good performance; yet,

it is easily neglected. You can give different types of recognition. You can recognize good performance with rewards such as special liberty, permission to sleep late, and more time for noon chow. For subordinates who show extra dedication, you should go that extra mile by recommending them for awards or recognition.

TYPE OF RECOGNITION

You can recommend subordinates for five types of recognition:

1. Petty officer and Sailor of the Quarter/Year
2. Letter of Appreciation
3. Letter of Commendation
4. Navy Achievement Medal
5. Meritorious Advancement

You must recommend subordinates for some of these awards in writing. However, just because you exercise the initiative to send in a recommendation doesn't mean it will be approved. That is why you must write strong and convincing recommendations. Your recommendations must convince other leaders in the chain of command that your subordinates truly stand out from their peers and deserve the award.

WRITTEN FORMAT

Writing subordinates' accomplishments in bullet format can make your recommendation stronger. A bullet format is more effective because it cuts out all the colorful phrases and gets to the point.

AUTHORITY AND RESPONSIBILITY OF A LEADING PETTY OFFICER (LPO)

Authority is granted only to support you in carrying out your assigned duties and responsibilities. Authority falls into two categories: GENERAL and ORGANIZATIONAL. All officer and petty officers have the general authority needed to fulfill their duties and responsibilities by virtue of their positions within the Navy organization. Individuals have the organizational authority needed to fulfill their duties and responsibilities by virtue of assignment to a specific billet within an organizational subunit of the Navy (ship, station, staff, and so forth).

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EVALUATION AND PRIORITIZATION OF DIVISION JOBS

Your first and foremost responsibility as a leading petty officer is to evaluate and prioritize division jobs daily. Changes in the command's mission or other various changes could cause changes in the urgency of some jobs. You must blend these changes into division jobs without upsetting the routine.

DELEGATION OF AUTHORITY FOR TASK COMPLETION

Since the exercise of authority is important to the growth of junior petty officers, delegate authority at every given opportunity. Realize, however, that every situation won't allow you to delegate.

Be careful not to overdelegate. Giving petty officers more authority than they can handle can sometimes destroy their confidence.

Remember that petty officers to whom you delegate authority may make mistakes. Learning to deal with their mistakes is a part of their training and professional growth.

Use delegation wisely. It is one of the biggest responsibilities the Navy has entrusted to you. It can make or break your junior petty officers and affect your future as a leader.

SIGNATURE AUTHORITY

The commanding officer (CO), officer in charge (OIC), or person "acting" in either position must personally sign the following documents:

- Those which establish policy
- Those which center on changes to the command's mission and are addressed to higher authority
- Those which deal with certain aspects of military justice (The acting CO or acting OIC may sign these documents only if a staff legal officer finds that the commanding officer's signature is unnecessary.)
- Those required by law or regulation (e.g., ship's deck log)

Delegating Signature Authority

The commanding officer may delegate signature authority to military and civilian subordinates and may authorize those subordinates to delegate signature authority further. Subdelegated signature authority may be delegated to the lowest responsible person whose position is reasonably related to the function involved. The CO must delegate signature authority in writing and should delegate to titles rather than names. When delegating signature authority, the CO should include a brief outline of the types of documents involved. The CO may delegate signature authority in the unit organization manual or instruction.

Authorized personnel may sign correspondence that falls within their areas of responsibility, unless good judgment calls for the signature of a higher official. When subordinates sign documents under delegated authority, they usually sign "By direction."

Only the original, which goes to the action addressee, must be signed. All other copies must have typed or stamped signature-block information below the signature area. The name of the signer appears in all capital letters on the fourth line below the text. Unless the signer has a certain preference, the initial(s) and last name are used. Do not include the signer's rank/rate or a complimentary close. Each line of the signature block starts at the center of the page. When you are typing a letter, add the signature block only when you are sure who will sign the correspondence. If you use a stamp, remember to mark all copies and avoid smeared or crooked impressions. The following are a few examples of signature authority that may be delegated to the leading petty officer:

- The signing or initialing of all service record pages except Page 1 (DD Form 4 or NAVPERS 1070/601) and DD Form 214
- The signing of special request chits for recommending or not recommending approval
- The signing of various 3-M documents, such as the weekly schedule, the automated

work request (AWR), and requests for repair parts

The *Department of the Navy Correspondence Manual*, SECNAVINST 5216.5C, gives specific guidance on signature authority.

Signature Block

The term *By direction* will appear under the name of a subordinate who may sign official correspondence.

Example: A. B. SEAMAN
By direction

The following will be added under the name of a person with by direction authority who signs orders affecting pay and allowances: the signer's title, *By direction of*, and the commanding officer's title.

Example: PAUL T. BOAT
Executive Officer
By direction of
the Commanding Officer

Facsimile Stamps

A commanding officer may authorize others to use stamps that duplicate his or her signature where the personal signing of correspondence causes hardship or is impractical. If you are authorized to use a facsimile stamp of someone else's signature, pen your initials next to each signature you stamp to authenticate the facsimile. Always safeguard such stamps from unauthorized use.

ROUTINE NAVAL CORRESPONDENCE AND MESSAGES

As a senior petty officer, you will be required to compose two types of naval communication: naval messages and routine naval correspondence. The manner in which you prepare or allow your subordinates to prepare written material reflects upon your capabilities and attention to duty. Likewise, the quality of that communication addressed to other commands reflects upon your command. Therefore, you must know the basic policies and procedures for preparing naval messages and routine naval correspondence.

THE NAVAL MESSAGE

A naval message is an official communication that qualifies for electrical transmission. A message is used for urgent communication where speed is of primary importance. Messages are not used when the necessary information can reach its destination in time for proper action by letter. Releasers of naval messages will determine whether a message will be released as a message (electrical transmission) or as a NAVGRAM (letter).

You may be called upon to supply pertinent information for the text of a naval message, such as equipment status, personnel status, cause of equipment failure, and predicted time of repair. At other times, you may be called upon to write (draft) a message with all of its necessary components.

If you must write a message, you need to know the proper format and how to follow basic message-drafting procedures. If you are given a message to read and interpret, you should know how a message is formatted and some of the communication terms and abbreviations used.

Types of Messages

Most messages have at least one addressee responsible for taking action on the contents and for originating any necessary reply. Other addressees who have an official concern in the subject of the message, but who do not have the primary responsibility for acting on it, receive the message for information. Do not be confused by the term *information addressee*. Even though an information addressee usually is concerned only indirectly with a message, that addressee frequently must take action of some nature within the command. Some messages have only information addressees.

Messages may be divided into types based on how they are addressed:

- Single-address
- Multiple-address
- Book
- General

A single-address message is sent to one addressee only and may be either for action or information.

A multiple-address message is sent to two or more addressees, each of whom is aware of the other addressee(s). Each addressee is designated either as action or information.

A book message is sent to two or more addressees and is of such a nature that no addressee needs to know who the others are. Each addressee is informed whether the message is for action or information. The station sending a book message divides addressees into groups according to the relay stations serving them, and a separate message is prepared and transmitted to each relay station.

A general message has a wide standard distribution to all commands in an area under one command or to types of commands and activities. General messages are of many types, each of which carries an identifying title and is intended for a standard set of addressees, such as all commands, U.S. Pacific Fleet (ALCOMPAC). All messages of a given general message title are numbered serially throughout the calendar year; for example, a message numbered ALNAV 12-91 signifies it is the 12th message sent to all Navy activities (ALNAV) during 1991.

Normally you will come in contact only with single-address, multiple-address, and general messages. When you are drafting messages, you will be writing either a single- or multiple-addressee type of message.

Preparing the Message

Your specific responsibilities concerning messages will depend on your involvement with each message. You may be the releaser, drafter, or the addressee (receiver) of the message. Any command or activity may be an originator.

ORIGINATOR. —The originator of a message is the authority (command or activity) in whose name the message is sent. The originator is responsible for the functions of the message drafter and message releaser.

RELEASER. —The message releaser is a designated person authorized to release a message for transmission in the name of the originator. The releaser is responsible for validating the contents of the message, for affirming the message is in compliance with message-drafting instructions, and for determining whether the draft of the message should be released as a message or as a NAVGRAM. Usually the commanding

officer is the releasing officer, but the commanding officer may delegate releasing authority.

DRAFTER. —The drafter is the person who composes the message. Among all personnel involved with message management, the drafter is the key to an effective program. The drafter necessarily must have the most detailed knowledge and understanding of basic message procedures. The drafter is responsible for the following:

1. Proper addressing
2. Proper application of security classification, special handling, and declassification markings required by *Department of the Navy Information and Personnel Security Program Regulation*, OPNAVINST 5510.1H
3. Selection of appropriate precedence
4. Correct formatting and accuracy of typing
5. Clear, concise composition

ADDRESSEE. —The addressee's responsibilities depend on the type of action required of the addressee in response to the message. An action addressee may be required take immediate action in response to the message. An information addressee normally is not required to take any action based on the message. In either case, the message may have to be readdressed to another activity, which will be discussed later.

Message Precedence

The precedence has different meanings. To the drafter, it indicates the desired speed of delivery to the addressees. To the telecommunications center, it indicates the relative order of processing and delivery. To the addressees, it indicates the relative order in which they should determine the importance of the message. The precedence assigned to a message is determined by the relative importance of the subject matter of the text and the desired writer-to-reader delivery time. Although the assignment of the precedence is the drafter's responsibility, the releaser of the message may change the precedence or mode of transmission.

CATEGORIES. —Messages are divided into four common precedence categories: Routine,

PROSIGN	DESIGNATION	DEFINITION AND USE	HANDLING REQUIREMENTS
Z	FLASH	<p>FLASH precedence is reserved for initial enemy contact messages or operational combat messages of extreme urgency. Brevity is mandatory.</p> <p>Examples:</p> <ol style="list-style-type: none"> (1) Initial enemy contact reports. (2) Messages recalling or diverting friendly aircraft about to bomb targets unexpectedly occupied by friendly forces; or messages taking emergency action to prevent conflict between friendly forces. (3) Warnings of imminent large-scale attacks. (4) Extremely urgent intelligence messages. (5) Messages containing major strategic decisions of great urgency. 	<p>FLASH messages are hand-carried, processed, transmitted, and delivered in the order received and ahead of all other messages. Messages of lower precedence will be interrupted on all circuits involved until handling of the FLASH message is completed.</p> <p>Time Standard: As fast as possible with an objective of less than 10 minutes.</p>
O	IMMEDIATE	<p>IMMEDIATE is the precedence reserved for messages relating to situations that gravely affect the national forces or populace; and require immediate delivery to the addressee(s).</p> <p>Examples:</p> <ol style="list-style-type: none"> (1) Amplifying reports of initial enemy contact. (2) Reports of unusual major movements of military forces of foreign powers in time of peace or strained relations. (3) Messages that report enemy counterattack or request or cancel additional support. (4) Attack orders to commit a force in reserve without delay. (5) Messages concerning logistical support of special weapons when essential to sustain operations. (6) Reports of widespread civil disturbance. (7) Reports or warnings of grave natural disaster (earthquake, flood, storm, etc.). (8) Requests for or directions concerning distress assistance. (9) Urgent intelligence messages. (10) Requests for news of aircraft in flight, flight plans, or cancellation messages to prevent unnecessary search/rescue action. (11) Messages concerning immediate movement of naval, air, and ground forces. 	<p>IMMEDIATE messages are processed, transmitted, and delivered in the order received and ahead of all messages of lower precedence. If possible, messages of lower precedence will be interrupted on all circuits involved until the handling of the IMMEDIATE message is completed.</p> <p>Time Standard: 30 minutes.</p>
P	PRIORITY	<p>PRIORITY is the precedence reserved for messages that furnish essential information for the conduct of operations in progress. This is normally the highest precedence for administrative messages.</p> <p>Examples:</p> <ol style="list-style-type: none"> (1) Situation reports on position of front where attack is impending or where fire or air support will be soon placed. (2) Orders to aircraft formations or units to coincide with ground or naval operations. 	<p>PRIORITY messages are processed, transmitted, and delivered in the order received and ahead of all messages of ROUTINE precedence. ROUTINE messages being transmitted should not be interrupted unless they are extra long and a very substantial portion remains to be transmitted. PRIORITY messages should be delivered immediately upon receipt at the addressee destination. When commercial refile is required, the commercial precedence that most nearly corresponds to PRIORITY is used.</p> <p>Time Standard: 3 hours.</p>
R	ROUTINE	<p>ROUTINE is the precedence to use for all types of messages that justify transmission by rapid means unless of sufficient urgency to require a higher precedence.</p> <p>Examples:</p> <ol style="list-style-type: none"> (1) Messages concerning normal peacetime military operations, programs, and projects. (2) Messages concerning stabilized tactical operations. (3) Operational plans concerning projected operations. (4) Periodic or consolidated intelligence reports. (5) Ship movement messages, except when time factors dictate use of a higher precedence. (6) Supply and equipment requisition except when time factors dictate use of a higher precedence. (7) Administrative, logistic, and personnel matters. 	<p>ROUTINE messages are processed, transmitted, and delivered in the order received and after all messages of a higher precedence. When commercial refile is required, the lowest commercial precedence is used. ROUTINE messages received during nonduty hours at the addressee destination may be held for morning delivery unless specifically prohibited by the command concerned.</p> <p>Time Standard: 6 hours.</p>

Figure 2-13.—Examples of message precedences.

Priority, Immediate, and Flash. Figure 2-13 shows examples of the different types of precedence. complete information concerning message precedence is contained in Naval Telecommunications Procedures (NTP), *Telecommunications Users Manual, NTP 3(H)*.

Routine. —Routine is the precedence assigned to all types of traffic that justify electrical transmission but are not of sufficient urgency to require a higher precedence. The Routine precedence is identified by the prosign *R*.

Priority. —Priority is the precedence reserved for messages that furnish essential information for the conduct of operations in progress. That is the highest precedence normally authorized for administrative messages. Priority precedence is identified by the prosign *P*.

Immediate. —Immediate precedence is reserved for messages relating to situations that gravely affect the national forces or populace and require immediate delivery to addressees. Immediate precedence is identified by the prosign *O*.

Flash. —Flash precedence is reserved for initial enemy contact reports or operational combat messages of extreme urgency. Message brevity is mandatory in Flash messages. Flash precedence is identified by the prosign *Z*.

Another precedence is the Emergency Command. The Emergency Command precedence (ECP) is not commonly used but preempts all other precedence. Its use is limited to the National Command Authority, certain designated commanders of unified and specified commands, and specifically designated emergency action command and control messages. When used, ECP is identified by the prosign *Y*.

Messages having both action and information addressees may be assigned a single precedence or a dual precedence. A dual precedence exists when a higher precedence is assigned to action addressees than to information addressees. The assignment of a dual precedence must be considered on all messages with information addressees when other than routine precedence is assigned to the action addressee(s).

REACTION TIME. -The precedence assigned to a message has no direct effect on the time by which a reply must be sent or on the precedence assigned to that reply. Each activity must establish its own requirements concerning

the acknowledgment of messages. The following factors should be considered when submitting a reply to a message:

1. Does the message have a reply due date?
2. Must the reply be forwarded by telecommunication message, or can it be sent by naval letter or NAVGRAM?

Regardless of the reaction times established locally, Flash and Emergency Command precedence messages requiring a reply must always be handled as quickly as possible. In some cases, you may be required to forward a reply to the originator in less than 30 minutes.

Date-Time Group

The date-time group (DTG) is assigned to messages for identification purposes only. The DTG consists of six digits followed by a time-zone suffix (for example, 021930Z). The first pair of digits (02) denotes the day of the month; the second pair (19) indicates the hour; and the third pair (30), the minutes. All DTGs are expressed in Greenwich Mean Time (Z) unless otherwise directed by higher authority. In addition, the abbreviated month and year of origin are appended to the DTG. Therefore, the DTG 021930Z JAN 91 would be identified as a message being officially released from a communications facility for transmission at 1930 hours, Greenwich Mean Time, on the 2nd of January 1991.

Although not considered as part of the date-time group, the originator's name must be included in the identification of a specific message. For example, NETPMSA Pensacola FL 032115Z MAY 91 indicates a specific message originated by Naval Education and Training Program Management Support Activity, Pensacola, Florida. However, a message identified only by the DTG 032115Z MAY 91 is not properly identified since any command in the Navy could have released a message with the same DTG.

Message Format

Figure 2-14 shows the Joint Message Form (DD-173/2). Naval Telecommunications Procedures (NTP), *Telecommunications Users Manual, NTP 3(H)*, and *U.S. Navy Plain Language Directory, NTP 3, SUPP-1 (K)*, give the fundamental format and procedures for preparing the naval message.

ADDRESS COMPONENTS. —The address consists of the plain language address (PLA); the message originator; and the action, information,

JOINT MESSAGEFORM										SECURITY CLASSIFICATION			
										C O N F I D E N T I A L			
PAGE	DTG/RELEASER TIME			PRECEDENCE		CLASS	SPECAT	LMF	CIC	ORIG MSG IDENT			
	DATE TIME	MONTH	YR	ACT	INFO								
01 of 02	282108Z	AUG	9-	PP	RR	CCCC							
BOOK	MESSAGE HANDLING INSTRUCTIONS												
<p>FROM: COMNAVTELCOM WASHINGTON DC</p> <p>TO: CNET PENSACOLA FL</p> <p>INFO NAVEDTRAPRODEVCEM FL</p> <p>C O N F I D E N T I A L //NO2309//</p> <p>SUBJ: MESSAGE FORMAT AND PROCEDURES {U}</p> <p>A. NTP 3</p> <p>1. {U} THIS MESSAGE ILLUSTRATES THE CORRECT FORMAT AND PROVIDES SOME BASIC PROCEDURES CONCERNING NAVAL MESSAGES IAW REF A. THIS MESSAGE IS A MULTIPLE ADDRESS TYPE MESSAGE. A PRIORITY PRECEDENCE HAS BEEN ASSIGNED TO THE ACTION ADDRESSEE AND A ROUTINE PRECEDENCE ASSIGNED TO THE INFORMATION ADDRESSEE.</p> <p>2. {U} AS IN NAVAL LETTERS, PARAGRAPHS AND SUBPARAGRAPHS OF A MESSAGE ARE NUMERICALLY AND ALPHABETICALLY IDENTIFIED.</p> <p>A. {U} WHEN A PARAGRAPH IS SUBDIVIDED, THERE SHOULD BE AT LEAST TWO SUBDIVISIONS OF THE SAME TYPE.</p> <p>B. {U} CLASSIFIED MESSAGES REQUIRE PARAGRAPHS AND SUBPARAGRAPHS TO BE MARKED WITH THE APPROPRIATE SECURITY CLASSIFICATIONS, AS IN A NAVAL LETTER.</p> <p>{1} {C} THIS SUBPARAGRAPH IS CLASSIFIED CONFIDENTIAL, WHILE THE LEAD-IN PARAGRAPH, PARA B, IS UNCLASSIFIED.</p>													
DISTR													
DRAFTER TYPED NAME TITLE OFFICE SYMBOL PHONE						SPECIAL INSTRUCTIONS							
APPROPRIATE INFORMATION						MINIMIZE CONSIDERED							
RELEASER	TYPED NAME TITLE OFFICE SYMBOL AND PHONE					SECURITY CLASSIFICATION			DATE TIME GROUP				
	SIGNATURE					CONFIDENTIAL			282108Z AUG 9-				

THE CONFIDENTIAL CLASSIFICATION OF THIS ILLUSTRATION IS FOR ILLUSTRATION PURPOSES ONLY THIS ILLUSTRATION IS UNCLASSIFIED

6
5
4
3
2
1
0

Figure 2-14.—Joint Message Form (DD-173/2).

and exempted addressees. Plain language address is the phrase used to denote the format and ordinary language spelling of command short titles and geographical locations used in message addresses. The *NTP 3 SUPP-1(K)* and the *United States Military Communications Electronic Board (USMCEB)* publication list the authorized plain language addresses for naval messages.

The FROM, TO, INFO lines of a naval message contain plain language addresses. Messages must have only one originator address but may have unlimited action and information addressees.

Some messages may be addressed to activities listed under collective address designators (CADs) or address indicating groups (AIGs). Only authorized activities may originate these multiple-address messages. However, personnel responsible for determining whether action is required on incoming message must know which CADs and AIGs include their command.

Collective Address Designator. —Collective address designators are single-address, alphabetically sorted, common-interest groups. Each CAD represents a predetermined set of activities linked by an operational or administrative chain of command. Some examples of CADs are NAVFOREUR, NAVFORJAPAN, and CRUDES-FORSEVENTHFLT.

Address Indicating Group. —Address indicating groups represent predetermined lists of specific and frequently recurring combinations of action and information addressees or both. AIGs are identified by numbers that expedite message processing in both administrative and telecommunications channels and may pertain to the following:

- Alerts, air defense warnings, and operational or emergency actions
- Severe weather or destructive storm warnings
- Logistical transactions or reports
- Movement reports

TEXT COMPONENTS. —The text components of a message consist of the classification line, passing instructions line, subject line, reference line, and the basic text or message.

Classification line. —The classification line of the security classification and the standard subject identification code (SSIC). When applicable, the line also includes special-handling markings. The security classification or the designation UNCLAS, for unclassified information, must appear on all messages.

Certain types of messages require special-handling in addition to that provided by the security classification. Markings that indicate special-handling requirements (for example, SPECAT, LIMDIS, PERSONAL FOR) are placed in the classification line immediately following the security classification. NTP 3(H) contains specific instructions concerning special-handling markings.

The standard subject identification code is the last element of the classification line. It is required on all Navy-originated messages, except as noted in NTP 3(H). The SSIC is used as one method for the determination of internal message distribution. Be careful to select the SSIC that most completely and accurately corresponds to the message subject matter.

Passing Instructions Line. —Passing instructions, when applicable, are located on the line below the classification line. Passing instructions consist of office codes, symbols, or names. However, passing instructions may be used on naval messages only as authorized by NTP 3(H).

Subject Line. —The subject line begins on the line following the classification line or the passing instruction line when it is used. Message subject lines indicate to the reader the basic contents of the messages text. You may omit the subject line for tactical messages when the following occurs:

1. It will cause otherwise unclassified message to be classified.
2. It will noticeably increase the length of a short message.
3. The subject is readily apparent in the first line of the text.

Reference Line. —Reference lines are used as alternatives to the repeating of lengthy references within the text of the message. You may use any identifiable document, all messages, and telephone conversations in a message as long as the reference line is clear and specific. Letter each reference consecutively.

Text. —Use the proper choice of words and good writing techniques to help you write brief messages; however, do not make your message brief at the cost of accuracy. Limit the use of abbreviations to those that are self-evident or recognizable because of their long-established use. You may make exceptions in the case of currently authorized abbreviations used in routine administrative and technical traffic handled only by persons familiar with the abbreviations. Don't use short titles or abbreviations in the text if the message is addressed to a member of Congress, a commercial concern, or a nonmilitary address. Do not carry the use of uncommon phrases and modes of expression to the point that the meaning of the message becomes ambiguous or obscure. In case of doubt, clarity always takes precedence over brevity. The following are some punctuation and symbols you may use to enhance clarity within the message text:

Hyphen (-)
Question mark (?)
Colon (:)
Dollar sign (\$)
Apostrophe (')
Ampersand (&)
Parentheses (left and right) ()
Period (.)
Comma (,)
Virgule (or slant) (/)
Quotation mark (")

You may not use the following punctuation marks and symbols in a naval message:

Number symbol (#)
"At" sign (@)
Percent (%)
Fractions (1/2, 1/4, and so forth)
Asterisk (*)
Underscore (_)
Cent sign (¢)

DOWNGRADING AND DECLASSIFICATION MARKINGS. —YOU must apply downgrading and declassification markings to all classified messages. These markings are located on the first line after the last line of the text. OPNAVINST 5510.1H contains specific information about appropriate markings.

Message Readdresses

Frequently, a message must be transmitted to an activity that was not an addressee of the

message as it was originally drafted. This process is called "message readdressal." The originator or action addressee of a message may readdress that message for action or information to another activity. An information addressee may readdress a message for information purposes only.

When a readdressal message is prepared, it must be handled and accounted for as a complete, unique message. Readdressal messages carry a unique date-time group and supplementary heading and must be released by a person authorized to release messages.

Message Cancellations

Only the originator may cancel a message. All message directives are automatically canceled 90 days following the release date, except under the following circumstances:

1. The text of a message provides for an earlier cancellation.
2. A subsequent message extends the cancellation date.
3. A message is reissued, by the originator, in standard directive format within 90 days of the release date.

Minimize Condition

Minimize is a condition imposed by proper authority to reduce and control electrical message and telephone traffic. The purpose of minimize is to clear the telecommunications network of message and voice traffic in which urgency does not justify electrical transmission during an actual or simulated crisis. During periods of minimize, message drafters and releasers must review all messages to ensure electrical transmission is essential and the lowest precedence consistent with speed of service objectives is used. Messages prepared for electrical transmission under minimize conditions must have the phrase "MINIMIZE CONSIDERED" located in the special instructions block.

OFFICIAL CORRESPONDENCE

As a senior petty officer, you will be required to compose correspondence from brief notes and occasionally from oral instructions. You will be required to prepare a first draft that will need only minor changes before the draft is ready for smooth typing. You must master the writing of short, routine correspondence to the point that

corrections are rarely needed before signature. In some situations, you will be the one to determine the type of correspondence to be used. To fulfill those requirements, you must understand the basic policies and procedures for preparing the various types of correspondence.

Preparation of Correspondence

You or someone else at the departmental level prepares the rough draft of official outgoing correspondence. Persons of higher authority within the department then “chop,” or edit, the rough before it is sent to the executive officer or the administrative assistant for approval. Based on that premise, we will not attempt to explain and illustrate minute details regarding format requirements. The *Department of the Navy Correspondence Manual*, SECNAV Instruction 5216.5C, amply covers format requirements. However, the last section of this chapter covers naval writing standards.

Before starting the letter, decide whether you should use a Navy Mailed Message (NAVGRAM), a message, or a routine memorandum. That will require you to determine the nature of the communication. First, be sure exactly what the communication should accomplish. Next, consider factors such as format, references, enclosures, and the type of communication required.

When preparing correspondence, bear in mind that the usual purpose of Navy mail is to provide the reader with concisely stated information. If you turn out a confused, rambling, lengthy masterpiece, you only create an editing chore for the drafting officer. You may wind up doing the whole thing over. The following are some of the usual causes of confusion and rambling in a letter:

- Failure to follow the basic pattern of the subject (purpose, circumstances, action)
- Inclusion of more than a single idea in a sentence, more than one central thought in a paragraph, or more than a single subject in the letter
- Failure to consider the readers (Can they misinterpret your wording?)

Once you understand what the letter is to accomplish, you should follow certain steps to ensure good organization and continuity:

1. Arrange information in a logical order.

2. Complete each unit of information before moving on to the next.
3. Maintain continuity by providing transition from one unit of information to another.

In the first paragraph, state the purpose of the letter. In the following paragraphs, explain the circumstances and the action to be taken (give orders, make requests, give consent, or refuse permission). Be sure you follow a logical order; for example, first explain the problem (or circumstance); then give each step the reader should take to resolve the problem. Maintain continuity by showing the connection between one point of information and the next. For example, you might tell the reader certain information involves several methods and then immediately name those methods.

When the letter is in answer to or closely related to another letter, the first sentence should refer to that letter.

Example: 1. Reference (a) requested information about the allowance lists for the next 3 fiscal years. Reference (b) pointed out that such information is available for only 2 years in advance

No rule exists about the number of paragraphs one unit of information should contain. In letters of average length, each significant unit of information may be one paragraph. However, some units of information may require more than one paragraph to explain. Other explanations may be so simple that a single paragraph makes up the entire body of the correspondence. No matter how many paragraphs you write, be sure to follow the rules for good organization and continuity.

TARGET DATE. —The first step you should take when assigned a writing task is to determine the deadline or target date of the correspondence. That will allow you to budget your time effectively. Remember, not only must you draft the correspondence, but you must allow for others to review, revise, and type the correspondence. Then the final or smooth copy must be reviewed, corrected, and signed before the correspondence is released.

FIRST DRAFT. —Before writing the first draft of any correspondence, refer to any related correspondence to see how it is organized and worded. Note all the points you should cover.

Unless they are closely related, do not cover two subjects in one letter.

Next, write a rough draft. At this point, don't worry too much about spelling, punctuation, or other aspects of a finished style. Concentrate on getting all the necessary information in writing. Express your ideas as clearly and effectively as possible. If you can't immediately think of the right word to use, put down the best one you can think of. Then mark the spot and come back to it later to see if you can find another word that expresses your idea more clearly.

As you become more experienced, you will develop your own writing style. As a beginner, you should concentrate on simply getting your thoughts into writing.

REVIEWING THE DRAFT. -If possible, allow a little time to elapse after finishing the rough draft before going over it again. If time permits, put the it aside for a while and work on something else. When you resume work on the draft, you will be more objective and see ways of improving it.

When you first reread the draft, go through it from start to finish; stop only to make brief notes about how the text can be improved. Read the rough draft with a critical eye to determine if what you have written is correct, clear, and stated as effectively as possible. Then go through the draft again, referring to your notes and rewriting as needed.

Ensure the accuracy of any information, such as numbers and dates, cited from the references listed at the beginning of your letter. Correct any inaccuracies. Be sure you mention references shown in the heading of the letter in chronological order within the text at least once. Do not cover two subjects in one letter unless they are very closely related. That practice can result in administrative confusion when replies are required.

Often material does not fit smoothly with what comes next. To correct that problem, first check the organization of your ideas. Be sure your ideas follow a logical order. If your organization is good, then you may need to use transitional words or expressions to show the relation between one thought and the next. For example, you could use the transitional word *however* to show contrast between one idea and another. You might use the phrases *to begin with* or *in conclusion* to show a sequence of ideas.

If you think a passage may be unclear to the reader, have someone else read it. Should that

person have difficulty in understanding it, make changes, even if you must take out your favorite sentence. That happens occasionally even to the best of writers. Be glad you found those areas and had the opportunity to clarify them.

Review the draft for useless words. Take out words you don't need and words that add nothing to the meaning of your sentence. Change long words to shorter ones and take out intensives (extremely, undoubtedly, very much). Take out overworked introductory phrases (it is to be noted, it is a well-known fact that, in accordance with, we call your attention to the fact that). Sometimes you may need one of these phrases; however, if you don't need it, you should delete it.

While reviewing the rough draft, look for words used repeatedly; replace them with different words having the same meaning. Likewise, omit repetition of ideas. Although you may sometimes repeat words and ideas for emphasis, most repetition results from carelessness. Unless you have repeated words or ideas deliberately and for a purpose, either change or delete them.

While reviewing the draft, keep in mind the preferred style of the person who will sign the correspondence. Most people who sign correspondence have certain words and phrases they prefer and certain ones they do not allow. Learning those words and phrases as quickly as possible will eliminate the inconvenience of having to add or delete them each time.

ACCEPTING CRITICISM. -Once you have completed the smooth draft, you will probably feel a certain pride in your accomplishment. However, don't let yourself become fond of the way you have expressed something. If the draft must go through several reviewers before it is signed, you should accept the fact that changes will be made. The minute you permit yourself to become fond of your writing, you become reluctant to change, which can mean trouble in two ways. First, most writing can be improved; therefore, instead of allowing criticism to hurt your feelings, use it to improve your writing. Second, someone else will sign most Navy correspondence; so don't feel distressed if the signer insists on changing the wording before signing. After all, the signer assumes responsibility for the content of the correspondence.

If your wording is misunderstood or your reasoning is overlooked, bring it to the signer's attention. In such cases, you would be justified in defending what you have written. However, if the signer still doesn't accept your changes, you

should not feel the criticism is an attack on you personally. If you do, your capacity to learn from experience and to improve will be diminished.

SMOOTH VERSION. —Someone must check the smooth, or final, version of the correspondence before it is presented for signature. This task normally falls to the supervisor of the originating office. The supervisor should check the smooth correspondence for the following:

- Use of correct standard subject identification code (SSIC), if used
- Inclusion of all required information or the exact transcription of the approved draft
- Use of correct titles of all addressees (action, via, and information)
- Observance of proper chain of command for addressees
- Proper labeling and attachment of enclosures, if any
- Inclusion of proper number of enclosures
- Use of approved format

If the supervisor finds typographical or spelling errors, correct them in the manner approved by your command. If your command permits, you may make up to two ink corrections if they are neatly made.

SECURITY CLASSIFICATION. —Proper security classification of correspondence is a serious problem in the Navy, largely because people overclassify it. When you write correspondence, be sure you show the classification on the rough draft and handle the draft as required by that classification.

No simple rules for security exist. You must follow various policy directives, and, when in doubt, apply common sense. Overclassified correspondence results in too few people being informed too slowly.

Assign each piece of correspondence the lowest classification possible consistent with the proper protection of the information contained in it. You do not have to classify correspondence according to the classification of its references unless the correspondence is actually classified.

Classify correspondence and documents according to their content, not according to their relationship to other documents. That procedure is particularly important when documents are part of a series. Various paragraphs or sections of a single document may contain different classifications. The document must bear the highest overall classification of its contents. The assigned security manager will assist you in determining the correct security classification for outgoing correspondence.

Department of the Navy Information and Personnel Security Program Regulation, OPNAVINST 5510.1H, contains regulations and guidance for classifying and safeguarding classified information.

Types of Correspondence

Official correspondence in its true sense covers all recorded communications, including messages. Since the preceding section covered naval messages, we have confined our discussion of types of correspondence in this section to letters and endorsements, memoranda, and NAVGRAMS.

STANDARD NAVAL LETTER. —Although you always double space rough text to allow space for reviewing officers to make corrections or insertions, always single space the smooth final copy. Figure 2-15 illustrates a one-page standard naval letter in finished form.

Before you begin the letter, you should determine the addressee(s) to enter in the To Block and the addressee(s), if any, to enter in the Via Block. Then follow the procedures shown in the *Department of the Navy Correspondence Manual, SECNAVINST 5216.5C* to prepare the letter.

ENDORSEMENT. —An endorsement is a brief form of a naval letter on which an official recommends action or makes comments, forwards a letter, redirects a misaddressed letter, or endorses a letter back to the originator for further information. You will frequently use endorsements to transmit correspondence through the chain of command. An endorsement becomes part of the basic letter; therefore, it is not routinely used to reply to a letter.

Place an endorsement on the signature page of the basic letter if space and length of endorsement permit (see fig. 2-16). The



1
2
3
4

*DEPARTMENT OF THE NAVY
*Name of Activity
*Address

1
2

SSIC
Code/*Serial
*Date

1
2

From: Title of activity head, name of activity, location when needed
To: Title of activity head, name of activity, location when needed (Code)
Via: (1) Title of activity head, name of activity, location when needed (not numbered if only one)
(2) Pattern of (1) repeated for next endorser

1
2

Subj: NORMAL WORD ORDER, ALL LETTERS CAPITALIZED

1
2

Ref: (a) Earlier communication that bears directly on subject at hand

1
2

Encl: (1) Material enclosed with letter identified in same way as reference, single enclosure numbered
(2) Notation added for material sent separately (sep cover)

1
2

1. This example shows all the elements that might appear on the original of a one-page standard letter.
2. If you omit the date when you type the letter, start the from block on the fourth line below the code/serial to allow for an oversized date stamp.
3. Other full-page examples in this chapter and later ones show the spacing to follow for correspondence that variously omits via, reference, and enclosure blocks.

1
2
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4

*NAME OF SIGNER
*By direction

1
2

Copy to:
Short title of information addressee (see SNDL)
Short title of second information addressee

ITALICS: OPTIONAL ITEMS
ASTERISKS: ITEMS YOU MAY STAMP
UNDERLINED NUMBERS: TYPEWRITER LINES

Figure 2-15.—Standard naval letter.



DEPARTMENT OF THE NAVY

NAVAL AIR STATION
CECIL FIELD, FLORIDA 32215

1
2
5216
Ser 11/352
3 Jun 9_

1
2
From: Commanding Officer, Naval Air Station, Cecil Field
To: Commander in Chief, U.S. Atlantic Fleet
Via: (1) Commander, Sea Based ASW Wings, Atlantic
(2) Commander, Naval Air Force, U.S. Atlantic Fleet

1
2
Subj: HOW TO PREPARE ENDORSEMENTS

Encl: (1) Orientation Schedule for Newcomers

1. Same-page endorsements may be added to a basic letter, like this one, or to a previous endorsement. This sentence cites enclosure (1).

J. T. BOATE

1
2
3
4
1
2
1
2

Ser 019/870
17 Jun 9_

FIRST ENDORSEMENT

1
2
1
2

From: Commander, Sea Based ASW Wings, Atlantic
To: Commander in Chief, U.S. Atlantic Fleet
Via: Commander, Naval Air Force, U.S. Atlantic Fleet

1
2

1. Start an endorsement on the same page as the latest communication if the answer to all three questions is yes:

- a. Is the latest communication less than a page?
- b. Will all of the endorsement fit on that page?
- c. Is the endorsement sure to be signed without revision?

2. A same-page endorsement may omit the SSIC, subject, and basic-letter's identification as long as the entire page will be photo-copied. However, all three elements are required if you make carbon copies. These elements also are required on all new-page endorsements, such as the one on the next page.

1
2
3
4
1
2

J. R. FROST

Copy to:
NAS Cecil Field (Code 11)


Figure 2-16.—Same-page endorsement.

endorsement should not run over to another page. Always place a lengthy endorsement on a separate page (fig. 2-17). Unless told otherwise, classify the endorsement with the highest classification appearing in the basic letter. Identify the endorsement by ordinal number (FIRST, SECOND, and so on).

MEMORANDUM. —Although various memorandum forms exist, the one most

frequently used is the simple "From-To" type between subordinates within the same activity. A Department of the Navy Memorandum (short or long) is available in a preprinted form (fig. 2-18).

When the addressee of the memorandum is outside the organization, you may use a plain or letterhead sheet of paper instead of the preprinted form. When choosing the plain-paper or letterhead style, type "MEMORANDUM" in



DEPARTMENT OF THE NAVY
 COMMANDER NAVAL AIR FORCE
 UNITED STATES ATLANTIC FLEET
 NORFOLK, VIRGINIA 23511

1
2

5216
 Ser N72/4201
 24 Jun 199_

1
2 SECOND ENDORSEMENT on NAS Cecil Field ltr 5216 Ser 11/352 of
 3 Jun 9_

1
2 From: Commander, Naval Air Force, U.S. Atlantic Fleet
 To: Commander in Chief, U.S. Atlantic Fleet

1
2 Subj: HOW TO PREPARE ENDORSEMENTS

1
2 Encl: (2) SECNAVINST 5216.5C

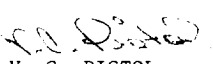
1
2 1. Start an endorsement on a new page if the answer to one or
 more of these questions is no:

- a. Is the latest communication less than a page?
- b. Will all of the endorsement fit on that page?
- c. Is the endorsement sure to be signed without revision?

2. Number every page; continue the sequence of numbers from the
 previous communication, as explained in enclosure (2).

3. Like a same-page endorsement prepared with carbon copies,
 every new-page endorsement must--

- a. Repeat the basic letter's SSIC.
- b. Identify the basic letter in the endorsement-number block.
- c. Use the basic letter's subject as its own.



V. C. PISTOL
 By direction

1
2 Copy to:
 NAS Cecil Field (Code 11)
 *COMSEABASEDASWHINGLANT (Code 019)

1
2 *Prior endorser appears because second endorsement is significant.

2

Figure 2-17.—New-page endorsement.

Memorandum

DATE 16 Mar 9_

FROM: OP-09BR (77256)

TO: OP-09B

SUBJ: PRINTED MEMORANDUM FORM

Ref: (a) SECNAVINST 5216.5C

Encl: (1) Personnel Roster

1. This printed form is the most informal memorandum. Use it among individuals and offices of the same activity.
2. The memorandum form comes in three sizes.
 - a. OPNAV 5216/144A (8-1/2 by 11 inches):
 - b. OPNAV 5216/144B (8-1/2 by 5-1/2 inches):
 - c. OPNAV 5216/144C (5-1/2 by 8-1/2 inches):
3. Except for the date, no sender's symbols are necessary.
4. Use names, titles, or codes in the from block and to block.
5. Allow a 1-inch left margin.
6. Type reference and enclosure headings under the printed headings. Note the headings for reference (a) and enclosure (1).
7. The writer signs his or her name without an authority line.
8. Very informal memorandums may be penned.
9. No file copy is necessary when the matter is insignificant or short lived.

U.S. Door

Figure 2-18.—Printed memorandum form.

capital letters at the left margin. Two spaces below that type "From:" and proceed as you would for a naval letter. For very informal communications, the entire memorandum may be handwritten.

NAVY MAILED MESSAGE (NAVGRAM). -You will use NAVGRAMs for urgent communications between department of defense (DOD) addressees. Do not use them for non-DOD

addressees. The NAVGRAM follows normal administrative (letter) channels but has priority over routine correspondence.

The purpose of the NAVGRAM is to reduce Navy message volume. Releasers of Navy messages must look at each prepared Joint Message Form DD-173 to decide whether to transmit it electrically (naval message) or by mail

(NAVGRAM). Figure 2-14 shows the Joint Message Form.

If you decide to mail the message, write "NAVGRAM" below the signature block on the DD-173. The NAVGRAM will then be assigned a letter serial number and will be dated in the "DATE TIME GROUP" box in the lower right-hand corner of the form.

The DD-173 will then be stamped in the center of the page in light red ink with a 1 inch by 4 inch NAVGRAM stamp. The NAVGRAM will then be mailed.

The NAVGRAM is processed through administrative channels vice communications facilities and is given priority over routine correspondence. It is routed similar to a naval message; receives expeditious handling; and where practical, is included on the normal command message board.

Correspondence Files

Because of the frequent rotation of personnel, the Navy uses a standard filing system. The system allows commands throughout the Navy to maintain official files efficiently, economically, and systematically. Whether assigned as the administrative LPO of a unit or as a supervisor of a work center, you must become familiar with the Navy filing system.

Correspondence files may consist of a centralized or decentralized system. In the centralized system, one specific office files and maintains all originals of incoming correspondence and official copies of outgoing correspondence. In a decentralized system, the office or work center that has primary concern over the subject matter of the correspondence files and maintains the originals or official copies. Regardless of the type of filing system used, personnel should be able to locate the desired correspondence when required.

Although confidential material, like all classified material, requires some degree of security protection, it may not require controlled routing. Depending on the type of document and local administrative procedures, you may route confidential material with either a route stamp or a control sheet.

The administrative office of the command must maintain various logbooks or records indicating the location (file or office) of all incoming and outgoing correspondence. That office must maintain the files as outlined in the *Department of the Navy File Maintenance*

Procedures and Standard Subject Identification Codes (SSIC), SECNAVINST 5210.11D.

FILING PROCEDURES. —Commands should follow several procedures to effectively and economically maintain correspondence files. Each organization should authorize an office to have central control of activity files. That office should do the following:

- Assign personnel to coordinate all activity files
- Authorize official files and assign responsibility for files plans
- Locate the official files at an organizational level that ensures effective documentation, makes records accessible to major users, minimizes duplicate files, and aids records disposal
- Determine records retention and disposal standards and prepare local disposal instructions
- Perform periodic reviews of the files procedures

In filing material, you should not include unnecessary working papers, early drafts, extra copies, or information material. You should include the following:

- The incoming document
- Copy of the outgoing correspondence
- Any essential supporting documents

You may file material loose in folders unless you need to keep pages in a particular order. Then use prong fasteners, rather than staples, clips, or rubber bands, to attach materials to the file folder.

A document often concerns more than one subject, name, or case. When that occurs, file an extra copy under each subject; make sure each copy contains the location of the basic document.

You must keep track of documents removed from the files. When removing a document or an entire file, put a charge-out slip in its place. If the document is transferred among several people, update the charge-out slip upon each transfer.

At the end of each calendar year, you should close general correspondence files. Close all budget and accounting files at the end of each fiscal year. Hold closed files in an inactive status until destruction or transfer to a Federal Records Center. You may find more information concerning the disposal of files and records in this chapter under the "Accountability and Disposal of Correspondence" section.

CONSTRUCTION OF STANDARD SUBJECT IDENTIFICATION CODES (SSIC). –

Standard subject identification codes (SSICs) provide a standard system of numbers used throughout the Navy to categorize, subject classify, and identify directives, letters, messages, forms, and reports. They also provide a standard system for setting up files. These codes cover most subjects found in general correspondence and other files; they reflect the functions and major organizational components of the Navy. The SSIC system consists of the 14 major subject groups shown in figure 2-19.

These major subject groups are subdivided into primary; secondary; and, sometimes, tertiary groups. Primary groups are designated by the last three digits (hundreds) of the code number. Secondary groups are further breakdowns of the primary groups and are identified by the last two digits (tens) of the code number. Tertiary groups consist of the last digit (units) of a secondary group. Examples of the primary, secondary, and tertiary subject groups are as follows:

	Military Personnel	
	1000 - 1999	
Major Subject	<u>1000</u>	Military Personnel General
Primary	<u>1500</u>	Training and Education
Secondary	<u>1510</u>	Enlisted Training
Tertiary	<u>1511</u>	Nuclear Power Training (Sub)
Tertiary	<u>1512</u>	Nuclear Power Training (Surf)
Secondary	<u>1520</u>	Officer Training
Tertiary	<u>1522</u>	Nuclear Power Training (Sub)
Tertiary	<u>1523</u>	Nuclear Power Training (Surf)

Some subject groups may not be subdivided below the primary group level, while other groups may be subdivided into the secondary or tertiary

level. The extent of the breakdown depends on the complexity of the major subject.

ACCOUNTABILITY AND DISPOSAL OF CORRESPONDENCE. –

Commanding officers and officers in charge are responsible for the establishment, maintenance, and disposition of official files within their activity. Unless a system is maintained to keep track of the correspondence received, routed, issued, filed, or destroyed, correspondence may be misplaced or destroyed erroneously.

At shore activities, the administrative office is responsible for the accountability and destruction of all official incoming and outgoing correspondence. Administrative offices must be able to locate correspondence received or submitted by the command. Official correspondence must be accounted for during its handling, distribution, custody, storage, destruction, and sometimes even after its destruction.

Your responsibility as a senior petty officer is to support the accountability procedures of your command. When a letter is routed to your division for information or action, make sure it is returned to the administrative office or passed on for others to read. If you require a copy of the letter, contact the administrative office.

At some activities you maybe assigned as the administrative LPO. In that case you would be directly responsible for the maintenance and disposition of the official files of the command.

NAVAL WRITING STANDARDS

Though correspondence formats are important, writing quality is more important. For that reason, this section tells you how to make your writing organized, natural, compact, and active. If you are a beginner in writing naval correspondence, refer to the *Department of the Navy Correspondence Manual* for more information on correct writing and formatting requirements.

Your writing should follow a straightforward style: (1) Open with the most important information, (2) taper off with the least important, and (3) keep sentences short and to the point.

When you write a letter, think about the one sentence you would keep if you could have only one. That is your key sentence—the one that gives your main point. If possible, begin with your key sentence; but be sure to use it within the first paragraph.

- 1000 Series—MILITARY PERSONNEL. Includes subjects relating solely to the administration of military personnel.
- 2000 Series—TELECOMMUNICATIONS. Includes subjects relating to general communication matters and to communication systems and equipment.
- 3000 Series—OPERATIONS AND READINESS. Includes subjects relating to such matters as operational plans, fleet operations, operational training and readiness, warfare techniques, operational intelligence, and research and development.
- 4000 Series—LOGISTICS. Includes subjects relating to the logistical support of the Navy and Marine Corps, including procurement, supply control, property redistribution and disposal, travel and transportation, maintenance, construction, and concersion, production and mobilization planning, and foreign military assistance.
- 5000 Series—GENERAL ADMINISTRATION AND MANAGEMENT. Includes subjects relating to the administration, organization, and management of the Department of the Navy, including general personnel matters, security, external relations, law and legal matters, office services, and publication and printing matters.
- 6000 Series—MEDICINE AND DENTISTRY. Includes subjects relating to medical matters, such as physical fitness, general medicine, special or preventive medicine, dentistry, medical equipment and supplies.
- 7000 Series—FINANCIAL MANAGEMENT. Include subjects relating to the financial administration of the Department of the Navy, including budgeting, disbursing, accounting, auditing, industrial and other special financing matters, and statistical reporting.
- 8000 Series—ORDNANCE MATERIAL. Includes subjects relating to all types of ordnance material and weapons, including ammunition and explosives, underwater ordnance materials, guided missiles, and miscellaneous, ordnance equipment.
- 9000 Series—SHIPS DESIGN AND MATERIAL. Includes subjects relating to such matters as the design, characteristics, and readiness of ships, and to ship's material and equipment.
- 10000 Series—GENERAL MATERIAL. Includes subjects relating to general categories of materials not included in the specialized material groups. It includes photographic equipment and accessories, general machinery and tools, personnel material, and miscellaneous categories.
- 11000 Series—FACILITIES AND ACTIVITIES ASHORE. Includes subjects relating to ashore structures and facilities, fleet facilities, transportation facilities, utilities and services, and other similar subjects.
- 12000 Series—CIVILIAN PERSONNEL. Includes subjects relating to the administration of civilian personnel.
- 13000 Series—AERONAUTICAL AND ASTRONAUTICAL MATERIAL. Includes subjects relating to aeronautical and astronautical material, including parts, accessories, and instruments; special devices; armament; aerological equipment weapons systems, types of aircraft; and astronautic vehicles.
- 16000 Series—COAST GUARD MISSIONS. Includes subjects relating to the administration and mission of the U.S. Coast Guard.

Figure 2-19.—Major subject groups of the standard subject identification codes.

Remember to keep ideas orderly; state requests before justifications, answers before explanations, conclusions before discussions, summaries before details, and the general before the specific.

Delay your main point to soften bad news or to introduce a controversial proposal, but don't delay routinely. Readers, like listeners, are put off by people who take forever to get to the point. To end most letters, just stop.

Reading slows with every glance from the text to a reference citation. Use only those references that bear directly on the subject at hand. Avoid unnecessary or complicated references. Reading letters that overuse references is like driving in reverse through alphabet soup. If you do use references, be sure to mention in the text any reference cited in the reference block. List references in the reference block by following the order of their appearance in the text.

When writing a response to an earlier communication, subordinate it to your main point. Don't waste the opening—the strongest place in a letter—by merely summarizing a reference or saying you received or reviewed something.

Example: Reference (a) recommended the re-establishment of training in the field of transportation management. Reinstitution of this training is strongly supported.

Better: We strongly support the recommendation in reference (a) to re-establish transportation management training.

When writing, use short paragraphs; long paragraphs cause main ideas to get lost. Cover one topic completely before starting another; but keep paragraphs short, roughly four or five sentences. Now and then, you may use a one-sentence paragraph to highlight an important idea. Short paragraphs are especially important at the start of letters because readers become discouraged if you start out with long paragraphs.

A paragraph may need a topic sentence, or it may not. The topic sentence of a paragraph is like the main point of a letter; both are general statements that you develop later. Even though you could write a short and simple letter as one unbroken paragraph, divide it for ease of reading.

So far we have talked about structuring letters and paragraphs to call attention to important

ideas. Next, we will talk about four ways to avoid sentences that mumble.

1. Subordinate, or reemphasize, minor ideas. In other words, place them in dependent clauses rather than in the main (or required) part of the sentence. Besides clarifying the relationship between ideas, subordination prevents the overuse of *and*, the weakest of all conjunctions.

Example: The naval station exchange uses a similar contractor service and saves its patrons about 15 percent. (Two ideas presented in two independent clauses as equally important.)

Better: By using a similar contractor service, the naval station exchange saves its patrons about 15 percent. (One idea—using a similar contractor service—presented in dependent clause as less important than the idea presented in main part of the sentence.)

2. Place ideas deliberately. Start and finish a sentence any way you like, but keep in mind that ideas gain emphasis when they appear at either end. Putting an idea in the middle causes it to lose emphasis.

Example: We have determined that moving the computer as shown in enclosure (1) would allow room for another cabinet to be installed.

Better: Moving the computer as shown in enclosure (1) would allow room for another cabinet.

3. Use more parallelism. Express two or more equally important ideas in similar words and similar constructions. Parallelism saves words, clarifies ideas, and provides balance. Parallelism means that when you use a coordinating conjunction (*and*, *but*, *nor*, *yet*), nouns, adjectives, dependent clauses, and so on, should match in each part of the sentence. They should have the same grammatical form and structure.

Example: A good writer must be precise and have originality. (Precise is an adjective; originality is a noun.)

Better: A good writer must be precise and original. (Both precise and original are adjectives.)

4. Use some mini-sentences. Sentences should generally be 20 words or less. However, occasionally using sentences of six words or less slows down the reader and emphasizes ideas.

Example: I can get more information if each of you gives me less. Here's why. In a week, about 110 staff actions show up in my in-box. I could handle that in a week if all I did was work the in-box. Yet 70 percent of my time in the headquarters goes not to the in-box but to briefings. I could handle that dilemma, too—by listening to briefings and thinking about staff papers at the same time.

Make your writing as formal or informal as the situation requires, but do so with language you might use in speaking. The most readable writing "sounds" like people talking to people.

To make your writing more like speaking, begin by imagining your reader is sitting across from you. Write with personal pronouns, everyday words, and short sentences. Don't go out of your way to use personal pronouns, but don't avoid them. Speak of your activity, command, or office as we, us, and our. When you are writing to many addressees, speak directly to one reader; only one person reads your writing at any one time.

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

Better: Please send us your recommendations for course content.

When you write directives, look for opportunities to talk directly to a user. Procedures, checklists, or other how-to instructions lend themselves to this cookbook approach. Imagine someone has walked up to you and asked what to do. The following example is from a notice that repeated *the duty officer* dozens of times:

Example: *The duty officer* will verify that security responsibilities have been completed by putting *his/her* initials in the checklist.

Better: When *you* complete the inspection, initial the checklist.

Sentences that give directions lead with verbs; *you* is simply implied. This direct approach requires imagination more than technical skill. Think of writing not as words on a page but as speaking from a distance.

Multiplied across an entire letter, roundabout sentences like those in the next examples do severe damage. We would be laughed out of the room if we talked that way. Ordinary English is shorter, clearer, and just as official:

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

Better: We need the material by 10 June.
(or) The material must reach us by 10 June.

It is and *this command* complicate the next example. They force readers to put back the pronouns the writer took out. To make matters worse, the first *it is* refers to the reader while the second refers to the sender.

Example: If it is desired that Marines be allowed to compete for positions on the pistol team, this command would be happy to establish and manage team tryouts. It is recommended that tryouts be conducted soon to ensure

Better: If you allow Marines to compete for positions on the pistol team, we would be happy to establish and manage the tryouts. We recommend that tryouts start soon to ensure

Can you overdo personal pronouns? Yes you can. You can use so many pronouns that you obscure the subject, and no number of them will overcome confused thinking. Besides, some subjects don't lend themselves to pronouns. The description of a ship's structure, for example, isn't likely to include people. Also, criticism hurts fewer feelings if delivered impersonally. "Nothing has been done" avoids the direct attack of "You have done nothing."

If *we* or *I* opens more than two sentences in a row, the writing becomes monotonous and may suggest self-centeredness. Sometimes a single sentence can call too much attention to the sender: "I would like to extend *my* congratulations for a job well done." Praise should stress the reader: "Congratulations on the fine job you did."

Table 2-1.—Simpler Words and Phrases

Official writing does not demand big words or fat phrases. Go out of your way to use ordinary English. The result will be clear thinking and shorter writing. Asterisks mark the dirty dozen, the twelve offenders most likely to weaken your work.

Instead of	Try	Instead of	Try	Instead of	Try
a and/or b	a or b or both	deem	believe, consider, think	identical	same
accompany	go with	delete	cut, drop	identify	find, name, show
accomplish	carry out, do	demonstrate	prove, show	immediately	at once
accorded	given	depart	leave	impacted	affected, changed
accordingly	so	designate	appoint, choose, name	*implement	carry out, start
accue	add, gain	desire	want, wish	*in accordance with	by, following, per, under
accurate	correct, exact, right	determine	decide, figure, find	in addition	also besides too
additional	added, more, other	disclose	show	in an effort to	to
*addressees	you	discontinue	drop, stop	inasmuch as	since
addressees are requested	(omit), please	disseminate	give, issue, pass, send	in a timely manner	on time, promptly
adjacent to	next to	due to the fact that	due to, since	inception	start
advantageous	helpful	during the period	during	incumbent upon	must
adversely impact on	hurt, set back	effect modifications	make changes	inform	tell
advise	recommend, tell	elect	choose, pick	indicate	show, write down
afford an opportunity	allow, let	eliminate	cut, drop, end	indication	sign
aircraft	plane	employ	use	initial	first
allocate	divide, give	encounter	meet	initiate	start
anticipate	expect	endeavor	try	in lieu of	instead of
a number of	some	ensure	make sure	*in order to	for, so
apparent	clear, plain	enumerate	count	in regard to	about, concerning, on
appreciable	many	equipments	equipment	inter alia	(omit)
appropriate	(omit), proper, right	equitable	fair	interface with	meet, work with
approximately	about	equivalent	equal	interpose no objection	don't object
arrive onboard	arrive	establish	set up, prove, show	*in the amount of	for
as a means of	to	evidenced	showed	*in the event that	if
ascertain	find out, learn	evident	clear	in the near future	shortly, soon
as prescribed by	in, under	exhibit	show	in the process of	(omit)
*assist, assistance	aid, help	expedite	hasten, speed up	in view of	since
attain	meet	expeditious	fast, quick	in view of the above	so
attempt	try	expend	spend	is applicable to	applies to
at the present time	at present, now	expertise	ability, skill	is authorized to	may
		expiration	end	is in consonance with	agrees with, follows
be advised	(omit)	facilitate	ease, help	is responsible for	(omit), handles
benefit	help	failed to	didn't	it appears	seems
by means of	by, with	feasible	can be done, workable	*it is	(omit)
capability	ability, can	females	women	it is essential	must, need to
caveat	warning	finalize	complete, finish	it is requested	please, we request,
close proximity	near	for a period of	for	I request	request
combat environment	combat	for example, — etc.	for example, such as	liaison	discussion
combined	joint	forfeited	give up, lose	limited number	few
*commence	begin, start	for the purpose of	for, to	limitations	limits
comply with	follow	forward	send	magnitude	size
component	part	frequently	often	maintain	keep, support
comprise	form, include, make up	function	act, role, work	majority of	most
concerning	about, on	furnish	give send	maximum	greatest, largest, most
consequently	so	has a requirement for	needs	methodology	method
consolidate	combine, join, merge	herein	here	minimize	decrease, lessen, reduce
constitutes	is, forms, make up	heretofore	until now	minimum	least, smallest
contains	has	herewith	below, here	modify	change
convene	meet	however	but	monitor	check, watch
currently	(omit), now				

Table 2-1.—Simpler Words and Phrases—Continued

<u>Instead of</u>	<u>Try</u>	<u>Instead of</u>	<u>Try</u>	<u>Instead of</u>	<u>Try</u>
necessitate	.....cause, need	reflect	.....say, show	*this activity, command	.....us, we
notify	.....let know, tell	regarding	.....about, of, on	timely	.....prompt
not later than 10 May	.....by 10 May	relocate	.....move	time period	.....(either one)
	.....before 11 May	remain	.....stay	transmit	.....send
not later than 1600	.....by 1600	remainder	.....rest	-type	.....(omit)
notwithstanding	.....in spite of, still	remuneration	.....pay, payment	under the provisions of	.....under
numerous	.....many	render	.....give, make	until such time as	.....until
objective	.....aim, goal	represents	.....is	*utilize, utilization	.....use
obligate	.....bind, compel	requests	.....ask	validate	.....confirm
observe	.....see	require	.....must, need	viable	.....practical, workable
on a — basis	.....(omit)	requirement	.....need	vice	.....instead of, versus
operate	.....run, use, work	reside	.....live	warrant	.....call for, permit
optimum	.....best, greatest, most	retain	.....keep	whereas	.....because, since
option	.....choice, way	said, some, such	.....the, this, that	with reference to	.....about
parameters	.....limits	selection	.....choice	with the exception of	.....except for
participate	.....take part	set forth in	.....in	witnessed	.....saw
perform	.....do	similar to	.....like	your office	.....you
permit	.....let	solicit	.....ask for, request	/	.....and, or
pertaining to	.....about, of, on	state-of-the-art	.....latest		
point in time	.....point, time	subject	.....the, this, your		
portion	.....part	submit	.....give, send		
possess	.....have, own	subsequent	.....later, next		
practicable	.....practical	subsequently	.....after, later, then		
preclude	.....prevent	substantial	.....large, much		
previous	.....earlier, past	successfully complete	.....complete, pass		
prioritize	.....before	sufficient	.....enough		
prior to	.....before	take action to	.....(omit)		
proceed	.....do, go ahead, try	task	.....ask		
procure	.....buy	terminate	.....end, stop		
proficiency	.....skill	the month of	.....(omit)		
*promulgate	.....issue, publish	there are	.....(omit), exist		
provide	.....give, offer, say	therefore	.....so		
provided that	.....if	therein	.....there		
provides guidance for	.....guides	there is	.....(omit), exists		
purchase	.....buy	thereof	.....its, their		
pursuant to	.....by, following, per, under	the undersigned	.....I		
		the use of	.....(omit)		

Stressing the reader's interests is a matter of attitude more than pronouns, but pronouns contribute. "The help *you* receive" suggests more concern for readers than "the help *we* provide." By being sensitive to the difference, you are more likely to meet your reader's needs.

Don't use big words when little ones will do. (See table 2-1.) Rely on everyday words. People who *speak* with small words often think they must burden their *writing* with needlessly large words. Do you remember the city dude in those old Western movies who overdressed to impress the folks at the ranch? Overdressed writing fails just as foolishly. All writers try to impress readers. The best do it through language that doesn't call attention to itself. Size of vocabulary is less important than skill in using the words you already know.

Normally, use short, commonly spoken transitional words instead of long, bookish ones. Use long transitional words occasionally for variety. By using short ones, you help set an ordinary tone for the whole sentence.

<u>BOOKISH</u>	<u>SPOKEN</u>
consequently	so
however	but
in addition	also
nevertheless	still

Avoid the needless complications of legalistic lingo. Let a directive's number or a letter's signature carry the authority. You risk being wordy and pompous by trying to put that authority in your language. Write to *express* not to *impress*.

<u>LEGALISTIC</u>	<u>NORMAL</u>
aforesaid	the, that
heretofore	until now
herewith is	here is
notwithstanding	in spite of
the undersigned	I

Don't be afraid to use some contractions in your writing. If you are comfortable with contractions, your writing is likely to read easily, for you will be "speaking" on paper.

Be concrete in your writing. Don't use a general word if the context allows for a specific one. Be as definite as the situation permits.

If you write, "The solution to low morale and poor discipline is good leadership," your readers may feel warm all over. But until you point out some specific behavior meant by *low morale*, *poor discipline*, and *good leadership*, neither you nor your readers can tackle the problem. Similarly, don't use a general word if the context allows for a specific one. Be as definite as the situation permits.

Performance evaluations suffer when writers make extravagant, unsupported claims. Effective evaluations show what a person did and how well it was done. They are concrete enough to inspire confidence in the writer's judgment about the ratee's performance and potential. Break long sentences into manageable units. Then prune needless words and ideas.

Example: It is requested that attendees be divided between the two briefing dates with the understanding that any necessary final adjustments will be made by OP-96 to facilitate equitable distribution. (29 words)

Improved: It is requested that attendees be divided between the two briefing dates. Any necessary final adjustments will be made by OP-96 to facilitate equitable distribution. (12 and 13 words)

Better: Send half your people on one day and half on the other. OP-96 will make final adjustments. (12 and 5 words)

A request gains emphasis when it ends with a question mark. Look for opportunities to reach out to your reader:

Example: Request this command be notified as to whether the conference has been rescheduled.

Better: Has the conference been rescheduled?

Without generalizations and abstractions, lots of them, we would drown in detail. We sum up vast amounts of experience when we speak of

dedication, programs, hardware, and lines of authority. But such broad language isn't likely to evoke in a reader's mind the same experiences it evokes in a writer's. Lazy writing overuses such vague terms. Often it weakens them further by substituting adjectives; for example: immense dedication, enhanced programs, viable hardware, and responsive lines of authority.

<u>FOR</u>	<u>TRY</u>
aircraft	plane
plane	F-18
improved costs	lower costs
enhanced method	faster method; cheaper method

Tone —a writer's attitude toward the subject or readers—causes relatively few problems in routine letters. The rules are straight forward. Subordinates may suggest, request, or recommend, but only superiors may direct. Although pronouns are acceptable, don't "get personal." Courtesy is required; warmth is not.

Because much of our writing is routine, tone causes problems when the subject matter is delicate. The more sensitive the reader or issue, the more careful we must be to promote good will. Tactlessness in writing suggests clumsiness in general. When feelings are involved, one misused word can make an enemy.

What do you think of an organization that would send a letter containing the following sentences?

At our last meeting you requested agenda topics for a meeting of the Committee on Atmosphere and Oceans. I certainly support this interagency grouping as it may serve as an appropriate forum for addressing our marine technology needs and concerns.

The first sentence is just lazy, for it does no more than repeat the request. The real trouble comes from the second sentence, whose attempt at good will backfires. *Certainly* is a needless intensifier, like many words ending in /y. *Interagency grouping* is pompous for *group*. *Needs and concerns* add bulk; only one of the words is needed. *Certainly support this* is undermined by *it may serve*. *May serve?* The issue

isn't whether the group should exist but what it should discuss.

The person who signed the letter improved the passage by dropping the second sentence and making the first one do more work:

As you requested, I am submitting some agenda topics for the meeting of the Committee on Atmosphere and Oceans.

Now imagine you have asked for more time to complete a correspondence course. Here is the last sentence of the letter that turns you down:

If we can be of further assistance, please do not hesitate to write.

Beware of such rubber-stamp endings. They don't improve good letters or save bad ones. To the reader whose request has been denied, *further assistance* promises further disappointment. The closing sentence should be dropped entirely or tied to the rest of the letter:

This setback aside, we hope you will take advantage of other correspondence courses available to you.

Most no answers need some explanation. Yes answers need little explanation because readers get what they want.

Finally, imagine you are a reservist who has asked to stay on active duty even though you have a serious illness. How would the following answer strike you?

Because you have failed to pass the prescribed physical examination, you will be removed from active duty.

Failed? Removed? Those words hint at crime and punishment. To avoid such tactlessness, the writer should have used positive wording.

<u>NEGATIVE</u>	<u>POSITIVE</u>
Opportunity is limited.	Competition is keen.
Stop writing badly.	Start writing well.
Don't use the small hoist.	Use the big hoist.
The cup is half empty.	The cup is half full.

The positive approach would remove some of the sting from the reservist's answer. Here are two possibilities:

Better: Given the results of your physical examination, we must transfer you to the Retired Reserve.

Better: In light of your physical examination and the need to administer the examination program fairly, we have decided in favor of your transfer to the Retired Reserve.

When writing a letter to inform someone of negative information, stress some positive aspects about the person or the situation. For example, the writer of the preceding letter to the reservist could have opened by acknowledging the favorable endorsements that accompanied the request to stay on active duty. The writer could have closed by thanking the reservist for his or her time of service. This tactful arrangement would have helped to soften the bad news.

In writing, give your ideas no more words than they deserve. The longer you take to say things, the weaker you come across and the more you risk blurring important ideas. You must suspect wordiness in everything you write. When you revise, tighten paragraphs to sentences, sentences to clauses, clauses to phrases, phrases to words, words to pictures, or strike the ideas entirely. To be easy on your readers, you must be hard on yourself.

No phrases hurt naval writing more than *it is* and *there is* or *there are*. They stretch sentences, delay meaning, hide responsibility, and encourage passive verbs. Avoid using these phrases.

<u>NOT</u>	<u>BUT</u>
It is requested	We request, please
It is my intention	I intend
It is necessary that you	You need to; you must
There is a serial number on the letter.	A serial number is on the letter.
There are several files missing.	Several files are missing.

Example: It is mandatory that all active-duty personnel receive flu vaccinations.

Better: All active-duty personnel must receive flu vaccinations.

Example: There will be a meeting of the Human Relations Council at 1000 on 26 July in the main conference room.

Better: The Human Relations Council will meet at 1000 on 26 July in the main conference room.

Wordy expressions don't give writing impressive bulk; they clutter it by getting in the way of the words that carry meaning. Here are some repeat offenders:

<u>NOT</u>	<u>BUT</u>
for the purpose of	for, to
in accordance with	by, following, per, under
in order to	to
in the event that	if
in the near future	soon

Wordy expressions dilute the meaning of the sentences in the next examples:

Example: In accordance with reference (b), you may pay the claim with a check in the amount of \$300.

Better: Under reference (b), you may pay the claim with a check for \$300.

Words ending in -ion and -ment are verbs turned into nouns. Whenever the context permits, change these words to verb forms. By favoring verb forms, your sentences will be shorter and livelier.

Example: Use that format for the preparation of your command history.

Better: Use that format to prepare your command history.

Example: The development of an effective system depends on three factors.

Improved: Developing an effective system depends on three factors.

Better: An effective system depends on three factors.

As the writer, you may see some differences between *advise* and *assist*, *interest* and *concern*, or *thanks* and *gratitude*. But your readers won't. Repeating a general idea can't make it any more precise. Simple subtraction will overcome the use of similar words such as these:

Example: We must comply with the standards and criteria for controlling and reducing environmental pollution.

Better: We must comply with the standards for reducing environmental pollution.

Avoid hut-2-3-4 phrases—long chains of nouns and modifiers. Readers can't tell what adjective modifies what noun or where the modifiers end. We must live with some official hut-2-3-4 phrases, such as fleet-oriented consolidated stock list, but you can avoid forming unofficial phrases. Rearrange modifiers or rewrite such phrases entirely:

Example: The Board of Inspection and Survey service acceptance trials requirements

Better: requirements by the Board of Inspection and Survey for service acceptance trials

Excessive abbreviating is false economy. Use abbreviations no more than you must with insiders and avoid them entirely with outsiders. Spell out an unfamiliar abbreviation the first time it appears. If it appears only twice or infrequently, spell out the term each time and avoid the abbreviation entirely. Put clarity before economy.

Example: Marine Corps Development and Education Command (MCDEC)

Passive verbs cause problems. They make writing wordy, roundabout, and sometimes downright confusing. Learn how to spot passive verbs and make them active. Most sentences should use a who-does-what order. By leading with the doer, you automatically avoid a passive verb.

Passive: The ship was inspected by the skipper.

Active: The skipper inspected the ship.

A verb in the passive voice uses any form of *to be* (am, is, are, was, were, be, being, been) plus the past participle of a main verb, such as driven or inspected. Unlike sentences with active verbs, sentences with passives don't need to show who or what has done the verb's action. Most passives just imply the "doer," which can sometimes make the sentence unclear. Use one of three cures for passive verbs.

1. Put a doer before the verb:

Example: Appropriate clothing will be worn by all personnel.

Improved: All personnel will wear appropriate clothing.

Better: Wear appropriate clothing.

2. Drop part of the verb:

Example: Then he was transferred to Norfolk.

Better: Then he transferred to Norfolk.

3. Change the verb:

Example: Personnel are prohibited from doing so.

Better: Personnel must not do so.

Write passively if you have good reason to avoid saying who or what has done the verb's action. You might do that when the doer is unknown, unimportant, obvious, or better left unsaid. When in doubt, write *actively*, even though the doer may seem obvious. You will write livelier sentences (not, livelier sentences will be written by you).

SUMMARY

In this chapter we discussed the work center schedule, how to manage your time, and the importance of a smoothly run work center.

You must seek self-improvement through leadership self-assessment to become a leader of Navy men and women. While assessing your leadership skills, keep in mind that no "best" leadership method exists. You may have to change your leadership behavior to fit your changing work environment.

The Navy's Enlisted Performance Evaluation System provides a fair and accurate profile of a service member and provides a method of ranking members in comparison to their peers. The Enlisted Performance Evaluation Report is an important management tool; however, counseling should also be an integral part of the evaluation process. It will help give proper perspective and meaning to the performance appraisal. The importance of the performance evaluation process cannot be overemphasized; it is an integral and a vital part of each person's military career.

The ability to draft different types of official letters, messages, and reports is one of the many tasks demanded of a PO1. Each type of correspondence has its own set of standards. These standards will help you prepare correspondence that is complete and understandable. They also help to ensure correspondence gets where it is intended to go.

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KNOT

The term knot, or nautical mile, is used worldwide to denote a vessel's speed through water. Today we measure knots with electronic devices, but 200 years ago such devices were unknown. Ingenious mariners devised a speed-measuring device both easy to use and reliable: the log line. *From that device we get the term knot.*

The log line was a length of twine marked at 47.33-foot intervals by colored knots. At one end was fastened a log chip; it was shaped like the sector of a circle and weighted at the rounded end with lead. When thrown over the stern, the log chip would float pointing upward and remain relatively stationary.

To measure the ship's speed, a sailor would throw the log line over the stern and allow it to run free over the side for 28 seconds before hauling it aboard. He then counted the knots that had passed over the side to determine the ship's speed.

