

Under the Wings



Handbook

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Air Force Core Values

Integrity First, Service Before Self, and Excellence in All We Do.

Acknowledgment

Under the Wings was created on September 24th, 2020, during the long fight against the COVID-19 pandemic. It was designed to give an interactive presentation to AFJROTC Cadets, who were making a tedious and stressful transition to a virtual landscape. Since then, the program has evolved into so much more. Under the Wings is a one-of-a-kind mentorship program that develops Airmen and Citizens of Character through community service and work-based learning. Under the Wings also creates a tool for AFJROTC instructors to utilize year-round which affords them a sharp Airmen that Cadets can relate to, but more importantly, look up to. Under the Wings is and always will be, a mentorship program free from recruiting constituents. This program is the product of countless hours and dedication to create an opportunity for all past, present, and future Airmen. We would like to give a special thanks to the Tongue and Quill Team for their incredible work laying out the standards of communication. Thank you for your support.

-The Under the Wings Team

Summary. This handbook contains important information pertaining to Under the Wings (UTW) Mentorship Program. This document is a nondirective publication. Any other directive Air Force Publication takes precedence over any contents found in this handbook. The contents of this handbook are mandatory for **ANY** participants in the program unless trumped by other Air Force Publication(s). For any questions about this publication, please visit: <https://www.airuniversity.af.edu/Holm-Center/AFJROTC/UndertheWings> or reach out via email to: holmcenter.under.thewings@us.af.mil

References

- AFH 33-337, The Tongue and Quill
- AFI 35-105, Community Engagement
- AFI 36-2903, Dress and Appearance

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Section 1: Initial Understanding

- 1.1 **Mission.** The mission of the Under the Wings Program (UTW) is to develop Airman and Citizens through community service and work-based learning. This is accomplished through handpicked Airmen who embody the core values of the Air force and are driven by community involvement.
- 1.2 **Mandatory Forms.** To ensure the success and reliability of the program, a series of mandatory forms have been created for use only associated with UTW. Mentors will not take part in this program until all forms have been completed and recorded. Specific information can be found on the corresponding form(s).
 - 1.2.1 **New Mentor Packet (NMP).** This packet acts as a guide to be used throughout the process of becoming a mentor. This packet contains a checklist, *Prohibited Activities, Statement of Understanding, and Guidelines for New Presentations*. Record of this form is **mandatory** and will be provided to the Jeanne M. Holm Center for Officer Accessions and Citizen Development. The signing and submission of this form act as consent for the mentor's name, AFSC, duty location, and email to be added to the "List of Approved Mentors" sent to AFJROTC Instructors monthly.
 - 1.2.2 **Guidelines for New Presentations.** This form is used step-by-step to develop a mentor's presentation. Mentors should follow the instructions carefully but are encouraged to be as creative as possible. To maintain uniqueness amongst the many different presentations produced, this will be the only resource provided to new mentors (there will be no example slideshows or presentations provided.)
 - 1.2.3 **Prohibited Activities Form.** It is absolutely essential that the integrity and safety of AFJROTC cadets is maintained. This form details a series of prohibited activities that must be strictly followed. Record of this form is **mandatory** and will be provided to the Holm Center. The form will also be provided to AFJROTC instructors upon request. Failure to abide by the conditions set by this form will result in immediate termination from the program and the member's leadership will be contacted.
 - 1.2.4 **Statement of Understanding.** Containing three different signatures (mentor, mentor's supervisor, and mentor's flight chief/senior enlisted leaders as applicable), this form documents that the mentor will abide by the rules set forth, and as an official notification to the mentor's leadership of their participation in the program. This form does not expire. Record of this form is **mandatory** and will be provided to the Holm Center.
 - 1.2.5 **Approval Form.** AFJROTC Senior Aerospace and Science (SASI) or Aerospace and Science Instructors (ASI) must acknowledge the understanding of the program and approve a mentor presenting to their class. This form must be signed by the SASI or ASI of the AFJROTC unit.

Signing this form will also act as approval needed from the school or other applicable administrators. This form is only applicable for the duration of the school year it was signed. Record of this form is **mandatory** and will be provided to the Holm Center.

1.2.6 **Instructor's Presentation Packet (IPP).** This form acts as a checklist detailing an instructor's key duties while participating in this program as well as a feedback tool for both the mentor and the program as a whole. Feedback to mentors is **mandatory**. Feedback for the program is optional but highly encouraged. Record of this form is **mandatory** and will be provided to the Holm Center.

1.3 **Misconduct.** It is imperative that the perception given by UTW is a positive reflection of the United States Air Force and Space Force. Any actions prohibited by state/federal law, the Uniform Code of Military Justice, or any applicable directive Air Force Publication will be respected and enforced by the participants of UTW. Acts of misconduct while actively participating in the program will result in removal and/or restriction of any future participation in the program.

1.3.1 **Under the Wings Specific Misconduct.** As Ambassadors of the Air Force, professionalism will be maintained during participation in this program. Forms of misconduct are:

- Failure to abide by any rules set by this handbook or other UTW Publications.
- Disrespect towards AFJROTC SASI, ASI, or cadets.
- Acts of racism, sexism, or hate towards students, school faculty or UTW participants.
- Statements that are distasteful or unbecoming of an Airmen. (ie. Harmful ideologies, harassment, bullying, malicious/aggressive etc.)
- Disclosure of information that could compromise Air Force operational security.
- Failure to comply with Air Force Dress and Appearance regulations consistent with AFI 36-2903, Dress and Appearance.

1.4 **Presentation Types.** There are currently three primary ways that UTW takes place: Virtual presentations, virtual to in-person presentations, and in-person presentations. The presentation type will be discussed between mentors, AFJROTC SASI and ASI. All presentation types will use the same mandated slideshow created by the mentor using the *Guidelines for New Presentation's* form.

- 1.4.1 **Virtual Presentations.** The primary and most common form of presentations used, virtual presentations afford us the capability of extending to AFJROTC units across the world. This form of presentation takes place when all parties involved are using virtual means. Virtual presentations are suggested for schools operating in a primarily virtual environment or in areas severely impacted by the COVID-19 pandemic. Virtual presentations can only be accomplished if both the AFJROTC unit and the mentor have access to devices that are capable of utilizing virtual presentation software. **Virtual presentations will only be conducted on a platform hosted by the AFJROTC unit or school.**
- 1.4.2 **Virtual to In-person Presentations.** This form of presentation consists of a AFJROTC unit operating in a classroom setting and the mentor projecting their presentation virtually to a smart board, projector, and/or PC. Like virtual presentations, the mentor can be anywhere in the world and still partake in the program. This form of presentation is suggested for schools who are not within a 60 mile radius of an Air Force Installation, but are not severely affected by COVID-19. Mentors must have access to a device capable of utilizing virtual presentation software. AFJROTC units must have the technological capability to project the mentor's presentation.
- 1.4.3 **In-person Presentations.** This form of presentation is the most favorable provided that the following criteria is met:
- The school is not more than 60 miles from the mentor's current installation.
 - The presentation is in compliance with state, installation, and school COVID-19 restrictions.
 - The AFJROTC unit's school policy allows for in-person visitors.
 - The scheduled presentation does not conflict with official Air Force duties.

In-person presentations provide UTW mentors the opportunity to present in a unique environment and allows for optimal professional development as well as the chance to positively impact the community directly surrounding their installation. These presentations also provide AFJROTC units one-on-one time with a stellar Airman who cadets can relate to, but more importantly, look up to. The AFJROTC SASI and ASI should have the capabilities to display the mentor's slideshow to the class. They will be tasked with providing reporting instructions to the school, as well as anything the mentor will need to bring to gain access. **The AFJROTC SASI and ASI will remain in the room with the mentor in ALL circumstances where cadets are present.**

Section 2: Mentors

2.1 Becoming a Mentor. Applicants who would like to participate in the Under the Wings Mentorship program should first start by ensuring that UTW will not be of ANY conflict to their primary duties and will not distract from or degrade their unit's mission. After this has been assessed, applicants should visit: <https://www.airuniversity.af.edu/Holm-Center/AFJROTC/UndertheWings> or reach out via email to: holmcenter.under.thewings@us.af.mil.

2.1.1 Getting Started. Mentors should start by reviewing all publications to ensure they have a full understanding of the program. All publications can be found at: <https://www.airuniversity.af.edu/Holm-Center/AFJROTC/UndertheWings>

2.1.2 Forms. Once all publications have been reviewed, mentors should proceed to the "New Mentor Packet (NMP)." The NMP will walk through each required step. Mentors will not be added to the "List of Approved Mentors" until their required forms and presentation have been submitted and approved by the Holm Center.

2.2 Review Process. Mentors will have their slideshow reviewed multiple times before their start in the Program.

2.2.1 Supervisor Review. The supervisor review is only needed for Airmen who have not attended Airman Leadership School. Mentors will coordinate with their supervisor to do a full mock presentation. Supervisors will **NOT** change information that is required by the guidelines. The supervisor's role is to mentor their Airman and pass along helpful presentation tips that they have learned from their own professional military education.

2.2.2 Holm Center Review. During this review, the Holm Center will give a quick review of the slides and provide the mentor with changes, if any, that need to be made to align it with the programs mission and policies. If the mentor's presentation is not sufficient, they will be given proper feedback and the review will be made again at a later time. Once the presentation is deemed sufficient the mentor is cleared to present.

2.2.3 Instructor Review. The AFJROTC SASI and ASI will review slides before each new mentor that presents to their unit. This review is to ensure the instructor is comfortable with these slides being presented to their unit.

2.3 Creating a Presentation and Presentation Conduct. This section relies heavily on AFH 33-337, *The Tongue and Quill* as well as AFI 36-2903, *Dress and Appearance*. The Air Force has laid out standards for appearance and communication. The information referenced below will be specific to the mission. It is recommended that program participants read the publications referenced in full to have a

complete understanding and utilize these resources while building their presentation(s). The UTW Team has handpicked these references for assistance specifically for Under the Wings presentations.

2.3.1 **Creating a Presentation.** Mentors will first ensure they are in possession of the *Guidelines for new Presentation's* form. While the criteria for each presentation listed on the form will be followed strictly, mentors are encouraged to be creative during the making of their slideshow. The slideshow is about the mentor, things they have accomplished, and what the Air Force means to them; it must be unique to the mentor. PowerPoint is the preferred method of creating presentations, though other platforms and software may be used.

2.3.1.1 **Guidelines.** The guidelines will also be listed below for ease of access and reference.

Title & Overview (2 Slides): Create your slideshow intro. Use of the UTW logo is optional. Create an additional slide explaining the points you will be discussing during your presentation.

How We Become Airmen (Maximum 2 slides): Briefly talk about Basic Military Training (BMT) and technical school. Explain how long they are and explain how they have personally developed you into the professional you are today (discuss how you as an individual were affected by BMT and technical school.) It is a recruiter's job to speak about BMT and technical school, so please refrain from giving too much information.

About the Speaker and their Air Force Career (Minimum of 3 slides): For these slides, you will be giving a presentation of who you are (Rank and Duty Title), your AFSC/past AFSC's and what you do on a day-to-day basis. Feel free to include your hobbies, pictures (that are appropriate), personal accomplishments or anything you find worth sharing about yourself that will help the viewer understand you. Understand that this is your story. Please be detailed when explaining your career field i.e. daily operations, additional duties, specialized teams, special career specific positions etc. Please feel free to use pictures, videos or sounds as a descriptive tool.

Squadron & Wing Mission (Minimum 2 slides): This slide will explain your squadron/wing and the part they play in the Air Force. Briefly talk about the different sections of your squadron and how they all tie into accomplishing your squadron's mission. Ensure that you properly discuss your section/flight in depth as you are the subject matter expert for that portion of your squadron. i.e. A supply Airman would talk about transportation and equipment management.

Air Force Core Missions and Values (Maximum 2 Slides): Please discuss the Air Force Core Values and what they mean to you as an individual

For the next slide, present the 5 core missions of the Air Force and describe how your job can be tied directly into one of them.

Any Additional Slides: Please feel free to give any other information you would like. This is about you and your story. Talk about experiences, future goals, or even current

goals. Utilize pictures or any other descriptive tools.

Question Slide (1 Slide): Please know that you may receive some abrasive questions. Remember to keep your military bearing and maintain a professional image. Ensure that you divert away from any inappropriate questions and that you are giving responsible answers.

AFH 33-337 References for Creation of Presentations:

Plain Language Concepts, The Tongue and Quill Pg.2: Adapted from AFI 33-360, Table 6.3

<i>Plain Language Concepts</i> (Adapted from AFI 33-360, Table 6.3)	
Be Clear	<ul style="list-style-type: none"> • Use plain language whenever possible; avoid jargon • Avoid overuse of acronyms; when used, make certain acronyms are established [written out] upon first use • Use the active voice • Format documents so that they are easy to read and understand • Use tables and figures if that's the best way to show information
Be Concise	<ul style="list-style-type: none"> • Remove unnecessary words • Focus sentences on a single thought or action; strive to write sentences with no more than 20 words • Focus paragraphs on a single main point; strive to write paragraphs with no more than seven sentences
Be Specific	<ul style="list-style-type: none"> • Include only information that the reader must know • Use words with precise meaning • Include details that are directly relevant to the main point

The Meaning of Communication,

The Tongue and Quill, Chapter 1, Pg.4:

Communication is defined as the process of sharing ideas, information and messages with others. In the Air Force, most communication involves speaking and writing, but this definition also includes nonverbal communication, such as body language, graphics, electronic messages, etc.

Any communication can be broken into three parts: the **sender**, the **message** and the **audience**. For communication to be successful, the audience must not only get the message, but must interpret the message in the way the sender intended.

com·mu·ni·ca·tion *n*

- an act or instance of transmitting information
- a verbal or written message
- a process by which information is exchanged between individuals through a common system of symbols, signs or behavior

Organized: Systematically Present your Information and Ideas,

The Tongue and Quill, Chapter 1, Pg.6:

Good organization means your material is presented in a logical, systematic manner. This helps your audience understand you without reading your words over and over, trying to sort out what you're really trying to say.

When writing or speaking is not well organized, audiences become easily confused or impatient and may stop reading or listening. Even if you're providing useful, relevant information, your audience may underestimate its value and your own credibility.

Understanding: Understand Your Audience and Its Expectations:

The Tongue and Quill, Chapter 1, Pg.7:

If you want to share an idea with others, it helps to understand their current knowledge, views and level of interest in the topic. If you've been asked to write a report, it helps to understand the expected format and length of the response, the due date, the level of formality and any staffing requirements. It's easy to see how mistakes in understanding your audience can lead to communication problems, and I'm sure you've watched others make this mistake.

Purpose

The Tongue and Quill, Chapter 3, Pg.17

To Inform. The goal of *informative communication* is to pass on information to the audience. The communication is successful if the audience understands the message exactly the way the speaker or writer intended. The emphasis in informative communication is clear, direct communication with accurate and adequate information tailored to the education and skill levels of the audience. Audience feedback and interaction may be appropriate in some situations to make sure they "got the message."

To Inspire. One final purpose for writing or speaking that doesn't get much attention but is frequently used in the military is to *inspire*. As you climb the leadership ladder you will increasingly be requested to perform retirements, promotions, commander's calls—opportunities

where you will want to inspire the audience with your profound insight on someone's career or possibly your philosophy on leadership. Although protocol drives portions of these events, the opportunity to send a personal message and inspire the audience should not be overlooked. The emphasis in inspirational communication is delivery, a thorough knowledge of your topic and likewise your audience.

- 2.3.2 **Presentation Conduct.** After an UTW presentation, an AFJROTC unit should have a basic understanding of the Air Force, The mentor, and what they do in the Air Force. It is imperative that this presentation is reflected on in a positive way. This section will explain how the mentor should operate during their presentation.
- 2.3.3 **Dress and Appearance.** Mentors are expected to adhere to all standards set forth by AFI 36-2903 during their presentation. Please ensure that your uniform is clean and in regulations. The wear of service dress is authorized for presentations.
- 2.3.4 **Professionalism.** Mentors are expected to remain professional during their presentation. Mentors should always cater to a respectful environment free from slang and profanity. They are encouraged to use "Sir" and "Ma'am" during conversation. Mentors should keep in mind that this could be the first contact that these cadets have with an Armed Forces Service Member, it should be a positive experience.
- 2.3.5 **Understanding the Environment.** UTW takes place in a very sensitive and unique environment. We must understand that the things we say and do can have a lasting impact on the impressionable mind of a high school student. Mentors should avoid aggressive subjects such as war or destruction and attempt to keep a calm mood throughout the presentation. As members of the Armed Forces it is our duty to be subject matter experts of war, but our responsibility to be the biggest advocates against it. Implementations of soft power should be highlighted more during the presentation.

AFH 33-337 References for Air Force Speaking:

Verbal Communication

The Tongue and Quill, Chapter 10, Pg.112-113:

Rate

There is no correct rate of speed for every speech. However, you might consider this: People can listen 4 to 5 times faster than the normal spoken rate of 120 words a minute. So, if you speak too slowly, you will lose the interest of an audience who is processing information much faster than you are delivering it! On the other hand, you don't want to use the same rate of speech all the time. Use the rate of speech that you need to add emphasis to what you want during your presentation. Consider speaking at a faster rate to indicate excitement or sudden action or a slower rate to hint at calm or a more serious tone.

Volume

Volume is another verbal technique that can give emphasis to your speech. If possible, check out the room to know how loudly you must talk, remembering you will need to talk louder with a crowd since the sound is absorbed. Ask someone in the back of the room if you can be heard. Remember your voice will carry further when the room is empty versus full. If the audience must strain to hear you, they will eventually tune you out from utter exhaustion. A portable microphone may be a good idea if you know you tend to speak quietly, and one is often required in large auditoriums. Speak louder or softer to emphasize a point—a softer level or lower volume is often the more effective way to achieve emphasis.

Pitch

To use pitch effectively, you need to practice the talents of a singer. Pitch is really the use of notes (higher or lower) in voice range. Start by speaking in a voice range that is comfortable for you and then move up or down your scale for emphasis, using pitch changes in vowels, words or entire sentences. You can use a downward (high to low) inflection in a sentence for an air of certainty and an upward (low to high) inflection for an air of uncertainty. Variety in speech pitch helps to avoid monotone and capture the listener's attention.

Pause

The pause gives you time to catch your breath and the audience time to collect your ideas. Never hurry a speech; pause occasionally so your audience can digest your comments. The important question is this: Where? Pauses serve the same function as punctuation in writing. Short pauses usually divide points within a sentence, and longer pauses note the ends of sentences. You can also use longer pauses for breaks from one main point to another, from the body to the conclusion of your speech, or to set off an important point worthy of short reflection. A pause may seem long to you, but it's usually much shorter than you think ... and your audience will appreciate it. However, don't get pause-happy and make your speech sound choppy.

Articulation and Pronunciation

Your articulation and pronunciation reflect your mastery of the spoken English language. Articulation is the art of expressing words *distinctly*. Pronunciation is the ability to say words *correctly*. Of course, you may be able to articulate your thoughts and still mispronounce words while doing so. Unfortunately (and unfairly), many people consider word pronunciation or mispronunciation a direct reflection on your intelligence. Listen to yourself and make your words distinct, understandable and appropriate to your audience. If you are not sure of your pronunciation, consult a current dictionary.

Length

In our military environment, you must be able to relay your thoughts and ideas succinctly. A key rule in verbal communication is to *keep it short and sweet*. There are few people who will tolerate a briefer or speaker who wastes the audience's time. Know what you want to say and then say it with your purpose and the audience in mind.

Non-Verbal Communication

The Tongue and Quill, Chapter 10, Pg. 113:

Numerous studies have shown that people remember less than 10 percent of what is verbally presented, but first impressions are largely based on nonverbal communication such as how you dress, carry yourself, and use gestures and other body language. Your biggest nonverbal challenge to conquer might be your nervousness, so you must be prepared to overcome (or at least diminish) stage fright. Stage fright is often nothing more than misdirected energy, meaning the excitement and/or anxiety you feel is displayed in some form or fashion for all to see. You probably have witnessed a great presentation “gone bad” solely due to nerves that have gone bad.

Overcoming Anxiety: Some Simple Steps

The Tongue and Quill, Chapter 10, Pg. 114:

Analyze your audience: Listening traits, needs, desires, behaviors and educational background. This will reduce your fear of the unknown and the resulting nervousness.

- **Check out the place where you’re speaking.** Is it large enough to accommodate the number of people? Does it have a video screen, projector, white board, microphone, tables, chairs, ventilation, lighting, pencils, paper, telephones, etc.
- **Practice, practice, practice.** Using a recording device, video camera, full-length mirror or even your peers can be really helpful. Try doing a “dry run” in the room you’ll be in.
- **Memorize your introduction and transition into the main point.** It’ll help you through the first and most difficult minute.
- **Smile and be positive!** Your audience wants you to succeed! Keep your nervousness to yourself; chances are your audience won’t even notice if you don’t mention it.
- **Take a short walk** right before you “go on stage” to help release some energy.
- **Deliver your message.** Focus your attention where it belongs, not on yourself.
- **Make eye contact and look for feedback.** Let them know you are looking at and talking to them. It holds their attention. If you look only at your notes, you may lose your listeners
- **Use simple, everyday language appropriate for your audience.** Use contractions and keep sentences short. Use personal pronouns, if appropriate. Repeat key words and follow with specific examples if you get into abstract or complicated reasoning
- **Involve members of your audience** by soliciting their answers and information.
- **Enhance your presentation** through creative use of multi-media examples to get a point across.
- **Use your excess energy naturally:** facial expressions, pertinent gestures, walking, or pressing fingertips or thumbs against lectern or chair. Use your facial expressions, hands and arms to reinforce your speech and your points of emphasis—just don’t overdo them. Leaning on the lectern, rocking back and forth or side to side or slouching on one leg and then the other is never a positive way to use your excess energy. Read on for more tips on those dreaded nervous habits.
- **Looking good builds confidence and builds your credibility with the audience.** Do you need a haircut? Is your uniform pressed? Are your ribbons, nametag and insignia attached correctly? Your buttons buttoned? Your shoes shined? Are you standing erect and feeling alert, but relaxed? Remember, in your audience’s mind, a frumpy uniform and sloppy bearing equals an equally frumpy presenter. Fair or not, that’s the way your audience’s mind works. We’re all critics!

Common Non-Verbal Quirks

The Tongue and Quill, Chapter 10, Pg. 115:

Most of us have quirks and our quirks are magnified when we are put in the limelight. The key is to be aware of your quirks and keep them under control by seeking feedback from someone you trust who will be critical and honest. Do any of these common quirks describe you?

- **Life raft.** A speaker who seeks the safety and security of the podium as though his or life depended upon holding the podium. For them, walking about the room is incomprehensible.
- **Awkward hands.** This speaker is venturing out in front of the audience but is still not quite sure what to do with his or her hands. The speaker may want to run back to the safety of the life raft, but instead may place his or her hands awkwardly over certain parts of the body.
- **Hand washer.** A speaker who wrings his or her hands nervously while speaking.
- **Caged tiger.** The speaker paces from one side of the stage to the other without stopping.
- **Rocker.** Rockers are caged tigers on the road to recovery. They have conquered the worst phases of stage fright but retain a fear of standing still and simply talking. There are two style variations: 1) the fore-and-aft rocker and 2) the side-to-side rocker.
- **Pocket maniacs.** These speakers should consider sewing their pants pockets shut. When pocket maniacs speak they jam their hands into their pockets in an effort to avoid the other quirks of the hands. Sadly, this only creates another quirk that is just as distracting.
- **Pen clickers.** These speakers are related to the pocket maniacs but they have substituted the clicking of a pen for other annoying quirks of the hands.
- **Gadgeteers.** These speakers may play with the slide clicker, act as though they have never seen a slide clicker or needlessly employ countless high-tech devices into the presentation in an effort to mask nervousness.
- **Too Cool.** These speakers are overcompensating for a fear of speaking by trying to look extremely comfortable.

By themselves, these quirks won't make you fail as a speaker, but they can create problems if they are severe—the audience begins to focus on the quirk instead of your message. Again, most of us have done some of these things at one time or another. Try to be aware of your own mannerisms, keep them in check and make sure they are not detracting from your message.

Do's and Don'ts for Air Force Speaking

The Tongue and Quill, Chapter 10, Pg. 121-122:

Do's (For Air Force Speaking)

- Stand beside your visual aid. Better yet, get away from slides and walk around.
- This may depend on your purpose and audience, and location of your briefing.
- Start out with well-prepared opening statement and try to elicit audience involvement by asking a relevant question or two. Use a personal story or experience (if appropriate) to bridge to your topic.

- If referring to screen, stand aside, use a pointer, and put it down when done.
- Give the audience time to read slides.
- Read the slide silently or watch to see if audience has finished reading. If slide contains a long quote, paraphrase or underline important parts.
- Speak naturally and use gestures.
- Make the slide simple and fill it out with concise spoken words.
- Turn off projector or use a cover slide.
- Check for spelling and punctuation ... more than once!
- Practice handling slides and gauging time needed to read them. Use an assistant to advance slides if available.
- Anticipate likely questions and rehearse possible answers. Keep answers short and simple. Listen carefully to questioner and clarify question if needed.
- *Know your purpose, audience* and any time constraints.
- Practice, practice, practice! And test visual aids prior to your briefing.

Don'ts (For Air Force Speaking)

- Stand between the audience and visual aid and block the audience's view.
- Jump right into slides.
- Talk at the screen with back to your audience.
- Change slides too quickly.
- Read the slide to the audience.
- Give a memorized briefing.
- Show a complicated slide *and* give a complicated explanation of it.
- Use slides as gimmicks or crutches.
- Leave projector on with blank screen.
- Forget to check spelling and punctuation.
- Disrupt presentation to handle slides.
- Be caught off-guard by questions from the audience. Don't give quick replies. Don't direct questions to specific members of audience.
- If time is limited (5-15 minutes), you may want to consider NOT using slides. In these cases, it's more important to establish connection with your audience than it is to show a few slides.
- **Wing it**, and never apologize because you didn't prepare. This makes you look irresponsible and ruins your credibility before you even start.

Section 3: AFJROTC Instructors

3.1 Instructor Responsibilities. AFJROTC SASI's and ASI's are subject matter experts on Air Force culture and operations, most of the responsibilities of this program will fall on them. Please understand that the instructor participating in this program will be responsible for the following:

- **Scheduling presentations for their unit**
- **Reviewing presentations**
- **Providing feedback to mentors**
- **Providing data to the Holm Center**

Failure to accomplish these tasks risks the integrity and future success of the Under the Wings Mentorship Program.

3.2 Getting Started. Instructors planning to participate in the program should start by reading this Handbook in full. Once the instructor has an understanding of the program, they should start the "Instructor's Presentation Packet". Please follow the checklist responsibly. Instructors who have decided to take part in the program are required to provide the Holm Center with a signed approval form. Signing of the approval form insinuates that the school and school administration also approve of the presentation.

3.3 Scheduling. AFJROTC SASI's or ASI's will be responsible for scheduling presentations for their unit. This includes reaching out to mentors and setting a time that works for their unit as well as the mentor. Instructors can find mentors by accessing the "List of Approved Mentors" located at on "WINGS" (a "How-to" can be found at the Under the Wings web page.) AFJROTC SASI's or ASI's may reach out to multiple mentors at a time, but should plan to receive a presentation from all the mentors they have reached out to. AFJROTC SASI's or ASI's may have the same mentor back multiple times but are encouraged to "spread the wealth" and consider providing the opportunity to multiple mentors. Keep in mind that these presentation will be done by an active duty member whose schedule may be sporadic and require changes. Please maintain a back-up plan for the scheduled day in case the mentor's primary duties conflict with their availability for the program.

3.4 Before Presentations. AFJROTC SASI's or ASI's must confirm solidified dates/times, and proper instructions for the presentation (links/reporting instructions) with their scheduled mentor. Instructors are required to review each new mentor's slides before they are presented to their unit. AFJROTC SASI's or ASI's must ensure they are comfortable with the slides being presented to their cadets.

3.5 During the Presentation. AFJROTC SASI's or ASI's will remain in the room with the mentor in **ALL** circumstances where cadets are present. No one knows AFJROTC cadets better than you, so

you understand they can be a tough crowd. Please help the mentor create a comfortable presentation environment by:

- Commenting positively on the presentation
- Encouraging active listening
- Asking questions that get your cadets minds active.
- Encouraging participation if the mentor asks questions.
- Encouraging conversation at the end of the presentation.
- Understanding that this could potentially be the mentor's first presentation.

Ensure you are utilizing the Instructor's Presentation Packet (IPP) throughout the mentor's presentation. Page three contains a feedback section that will be provided to the mentor.

3.6 After the Presentation. Feedback will be provided to the mentor at the end of their presentation. Part of what makes UTW so unique is the incredibly valuable professional development that is received. We ask you to think back to when you were a young Airman and remember the impact proper feedback can have on development. The few minutes put into this feedback could have a lasting impact on the mentor and the program.

3.6.1 Instructor's Presentation Packet Submission. Ensure that the IPP has been filled in completely (Use "N/A" for steps that were previously accomplished or not used. Instructors are required to submit the completed IPP to: holmcenter.under.thewings@us.af.mil)