



New Zealand
**DEFENCE
FORCE**
Te Ope Kaitiaki O Aotearoa

Defence Force Writing

Essay Writing Guide

Learning Directions Group, NZDC

September 2020

14 August 2020

*© Crown Copyright 2021 This document is the property of the New Zealand Defence Force.
The text in this document may be reproduced for use by members of the New Zealand Defence Force.
Crown Copyright material must not be used or reproduced for any other purpose without prior permission
of the Chief of Defence Force.*

**A FORCE FOR
NEW ZEALAND**

Authority Order

Authority

1. This guide has been produced by Defence Learning, Learning Directions Group, New Zealand Defence College and is based on the writing standards contained in [DFI 5.1](#) *Defence Force Writing*, Version 2.00 dated 3 November 2020

Conflict

2. Nothing in this publication is to be construed as prevailing over any relevant Act of Parliament or regulations made under it, or Defence Force Orders and Directives issued and promulgated by the Chief of Defence Force.
3. Any conflict between mandatory requirements and this guide are to be reported to the custodian without delay.

KL Huff

Director Learning Directions Group, New Zealand Defence College

23 September 2020

Contents

Chapter 1 — Introduction

1.1	What is this guide?	1-1
1.2	Who is it for?.....	1-1
1.3	Limitations.....	1-1
1.4	Prime reference	1-1

Chapter 2 — Getting Started

2.1	Guidance	2-1
2.2	What is an essay?	2-1
2.3	How is an essay presented?.....	2-1
2.4	What is referencing?	2-2
2.5	What is the structure of an essay?	2-3
2.6	The Introduction	2-3
2.7	Body or discussion	2-3
2.8	Conclusion	2-3

Chapter 3 — Planning an Essay

3.1	Understanding the question	3-1
3.2	Thesis statement	3-1
3.3	Research	3-1
3.4	Planning	3-2
	Annex 3-A — Example of an Essay Plan	3-3
	Annex 3-B — Planning Checklist.....	3-4

Chapter 4 — Writing an Essay

4.1	Drafting.....	4-1
4.2	Paragraphs	4-1
4.3	Topic sentences	4-1
4.4	Supporting sentences	4-1
4.5	Transitional phrases	4-2
4.6	Example paragraph.....	4-2
4.7	Revising	4-3
4.8	Proofreading	4-3
4.9	Essay style	4-3
4.10	Objective tone	4-4
	Annex 4-A — Sections of an Essay	4-5
	Annex 4-B — Example of an Essay (Chicago Style)	4-8

Preliminary Provisions

Purpose

1. This guide has been produced by Defence Learning, New Zealand Defence College (NZDC) and is based on the writing standards contained in [DFI 5.1](#) *Defence Force Writing*, Version 2.00 dated 3 November 2021.
2. The information contained in this guide covers the writing of an academic essay; other writing guides are available on the Learning Toolkit.
3. For the authorised Defence Force Writing standards refer to [DFI 5.1¹](#).

Application

4. This guide will be used in Defence Learning workshops and will be available to all NZDF personnel via the Learning Toolkit on the Intranet.

Commencement date

5. The commencement date of the major version of this writing guide is September 2020. Version 1.01 is dated 13 December 2021.

Custodian

6. The Manager Tertiary Education, Learning Directions Group, NZDC is the custodian of this guide. For further information on any aspect of this manual, or to provide feedback, contact the custodian through the [NZDC intranet site](#).

Record of amendment

7. A record of amendment of this guide is contained in the end matter.

¹ URL: http://pub-r/ps/p0-0001/001/dfi_5_1.pdf

Chapter 1 — Introduction

1.1 What is this guide?

This guide is part of a series of New Zealand Defence College (NZDC) guides on Defence Force writing. The aim of this guide is to explain how to plan and write an academic essay. It has been divided into sections based on the stages of writing an essay, with an example of a full essay provided in Annex 4-B.

1.2 Who is it for?

This guide is intended for any NZDF personnel required to write an academic essay, whether as part of their career progression, as an assignment while on or prior to a promotion course, or as part of their voluntary studies. This guide outlines some commonly shared characteristics of writing and presenting essays for academic purposes.

1.3 Limitations

This guide provides a general overview of the most common characteristics of academic essay writing. When writing any academic essay, it is important to always follow the specific conventions and guidelines provided by your tutor or institute. Resources and guides for academic writing conventions are available for most institutes on their websites.

1.4 Prime reference

[DFI 5.1](#) *Defence Force Writing*, paragraph 2.2.21 Academic papers.



Visit your local Adult Learning Tutor for one-to-one writing assistance.

Chapter 2 — Getting Started

2.1 Guidance

- a. [DFI 5.1](#) offers the following guidance on academic writing:

2.2.21 Academic papers

- a. *There are a number of occasions where members of the Defence Force undertaking continuing education through a course of study are required to present papers to the Defence College or academic and associated institutes. These papers, and similar submissions, tend to follow particular formats and styles set by the various academic councils or administration.*
 - b. *The Defence College is responsible for setting and promulgating the formats and styles for papers and essays to meet the academic standards required by the college and any participating continuing education organisation acting with the Defence College.*
- b. There is also a Defence eLearning course available via the Learning Portal that provides the knowledge and skills for personnel to apply the appropriate academic writing conventions when writing a Defence essay: [D85010 Academic Writing — Defence Essays](#).

2.2 What is an essay?

An essay is a formal, structured discussion on a given topic. Traditionally, academic essay topics focus on abstract ideas, theories, philosophies and concepts, which the writer is expected to consider in an analytical manner. The writer should present the findings of their research in a balanced, cohesive discussion or argument, supported by facts and references. The writer is expected to make a clear statement of opinion on the topic in the introduction, then back up their opinion with a number of well-researched points, and finally reach a logical conclusion.

2.3 How is an essay presented?

- c. Layout, font, margins, and spacing are usually directed by the academic faculty. In general, paragraphs are not numbered and not indented in an essay. Each paragraph is separated by a blank line space. Headings and sub-headings are not normally needed. Unless an essay is submitted under exam conditions, it should also include references to be presented in accordance with the required reference style.
- d. Increasingly, essays written for NZDF promotion courses may also be submitted to a university or polytechnic for credit towards specific undergraduate or postgraduate qualifications. In this situation, the essay format should align first and foremost with the presentation standards required by the university or polytechnic. Victoria University, Massey University and the Open Polytechnic provide academic writing support for students at the websites listed below:
 - (1) www.victoria.ac.nz/student-learning/studyhub/writing-assignments.
 - (2) <https://owll.massey.ac.nz/main/about.php>.

- (3) <https://openpolytechnic.ac.nz/current-students/study-tips-and-techniques/assignments/academic-writing/>.

2.4 What is referencing?

- a. One of the features of an academic essay is that the writer is required to demonstrate their understanding of the topic through reading a range of material. This is done either by quoting other authors directly or by paraphrasing (using your own words). Referencing is the system which allows you to provide information about the sources used in your writing.
- b. **Why referencing is important.** Whenever you use ideas, information or words from other sources, you must provide a reference to each source. Referencing has two main purposes:
- (1) It gives your work credibility.
 - (2) It prevents another writer's ideas being presented as your own. This is known as plagiarism, and is a form of academic dishonesty incurring serious penalties.
- c. **Systems of referencing.** There are numerous systems of referencing, and each system has its own particular rules. Always check with your learning provider which referencing system to use. Within the NZDF, unless stated otherwise, all essays, reviews, reports and professional literature should be formatted in accordance with the *Chicago Manual of Style*. The source of text, images, ideas and opinions must be cited in accordance with the conventions prescribed in the *Chicago Manual of Style*.
- d. There are two types of Chicago-style citations:
- (1) footnote-bibliography system; and
 - (2) author-date system.
- e. In Defence Force writing, the Chicago footnote-bibliography system is used. This system uses footnotes throughout the text, with a bibliography at the end.
- f. Massey University's Online Writing & Learning Link (OWLL) describes the main referencing systems and provides examples: <https://owll.massey.ac.nz/main/referencing.php>. It also has useful interactive tools for APA, Chicago and MLA referencing systems. Additionally, MS Word includes a References tab, where you follow these steps to create a footnote:
- (1) Place the cursor exactly where you wish to insert the footnote number in the text.
 - (2) Click on 'Style: Chicago'.
 - (3) Click on 'Insert Footnote'.
- g. The correct number will be inserted in superscript in the text, and a numbered footnote will appear at the bottom of the page allowing you to add the citation, which may appear in short form. A citation is a reference to the source of information. The bibliography must contain the full and complete citation. The example essay in this guide (Annex 4-B), is presented using the Chicago reference style.
- h. Command and Staff College (CSC) attendees are advised to use the *Chicago Manual of Style* as their prime writing reference. CSC also recommends *Write That Essay* by Dr Ian Hunter.

2.5 What is the structure of an essay?

All essays share the same overall structure, as illustrated by Figure 2-1 Standard Essay Structure. The heart of any essay is the writer's opinion. This opinion is clearly stated in the introduction, usually in the form of a thesis statement. The body or discussion develops a logical supporting argument. The points made in the body should discuss, explain, define, exemplify and generally support the opinion expressed in the introduction. The conclusion will restate the opinion, summarise the main points and round off the argument.

2.6 The Introduction

The introduction usually starts with a broad statement relating to the given topic, designed to engage the reader's interest. A quotation, question or example may be appropriate to set the scene. The introduction should include an explanation of how the topic will be treated (the scope), without entering into specific detail. It will normally end with the thesis statement, which makes the overall opinion or argument absolutely clear. The introduction should be approximately 10 percent of the overall essay length.

2.7 Body or discussion

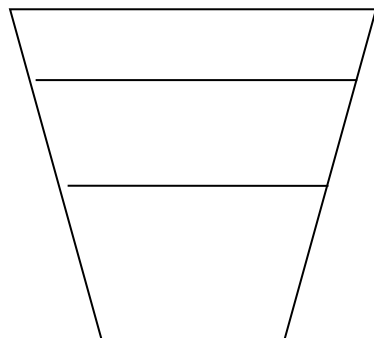
The body develops the topic within the limits that were set in the introduction. Each topic or key point should be developed in proportion to its relative value. The overall argument should lead the reader towards a logical, valid conclusion. Each paragraph should deal with one topic or aspect of a topic. Whilst sticking to the overall argument, it may also be appropriate to acknowledge and discuss opposing opinions and differing approaches or ideas. The body should account for approximately 80 percent of the overall essay length.

2.8 Conclusion

The conclusion should restate the thesis statement, briefly summarise the main points, and conclude with a broad statement on the significance of the argument. It should be approximately 10 percent of the overall essay length.

Note: Examples of each of the above essay sections are presented in [Annex 4A — Sections of an Essay](#).

Introduction



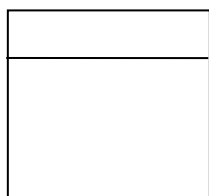
10%

A broad opening statement relating to the title, designed to engage the reader's interest.

An explanation of how the topic will be treated (the scope).

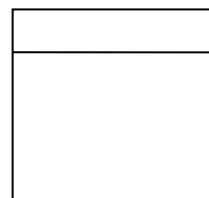
A thesis statement.

Body



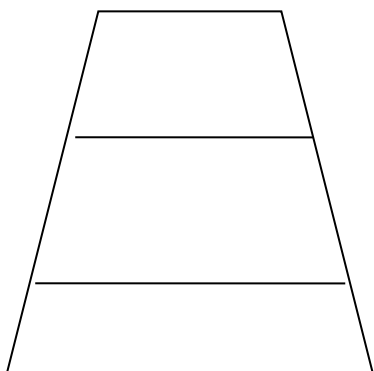
Topic sentence 1.

Supporting sentences define, explain, develop, or illustrate the topic sentence.



80%

Conclusion



10%

A reiteration of the thesis statement.

A brief summary of the main points.

A broad closing statement on the significance of the argument.

Figure 2-1

Standard Essay Structure

Chapter 3 — Planning an Essay

3.1 Understanding the question

It is important to fully understand and interpret the essay title or question before starting the planning process. The title should be broken down into its component parts, to ensure that all parts will be answered. The command word in the essay title may often appear quite similar, for example, discuss, assess, examine, describe, evaluate, analyse or compare. Whilst there are nuances to consider in each command word, fundamentally, most essay questions or titles invite you to construct a debate around arguments in favour and/or not in favour of a given issue. You are expected to state your argument, support it with a number of key points, acknowledge the viewpoints of other experts, which you may agree or disagree with, and conclude by showing the strength of your own argument.

3.2 Thesis statement

- a. The thesis statement is a statement of the writer's position on the given topic. In effect, it is a very short answer to the question posed. It is also known as the argument, in that it summarises the main argument supporting the writer's position. For example:

Essay question: Discuss the outsourcing of facilities management in the NZDF.

Thesis statement: Outsourcing of facilities management in the NZDF is highly effective due to increased cost saving benefits and reduced staff management responsibilities.

- b. This statement makes your position clear (outsourcing facilities management is good) and outlines your two strongest reasons. In the body of your essay you will explore these two key points in greater detail. You may add other lesser points, and you may also acknowledge points against your argument. However, fundamentally, this statement summarises your position, and determines the direction of your essay.
- c. Depending on the complexity of the topic, it may be necessary to undertake some initial research before a thesis statement can be formulated.
- d. Both Massey and Victoria Universities advise including a thesis statement in the introduction. The thesis statement is usually expressed in one sentence and often, but not always, it is the last sentence of the introduction. For those more familiar with writing an aim, it should be noted that a thesis statement replaces the need for an aim.
- e. Massey University's Online Writing & Learning Link (OWLL) advises that an intention or aim statement is not appropriate in an essay. Writers are advised to avoid phrases like 'The aim of this essay is to ...' or 'In this essay, I intend to...'.

3.3 Research

- a. In the research stage, the objective is to acquire a solid basis of facts to support the essay and reflect the thesis statement. Lecturers or tutors will normally direct writers to reliable academic sources. Researched information may be recorded on index cards, stick-on notes, or scrap paper; alternatively, your notes can be entered directly into an MS Word document, ready to refer to when writing your first draft.

- b. To assist in preparing the bibliography, you should keep detailed notes of referenced documents and page numbers as they are accessed. If you access sources through the Internet you may need to record the date of access, depending on the reference system used. It is important to include only verifiable, up-to-date research and reliable authors. You are expected to interpret the researched information and formulate your own ideas, not simply copy and quote the information without comment.
- c. **Using Wikipedia.** Wikipedia provides a useful summary or overview on a subject, and may point you in the direction of other sources of information. A Wikipedia definition may not provide sufficient detail or be 100 percent reliable, as it can be edited by anyone. Most academic essays require both detailed and reliable research. It is advisable to use the references provided at the end of the Wikipedia definition in order to access the original sources.

3.4 Planning

You may have formulated an essay plan before researching, or may leave this until after some initial research has been carried out. Either way, a plan is essential, see Annex 3-A — Example of an Essay Plan and Annex 3-B — Planning Checklist. Making a plan allows you to see where further information is required, and helps you to keep on track throughout the researching and writing process. The plan can be modified or expanded as research is carried out, until it provides sufficient detail to allow a first draft.

Annexes to Chapter 3

Annex 3A	Example of an Essay Plan
Annex 3B	Planning Checklist

ANNEX 3A

Example of an Essay Plan

Discuss the Global Balance of Power

Introduction

- Concept of balance of power and its importance for world stability
- Scope of essay
- **Thesis statement:** A global balance of power is essential to maintain economic, political and military stability throughout the world

Body

Elements of power

- What constitutes the strength of a nation?
- Natural, industrial and human resources
- Military strength
- Stability of government
- International political status
- Technology
- Education and skills of the people

Historical balance of power

- The political structure of the modern world evolving from historical factors
- Empires of the past
- The shifting centres of global power
- The effect of political change on military power
- The effects of major wars and revolutions

Current balance of power

- The military balance in relation to the economic and political balance
- The Superpowers
- The influence and strength of the developing world
- The United Nations as a factor in maintaining global power balance

Conclusion

- Reiteration of thesis statement
- Summary of key points
- Importance of maintaining balance of power in today's world

ANNEX 3B

Planning Checklist

1	Check that you understand the essay question/title	
2	Research the topic, focussing on answering the question	
3	Group your ideas together, usually into 3–6 key points	
4	Arrange your ideas to achieve a logical structure and flow	
5	Decide on your ultimate position on the topic	
6	Draft the body paragraphs	
7	Draft an introduction	
8	Draft a conclusion	
9	Revise the content	
10	Edit and proofread the essay thoroughly	

Chapter 4 — Writing an Essay

4.1 Drafting

Having written an essay plan, you are ready to start drafting the essay. One way to get started is to take any key point from your plan, and write down all the ideas connected to that point in a mind map format. Each idea can then be developed into separate paragraph(s). At the drafting stage, the essay is not expected to flow, and will need revision, but at least the ideas are 'down on paper'. It may be useful to set achievable goals, for example to write 500 words per day. Writing a good essay is a process, and will almost certainly involve several drafts. Even a short 2,000-word essay will take several days to research, draft, re-draft, write up and edit

4.2 Paragraphs

The body or discussion of an essay should consist of a number of paragraphs, each examining one key point. A paragraph is usually about 150-200 words long, so for a 2,000-word essay, after allowing 10 percent for the introduction and 10 percent for the conclusion, you will have 1,600 words in which to put forward your argument. With an average of 150-200 words to a paragraph, you should therefore expect to divide your essay into approximately eight to ten paragraphs.

4.3 Topic sentences

The topic sentence makes a clear statement about the topic (or subject) of the paragraph. In effect, it summarises the point of the paragraph, and should be backed up by explanation, further development or examples. A topic sentence is effective if:

- (1) the reader could choose to only read the topic sentences and still follow the essay's argument to its logical conclusion;
- (2) it summarises only what is discussed in the paragraph. In other words, any sentences which do not fit under the topic sentence should be removed;
- (3) it does not contain too much detail; a good topic sentence is clear and concise; and
- (4) it makes a strong, clear statement.

4.4 Supporting sentences

The topic sentence should be supported by further sentences that explain, develop or justify. To help your essay flow, supporting sentences should be connected by linking words and phrases. These are also known as transitional phrases. Some common examples are shown in Table 4-1 Transitional Phrases and their Relationships.

4.5 Transitional phrases

Table 4-1 Transitional Phrases and their Relationships, shows the relationship of transitional phrases.

Table 4-1 Transitional Phrases and their Relationships

Logical relationship	Transitional phrase
Similarity	also, in the same way, likewise, similarly, just as...so too
Exception/contrast	but, however, although, in spite of, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet, on the one hand...on the other hand
Sequence/order	first, second, third, ...next, then, finally
Time	after, afterward, at last, before, currently, during, earlier, previously, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then
Example	for example, for instance, namely, specifically, to illustrate
Emphasis	even, indeed, in fact, of course, certainly
Place/position	above, below, adjacent to, beyond, nearby, here, there
Cause and effect	accordingly, consequently, hence, so, therefore, thus
Additional supporting evidence	additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then
Conclusion/summary	finally, in a word, in brief, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarise, in sum, in summary

4.6 Example paragraph

Topic sentence

Transitional phrases

New Zealand's most significant military achievements in WWII were achieved through the deployment of highly trained forces. **Although** they had a reputation for being natural warriors, New Zealand troops needed as much training as any other nation's troops. **In fact**, the process of training and equipping troops in WWII took considerable time and effort. **For example**, the NZ Division needed 18 months of solid training and had to be equipped from scratch before it was ready for action. **In contrast**, other Commonwealth troops were often sent into battle after a minimal period of training.

4.7 Revising

Revising is the process of reviewing the content of the essay. This process should take place once the full draft has been written. It is useful to take a break between writing and revising. The main questions to consider during the revision process are:

- (1) Does the essay answer all parts of the question?
- (2) Is the essay the correct length? (Use the Word Count feature in MS Word to check.)
- (3) Are the key points of the essay clear?
- (4) Are any points contradictory, repeated or irrelevant?
- (5) Is each point in the right part of the essay?
- (6) Is the reader guided from point to point by transitional phrases?
- (7) Are the main points supported by evidence and facts?
- (8) Has each fact, image or idea taken from another source been properly referenced?

'There is no such thing as good writing, only good rewriting.'

Robert Graves

4.8 Proofreading

Proofreading is the process of carefully checking the spelling, punctuation, referencing, formatting and consistent presentation of the essay. Particular care is needed in the presentation of the references. Every capital letter, full stop and comma should be presented in accordance with the referencing style. There are a number of steps you can take to assist in proofreading:

- (1) Gain some perspective by leaving a gap between writing and proofreading.
- (2) Use the Spelling & Grammar proofreading tool in MS Word as a good first step in the process.
- (3) Print a paper copy, preferably double-spaced, to make reading easier on the eyes.
- (4) Re-read the essay several times, looking for different aspects each time (eg punctuation, presentation of references, grammar, etc).
- (5) Read the essay out loud in order to hear any mistakes in sentence structure and overall flow.
- (6) Ask a trusted colleague to do a final proofread. It is surprising what another, more objective, pair of eyes will notice.

4.9 Essay style

Like all types of writing, essay writing has its own particular style. An essay is written in a very formal style and should, of course, follow all the correct conventions of spelling, punctuation and grammar. Whilst academic writing is formal, it should not be deliberately verbose or use intentionally obscure vocabulary. The best essay writers aim to express their ideas clearly and concisely, using the principles of Plain English.

Note: For more detail, [DFI 5.1](#) directs writers to *Grammar Rules – Writing with Military Precision* by Craig Shrives. The website www.grammar-monster.com was founded by Craig Shrives and contains hundreds of useful grammar tips, tests and lessons.

4.10 Objective tone

- a. It is important for an academic essay to appear factual and unbiased. This may be achieved by referring to facts and figures, considering both sides of an argument, referencing the opinions of others, and avoiding strong value judgements. An objective tone can also be achieved by avoiding the use of the first or second person pronouns (I, me, we, us, you, etc) as these may give the impression of a limited or subjective viewpoint. A more objective tone can be achieved by either omitting the first person pronoun or using third person pronouns (he, she, it), for example:
- ☒ In this essay, I will examine how modern warfare techniques have impacted upon...
 - ☒ A careful examination of modern warfare techniques demonstrates their impact upon...
- b. The use of the passive voice is prevalent in academic writing style and will also help your writing appear more objective, for example:
- ☒ I think that assisting third world countries to develop...
 - ☒ It has been proven that assisting third world countries to develop...

4.11 Audience

Essays should be written in a respectful tone for a general, but unknown audience. You should not assume that only your own tutor or commanding officer will read your essay. The essay should be written for an intelligent and informed reader, who may not be familiar with more specialised terms or concepts. When writing for persons outside the Defence Force, military expressions, terminology and jargon are to be avoided, in accordance with [DFI 5.1](#), paragraph 1.1.6 (e).

Annexes to Chapter 4

- | | |
|--------------------------|-------------------------------------|
| Annex 4A | Sections of an Essay |
| Annex 4B | Example of an Essay (Chicago Style) |

ANNEX 4A

Sections of an Essay

‘New Zealand and Australia should be merged into one country.’ Discuss.

Introduction

Opening statement

New Zealanders have migrated to Australia in significant numbers over recent years. Employment opportunities, warm weather and family connections are the key identified factors influencing the decision to move. For many, the benefits more than outweigh the costs of leaving the land of one’s birth. For most New Zealanders, there is also a strong sense that Australia is not fundamentally different to Aotearoa. This sense that Australia is not a genuinely ‘foreign’ location for New Zealanders is linked to the emergence of calls for greater political union between the two countries. Some commentators have advocated a shared currency, as is the case in the European Union. Others have proposed a more complex and complete merger: New Zealand and Australia as one combined Australasian country.

Scope

This essay will consider the potential effects of a full merger between New Zealand and Australia in terms of economic, political and cultural barriers. The disadvantages of merging two nations into one Australasian country will be examined primarily from a New Zealand perspective.

Thesis statement

It will be shown that a full merger of Australia and New Zealand into one country is undesirable and unachievable for both countries on economic, political and cultural grounds.

Note: This paragraph has been broken up to show how a typical introduction is structured. It would be presented as one paragraph in the final essay.

Examples of body paragraphs

Similarities between Australian and New Zealand culture have arisen from, and been enhanced by, a long history of partnership. The shared sacrifices made at Gallipoli in World War One by ANZAC soldiers have played a key role in forming the national identity of each country. A shared main language and membership of the British Commonwealth are further points contributing to a sense of common culture, and reflecting similar journeys to nationhood. From a New Zealand perspective, however, there is one key historical event which sets the two cultures apart.

The signing of the Treaty of Waitangi in 1840 was a foundational event in New Zealand's history, but this crucial agreement would be significantly compromised if New Zealand and Australia were to merge into one country. Although there is ongoing debate over interpretation of the Treaty, most historians agree that it founded New Zealand as a nation built on a mutually respectful partnership between Māori and the British Crown (represented today in New Zealand by the Government). The government of a merged Australasian country would not be able to perpetuate such a partnership, because Māori would be a minority indigenous people of only one state.

Conclusion

Thesis statement

In conclusion, New Zealand and Australia should not be merged into one country due to a number of important aspects of New Zealand life that would be adversely affected.

Summary

These aspects have been shown to include loss of political influence, degraded economic opportunities, and significant cultural disadvantage. Whilst both countries have a largely shared culture and history, the loss of a separate national identity would be particularly problematic for Māori, who would stand to lose many of the fundamental provisions made for them under the Treaty of Waitangi.

Closing statement

In summary, although Australia and New Zealand share many commonalities, the future of New Zealanders will be best served by retaining the current relationship of close cousins rather than a married couple.

Note: This paragraph has been broken up to show how a typical conclusion is structured. It would be presented as one paragraph in the final essay.

ANNEX 4B

Example of an Essay (Chicago Style)

THE EFFECT OF FOURTH GENERATION WARFARE ON TRENCHARD'S AIR POWER THEORY

by Air Vice-Marshal Bamfield

"The condition of a military force is that its essential factor is speed, taking advantage of others' failure to catch up, going by routes they do not expect, attacking where they are not on guard."¹

The *war against terror* has become a worldwide phenomenon since the terrorist attacks in the USA on 11 September 2001 (9/11). As a result of this devastation, terrorist groups have gained notoriety across the globe. Conventional warfare is becoming less effective as a new generation of warfare moves to the fore. This evolving war fighting ethos is called Fourth Generation Warfare (4GW). Terrorism has adopted facets of this ethos and therefore a military strategy is required in order to defeat it. As a key component of any military strategy, effective air power must be tailored for modern requirements. The traditional air power theory developed by Lord Trenchard in the early 1900s contains themes still considered relevant to conventional military. However, Trenchard's air power theory faces complex challenges when pitted against a new generation of warfare.

This essay will assess the effect of 4GW on the air power theory developed by Trenchard. The key themes of Trenchard's air power theory will be examined in order to assess their relevance in the fight against 4GW. The evolution of 4GW will be examined to highlight its deviation from traditional warfare. Key 4GW issues will then be discussed in detail. Finally, the effect of 4GW on Trenchard's air power theory will be analysed to demonstrate whether Trenchard's key ideas remain valid against a modern opponent.

Lord Hugh Montague Trenchard is considered the first true practitioner of air power, emphasising the aircraft as an inherently offensive weapon. The main focus of Trenchard's air power theory was offensive dominance through strategic bombing. Trenchard believed the enemy's war capabilities could be destroyed by attacking key industrial targets. The offensive nature of air power enabled strategic bombing to be carried out from the third dimension in a relatively accurate manner. Trenchard considered the vital industrial targets to be: centres of production, transportation and communications.² In addition to economic devastation of the enemy's war efforts, Trenchard advocated strategic bombing for its psychological effect.

Trenchard believed strategic bombing led to both civil instability and political pressure. His view was that industrial air attacks would result in terrorised workers refusing to work due to the fear of attack. He also believed the terrorised population would eventually apply political pressure to their government. Trenchard developed the British strategic air policy in order to "produce strategic paralysis by psychological dislocation and terror brought about by economic disruption and collapse."³ The strategic aims of Trenchard's air policies were twofold: to

¹ Sun Tzu, *The Art of War* (Boston: Shambhala Publications, 1988), 152.

² David Fadok, "John Boyd and John Warden: Air Power's Quest for Strategic Paralysis," 40. http://www.maxwell.af.mil/au/aul/aupress/SAAS_Theses/Fadok/fadok.pdf

³ Fadok, "John Boyd and John Warden," 40.

destroy both enemy capability and determination. He was also ahead of his time in terms of air superiority initiatives.

Trenchard advocated air superiority through concentration of force. He postulated air operations could be undertaken independently from the Army and Navy. Trenchard also maintained, however, that a new air service should “remain in intimate touch, by the closest liaison with the Army and Navy to ensure the closest cooperation.”⁴ Trenchard was adamant air power alone could not guarantee victory, but that it was required to create superior working conditions for the other Services. Trenchard’s air superiority conviction led to the formation of the Air Council in January 1918. Trenchard was appointed as the first Chief of Air Staff. In this role, he was instrumental in the establishment of the Royal Air Force on 01 April 1918.⁵ Through a separate air force, Trenchard’s vision of concentrated air power became a reality. Trenchard’s air power ideas, while traditional, continue to impact modern warfare.

Modern warfare is characterised by an evolutionary *generational* framework, with Western military strategy currently in the third generation. This strategy was developed by the German Army after World War I and emphasises nonlinear, manoeuvre warfare.⁶ Third Generation Warfare is based on mental and physical displacement of the enemy.⁷ It therefore focuses on ideas rather than technology to defeat more industrialised opponents. The nature of warfare is shifting from conflict between states to those involving non-state actors. This is evident through tactics undertaken by non-Western groups such as al-Qaeda, Hamas and Hezbollah.⁸ Known as 4GW, this evolution is proving challenging to conventional militaries.

The fundamental premise of 4GW is the dominance of superior political will over economic and military power.⁹ As the 4GW strategy is based on political rather than military triumph, it is difficult to oppose through conventional means. The psychological focus of 4GW aims to create political paralysis in key organisations and throughout a target nation.¹⁰ This is accomplished through the dissemination of messages throughout a target population in order to influence political position. Specific examples of 4GW psychological warfare have been evident in Iraq and Afghanistan. Messages are tailored for different audiences. Thomas Hammes reiterates this: “The insurgents are sending one message to their supporters, another to the undecided population, and a third to the coalition decision makers.”¹¹ This strategy is designed to create civil unrest and ultimately influence those in policy making positions within the target nation. In a modern environment, psychological warfare is aided by an accessible international media network. The real-time availability of international media is an effective weapon used within 4GW to shape public opinion. Conversely, psychological operations involving the infiltration of media in order to create misinformation, is another effective tool for 4GW. Psychological warfare is particularly challenging when the enemy is unidentifiable.

⁴ Richard Johns, “Trenchard Memorial Lecture: The Trenchard Vision and its Relevance in an Age of Joint Warfare,” *RUSI Journal* 142 no.5 (1997): 11.

⁵ Chris Clark, “First Masters of Air Power: Douhet, Trenchard and Mitchell,” in *Masters of Air Power: Proceedings of the 2005 RAAF History Conference*, ed. Keith Brent (Canberra: Air Power Development Centre, 2005), 11.

⁶ Del Stewart, “De Constructing the Theory of 4th Generation Warfare,” *Military Intelligence Professional Bulletin* 30, no.4 (2004): 35.

⁷ William Lind, “Understanding Fourth Generation War,” *Military Review* 84, no.5 (2004): 13.

⁸ Lind, “Understanding Fourth Generation War,” 13.

⁹ Thomas Hammes, “Insurgency: Modern Warfare Evolves into a Fourth Generation,” *Strategic Forum* 214 (2005): 1.

¹⁰ Hammes, “Insurgency: Modern Warfare,” 3.

¹¹ Hammes, “Insurgency: Modern Warfare,” 2.

4GW constitutes an undefined arena, where civilian and military are intertwined and the enemy is an unknown quantity. The distinction between war and peace is diminishing as insurgent groups infiltrate themselves throughout society.¹² Minimisation of force projection is more challenging when the enemy cannot be easily identified and targeted. In contrast to conventional warfare, where nation states fought each other, 4GW involves small independent action forces.¹³ This makes it difficult to distinguish between *friend* and *foe*. One challenge for conventional military forces will therefore involve integration into targeted areas. William Lind says: “One key to success is integrating troops as much as possible with the local people ... That way you find out more of what is going on and the population protects you.”¹⁴ This integration will enable the identification of strategic enemy centres of gravity. Through accurate identification, opponent force projection can be eliminated from within their own boundaries. Ideological challenges presented by 4GW are further enhanced by progressive technology.

Given modern advancements in technology, it is now possible for small insurgent groups to have a devastating effect on the battlefield and within general society. A growing trend towards uninhabited vehicles and highly accurate weapons means small, agile groups now have the capacity to terrorise nations. 4GW tacticians rely on such technology to equip their small insurgent groups for infiltration tasks. Such tasks focus on the reconnaissance and destruction of critical centres within a nation. The use of remote technology such as pre-programmed artificial intelligence is expected to feature more in the future.¹⁵ This technology continues to evolve and allows accurate targeting of critical centres. The challenge for conventional forces is to evade and somehow destroy such technology. One weakness with modern day technological reliance is the vulnerability of computer viruses. The exploitation of this weakness could in turn be used as a weapon against 4GW. In line with technology, small insurgent groups have become the trademark of terrorist organisations.

The unconventional and ideological nature of 4GW is widely adopted within terrorist organisations. As these organisations are motivated by internal objectives, they tend to focus on ideas over technology. While terrorism is not synonymous with 4GW, the ideological focus is inherent within terrorist organisations.¹⁶ This is illustrated throughout terrorist methodology which has a *losing to win* mentality. It is also highlighted in the US Afghanistan and Iraq campaigns where William Lind says: “part of the reason ... are not succeeding is that our initial invasion destroyed the state, creating a happy hunting ground for [f]ourth [g]eneration forces.”¹⁷ This then allows terrorist forces to shape the minds of followers to suit their own causes. For conventional opponents with little understanding of terrorist motivations, military strategy is becoming more difficult. Traditional air power theory has been challenged by a new fighting ethos led by small undefined factions where information is power—4GW.

¹² William Lind et al., “The Changing Face of War: Into the Fourth Generation,” in *Marine Corps Gazette* 85, no.11 (2001): 66.

¹³ Clark Staten, “Urban Warfare Considerations: Understanding and Combating Irregular and Guerilla Forces During a Conventional War in Iraq,”
http://www.emergency.com/2003/urban_warfare_considerations.htm

¹⁴ Lind, “Understanding Fourth Generation War,” 15.

¹⁵ Lind et al., “The Changing Face of War,” 67.

¹⁶ Staten, “Urban Warfare Considerations.”

¹⁷ Lind, “Understanding Fourth Generation War,” 15.

Trenchard's vision of air power as an inherently offensive weapon would struggle to combat an interspersed 4GW campaign. Given the dispersed nature of 4GW groups, vital industrial targets or force projection capabilities cannot be easily identified. 4GW forces rely on their integration throughout the civilian population to provide a human shield of protection. While 4GW opponents may have an indication of strategic targets, a societal aversion to civilian collateral damage will deter strategic bombing. In terms of Trenchard's vision, air power remains an offensive weapon against 4GW, but more in the roles of surveillance and reconnaissance. By gaining accurate intelligence on 4GW positioning, precision guidance weapons and stand-off capabilities enable accurate offensive action. In the 4GW arena, Trenchard's idea of economic devastation through strategic bombing is severely challenged. The 4GW obscurity between military and civilian targets means Trenchard's offensive strategic bombing tactic is no longer a viable option. His theory on political pressure through civil instability is also challenged by 4GW.

In a combat against 4GW, Trenchard's focus on psychological warfare is fraught with difficulty. His belief that enemy determination and political will could be destroyed through strategic bombing is not easily achieved against 4GW. Their integration throughout the world means that political will is no longer a strategic weakness. 4GW forces have internal objectives that do not necessarily complement the political will of the nation in which they reside. Therefore, creating instability within a 4GW group is only possible through highly accurate intelligence and a complete understanding of 4GW psyche. A modern display of 4GW using psychological warfare was shown by the Bali bombings on 12 October 2002. These bombings were initially seen as an attempt to deliver a strong message to the Indonesian Government about their ties with Australia and the US. However, it was later revealed that a variety of messages were delivered to various groups through this terrorist action.¹⁸ Through early warning intelligence to target selection—the terrorist organisation responsible for the Bali bombings was successful in communicating their message on a global scale.¹⁹ While 4GW has successfully implemented Trenchard's philosophy of creating civil instability, conventional forces struggle to do so. The obscurity of 4GW forces makes them elusive psychological targets. Trenchard's vision on air superiority remains valid in the fight against 4GW.

Air superiority in a modern age is achieved through joint co-operation and the sharing of accurate information. While Trenchard maintained a separate air service could operate independently, in close liaison with land and sea forces, this hypothesis is much more complicated today. Alan Vick reiterates this sentiment: "Neither air forces nor other military forces ... can by themselves defeat an insurgency, but when used wisely, they can help establish a secure environment within which the other counterinsurgency instruments can work."²⁰ Air power is highly dependent on intelligence received from ground and at times sea forces. The intricate relationship between all Services is vital to combat the dispersed nature of 4GW. Trenchard's idea of independent air superiority has taken on a whole new perspective. Air superiority against 4GW is only achieved through close co-operation of land, sea and air forces. While he was unique in his own time, Trenchard's vision of an independent air force operating in close liaison with the other Services continues to be important in the fight against 4GW.

¹⁸ Gregory Copley, "The Bali Bombings: Messages within Messages," *Defense and Foreign Affairs Strategic Policy* 3, no.9 (2002): 16.

¹⁹ Copley, "The Bali Bombings," 16.

²⁰ Alan Vick et al, "Air Power in the New Counterinsurgency Era: The Strategic Importance of USAF Advisory and Assistance Missions," <http://www.rand.org/pubs/monographs/MG509/>

4GW is challenging Trenchard's traditional notions of offensive air power and strategic bombing in a modern military campaign where air superiority remains paramount. Advanced technology is the key in an undefined battlefield where the enemy is infiltrated throughout society. The focus of 4GW is accurate information and the creation of disharmony within target populations. The relevance of Trenchard's traditional air power themes in the fight against 4GW is questionable. The use of air power as an offensive weapon against a 4GW force is difficult due to target obscurity. Trenchard's method of applying political pressure through strategic bombing is ineffective due to the dispersed nature of 4GW. His vision of air superiority, however, remains a constant weapon against 4GW through a joint Service approach. The technological advancements available in a modern age enable intelligence sharing to ensure accuracy and success. While the majority of Trenchard's traditional air power ideas are superseded by 4GW, his vision of air superiority will follow air power well into the next generation of warfare. It is envisaged the future will produce air power challenges on a whole new dimension.

Bibliography

AAP1000. *Fundamentals of Australian Aerospace Power*. Fairbairn, ACT: RAAF Aerospace Centre, 2002.

Clark, Chris. "First Masters of Air Power: Douhet, Trenchard and Mitchell." In *Masters of Air Power: Proceedings of the 2005 RAAF History Conference*. Edited by Keith Brent. Canberra: Air Power Development Centre, 2005.

Copley, Gregory. "The Bali Bombings: Messages within Messages." *Defense & Foreign Affairs Strategic Policy* 30, no.9 (2002):16–17.

Fadock, David. "John Boyd and John Warden: Air Power's Quest for Strategic Paralysis." (1995): 40. http://www.maxwell.af.mil/au/aul/aupress/saas_Theses/Fadoc/fadok.pdf

Ferracuti, Sandro and Peter Squire. "The Significance and Evolution of Air Power (II)." *Military Technology* 27, no.7 (2003): 61–6.

Hammes, Thomas. "Insurgency: Modern Warfare Evolves into a Fourth Generation." *Strategic Forum* 214 (2005): 1–7.

Johns, Richard. "Trenchard Memorial Lecture: The Trenchard Vision and its Relevance in an Age of Joint Warfare." *RUSI Journal* 142, no.5 (1997): 10–16.

Lind, William. "Understanding Fourth Generation War." *Military Review* 84, no.5 (2004): 12–16.

Lind, William, Keith Nightengale, John Schmitt, Joseph Sutton, and Gary Wilson. "The Changing Face of War: Into the Fourth Generation." *Marine Corps Gazette* 85, no.11 (2001): 65–68.

Staten, Clark. "Urban Warfare Considerations: Understanding and Combating Irregular and Guerilla Forces During a Conventional War in Iraq." n.d.
http://www.emergency.com/2003/urban_warfare_considerations.htm

Stewart, Del. "De Constructing the Theory of 4th Generation Warfare." *Military Intelligence Professional Bulletin* 30, no.4 (2004): 35–38.

Tzu, Sun. *The Art of War*, Boston: Shambhala Publications, 1988.

Vick, Alan, Adam Grissom, William Rosenau, Beth Grill, and Karl Mueller. "Air Power in the New Countersurgency Era: The Strategic Importance of USAF Advisory and Assistance Mission." (2006) <http://www.rand.org/pubs/monographs/MG509/>

END MATTER

RECORD OF CHANGE

Amendment Number	Commencement Date	Reference	Details of Change	Approving Authority
Version 1.00	23 September 2020		On Issue	KL Huff Director LDG HQNZDC
Version 1.01	13 December 2021		DFI 0.102 renumbered to DFI 5.1. All references to DFI 0.102 updated to DFI 5.1.	KL Huff Director LDG HQNZDC

Note: Record of Change terminology —

On Issue	Initial issue or subsequent re-issue of the publication.
Withdrawn	A complete publication is withdrawn from use by the NZDF.
Repealed	A complete Defence Force Order or Defence Force Instruction is repealed/cancelled.
Replaced	Complete parts, chapters or sections have been replaced with new parts, chapters or sections.
Inserted	New text is inserted within parts, chapters or sections.
Substitute	Published text is substituted with new text or words.