

Developing Our Members

DURATION: 50 Minutes

TEACHING METHOD: Discussion, Face to Face role play

READING: Student Reading

Teaching Aids/Handouts: Case Studies

LESSON OBJECTIVE: Apply various theories, methods and techniques associated with developing our members at the unit level.

DESIRED LEARNING OUTCOMES (DLO):

1. Describe the concept of mentoring.
2. Discuss effective ways to provide feedback to unit members.
3. Explain the role of discipline.
4. Describe some best practices for developing members.

LESSON STRATEGY: The object of this lesson is for each student to apply various theories, methods and techniques associated with developing our members at the unit level.

INSTRUCTOR NOTE: This lesson is designed to be interactive. Through role play, students will apply mentoring techniques to case studies.

Students should have completed the assigned reading in the pre-course before coming to the class. This allows you to spend most of your time on the role play and a reflection on the activity.

There are several possible approaches to this lesson.

1. You can have one student play the mentee and one play the mentor, while other students watch. The instructor (and other students) can then give feedback. The upside is the instructor is free to focus on preparing descriptive and detailed feedback. The students get practice giving descriptive feedback. The downside is only four students get a chance to practice. You never know where the student mentee will take the role. It also takes outgoing students to take the roles.
2. You can have the instructor play the mentee and the student play the mentor while other students watch. The instructor (and other students) can then give feedback. The upside of this method is it takes one instructor and students can practice giving descriptive feedback.
3. You can set up stations where instructors play the mentee and on a signal they provide feedback before a second signal is given and the students rotate to the next station. The advantage to this is each student gets a good deal of practice. The instructor can ensure they display the desired mentee behavior. The down side is the instructor is focused on playing the role of the mentee and not making notes to provide feedback. It also takes outgoing students to take the role of the mentor. Lastly, it takes several instructors.

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4. The ideal situation is where an instructor plays the mentee and a second instructor watches and prepares feedback. The students play the mentor and on a signal move from station to station. The upside is the students get a lot of practice and high quality descriptive feedback. The down side is this system requires additional instructors.
5. Of course the instructor may develop a fifth option for role playing the cases.

You may also create other cases to make a specific point or technique.

REVIEW: How many of you have a mentor? If you have not been mentored by them in the last 60 days call them right now and make an appointment to be mentored in the next 10 days. I am not kidding, get out your phone and call now. For those of you who don't have a mentor, raise your hand. Give the instructor the name of someone you would like to be your mentor and they will make every effort to arrange an introductory call while we do this lesson. That is how important mentoring is in the development of our members.

Ask students if they have any questions about the reading. If they have questions, answer them. If not, proceed with a short review. Ask students to share the most important points from the reading regarding mentoring. Ask students what tools and techniques can be used in mentoring and disciplining members. Encourage several students to participate/share.

BRIDGE: Let's see how well you can mentor another CAP member.

EXERCISE: Conduct the role play portion of the lesson. Each role play should be followed by the questions below to provide feedback. Other questions may be added/substituted. Some case studies have additional instructor information.

1. What role (advisor, coach, facilitator, advocate, commander, combination) did the mentor assume? What role would the mentee and situation benefit most from?
2. What characteristics did the mentor display? What characteristics would be most helpful in this situation?
3. How would you describe the mentor's approach? How effective is this type of approach?
4. How would you describe the mentor's feedback to the mentee? Was the feedback more descriptive or evaluative? What was the effect of the feedback?

CLOSELY RELATED LESSONS: Care and Feeding of a CAP Member, Communication Fundamentals, The Complaint Process and Your Responsibility, Leadership Fundamentals for Commanders, Squadron Staff and Responsibilities, Taking Command, Using CAP Performance Feedback

Case Studies

Case 1- Mentor Handout

Capt. Howard Love has been with the squadron for six years. He has finished Level III of the Professional Development Program. He has a master rating in Logistics. He is a private pilot with around 160 hours and is current in daytime VFR. He flew about 3.5 hours last year. He comes to every meeting. He is happy to issue equipment and check it back in at the end of an activity. He makes sure it is in good working order, restocked, clean and put away. Once a month he collects money, deposits it with the finance officer and gets a squadron check to go along with the squadron's consolidated Vanguard order. He is happy to make a coffee run for the seniors every week. He is due to renew in 60 days.

Case 1 - Mentee Handout

You are Capt. Howard Love and you have been with the squadron six years. You have finished Level III of the Professional Development Program. You have a master rating in Logistics. You are a private pilot with around 160 hours and are current in daytime VFR. You flew about 3.5 hours last year. You come to every meeting. You are happy to issue equipment and check it back in at the end of an activity. You make sure it is in good working order, restocked, clean and put away. Once a month you collect money, deposit it with the finance officer and get a squadron check to go along with the squadron/s consolidated Vanguard order. You are happy to make a coffee run for the seniors every week. You are due to renew in 60 days. Outside of CAP you make a living as an electrical inspector for the local electric company. You have one grown child and restore antique toys for a hobby.

You enjoy hanging out with the guys; do a little hanger flying, and enough real flying to keep current. You enjoy the slow pace and puttering around the squadron. You are satisfied being a captain and definitely don't understand why some of the guys want to be squadron commander. You feel serving as a squadron commander is too much work. You recently received your renewal notice and will get around to renewing before your current membership expires. You are quite happy with the status quo.

Case 2 - Mentor Handout

First Lieutenant Victoria Holcome has been with your unit 3 years. She is your unit PAO. She is 23 years old and has an active social life in and out of CAP. She has completed Level II. She enjoyed going to the CLC and had a "lot of fun" at the region conference. She has all the required and optional ICS courses for her senior rating. She did a good job with the open house. It was almost a party. Four prospects came back to take a second look at the squadron, but none joined. If you want to know what is going on in social media she is "your go to person."

Your web page manager complained the other day that he was having trouble getting next month's squadron calendar out of Victoria and he is still waiting on pictures from last month's promotion ceremony. When you asked when she was going to start attending the missions to qualify as a PIO, she said she was not sure. She has enough time in grade for promotion but she has several things left to do on her specialty track senior rating. She is a week overdue for her quarterly PAO briefing and you have scheduled this briefing for the next squadron meeting.

Case 2- Mentee Handout

You are 1st Lt Victoria Holcome. You are a 23 year old self-professed nerd and social media queen. You like ICS courses and may take some that don't have to do with being a PAO. The seminars at the wing conference and region conference were "fairly good." The cocktail hour, banquet and dancing were great fun. You enjoyed throwing the open house and some of the visitor came back the next week. You have managed to get 56 followers on the squadrons Twitter account and you keep up with all of them.

The squadron commander has you scheduled for a quarterly PAO briefing tonight. You wish you could get him to realize that web pages and news papers are old school. If he could just realize that social media is the way to go. You anticipate he will ask again about you going to practice missions. But, who has the time? You have things to do on Saturdays to get ready to go on a date or out with the girls at night. By the time you get up on Sunday it is almost noon. Besides, you would have to put "that mission kit" or whatever is called together.

You think you can figure out what you are going to say on the way to the squadron meeting, as long as Sandy does not call. After all you tweeted out the squadron schedule, Facebooked, and Snap Chatted the promotion pictures and you included the group PAO on all of those. Combined with the open house, you should be good.

Case 2 - Instructor Handout

Lt Holcome's specialty track is (on the next page) available from her OJT supervisor or the unit PD. The checked items are complete.

Victoria Holcome Specialty Track Checklist

Senior Level Training Checklist

- ✓ Knowledge, Training, and Performance Requirements OJT Initials and Date
- ✓ Complete Level II of the CAP Professional Development Program.
- ✓ Demonstrate ability to keep current in knowledge, policies, procedures, and requirements within the PAO specialty, including photography, social media, documentation and internet usage.

Demonstrate the ability to maintain robust internal information programs.

Describe through specific examples how they successfully fulfilled the duties listed in the position description located in the senior section of this pamphlet

N/A IF assigned to an echelon above the squadron, contact subordinate unit PAOs to offer assistance and review procedures, policies, training opportunities, and mentoring.

- ✓ Maintain contact with higher echelon PAO and keep current with NHQ, region and wing procedures, policies, training opportunities, and mentoring.
- ✓ Complete the following FEMA courses: 1. IS-100, Introduction to Incident Command System 2. IS-200, ICS for Single Resources and Initial Action Incidents 3. IS-29, Public Information Officer Awareness (or classroom G-289 Public Information Awareness) 4. IS-702, NIMS Public Information (online)
Optional/Recommended Courses: 1. G-290, Basic Public Information Officer Course (classroom) 2. G-291, JIS/JIC Planning for Tribal, State, and Local PIO (classroom) 3. IS-700, National Incident Management System (NIMS) An Introduction 4. IS-800, National Response Framework, An Introduction 5. ICS-300 Intermediate ICS for Expanding Incidents 6. ICS-400 Advanced ICS 7. E388: Advanced Public Information Officer (in-residence)

Become a Public Information Officer trainee

- ✓ Attend any two additional PAO workshops/seminar/academy or non-CAP public affairs training activities in addition to the training activities and courses previously completed.

Following established guidelines published on the CAP PAO webpage, create (or update if already written by a previous PAO) a unit public affairs plan and unit crisis communications plan and have them approved by the unit commander (since being awarded the technician level).

- ✓ Demonstrate continued currency of the unit's media contact list.
- ✓ **(Previous sessions completed on time)** Participate in at least one public affairs planning session quarterly with the unit commander and/or command staff (since being awarded the technician level).
- ✓ Give a minimum of two CAP presentations to non-CAP groups or organizations.

Maintain the media kit as described in the How-To-Guide for CAP Public Affairs.

Reference the National Headquarters website and the PAO Toolkit contents quarterly for updated materials and add to/replace contents of the media kit as necessary.

- ✓ **(Last one was 7 months ago)** Produce four additional news releases, two of which must contain photos taken by the PAO; have them approved by the unit commander and document distribution to the media. Two of these releases will be sent to NHQ/PA for possible inclusion in Volunteer Now using the NHQ submission template (since being awarded the technician rating).

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✓ Arrange and assist in the coordination and implementation of one open house or other Civil Air Patrol special event.

Manage the online presence of the PA section of the unit's website and authorize social media accounts that are publically accessible.

Successfully serve for a minimum of 12 months as a primary Public Affairs Officer at the technician level.

✓ Successfully complete the online CAPP 201 test for senior rating.

Case 3 Mentor Handout

Lt Col Tracy Atkinson is the squadron Safety Officer and has been for the past 17 years. She is also a darn good observer. She often jokes that she is 21 years old for the 36th time. In the "real world" as she calls it, she is a hydrologist that specializes in controlling flooding by using dams. She was going to share a ride down to the NSAR School with you next month. Last week she told you "I can't go with you. I got laid off on Friday. It is just not smart to spend the money on the trip right now. I was going to buy the flight calculator this weekend but I can't afford that either. I got my resume out there. However, there aren't a lot of jobs in my field. At my age it may take a while to find a job, even in another field."

Case 3 Mentee Handout

You are Lt Col Tracy Atkinson, a 57 year old hydrologist who just got laid off from your job at the State Water Control Board after 32 years there. Your specialty is minimizing flood damage through a series of levies, dams and canals. You have resumes out, but there are very few jobs in your field, particularly in this part of the country. You have been the squadron Safety Officer for 17 years and an observer for 14 years. You have been looking forward to going to NSAR School this year to learn the new flight computer and the GEEP system. However, the cost of the trip, school and flight calculator are going to be close to \$1000 by the time it is all done. You think that is a lot of money right now and you should be available for interviews, if anybody calls.

Case 4 - Mentor Handout

Last week you got a call that started out with, "Hi, this is Maj. Kaleocloha Kaiaokamalie from the Taurs Squadron. I was thinking about applying for the group commander job that is going to open up in a couple of months. And as a fellow squadron commander I wanted to talk to you if you are not going to apply for the job." Your first response was, "Maj. who?" Then you thought, "Oh, that must be the guy they call K.K., I guess." Since you did not want the job you agreed and are scheduled to meet him for coffee. You have seen him at commander's call a few times, but can't remember him at anything else. He seems pretty quiet. He is a pretty successful squadron commander from what you can tell. You think he has been around for six or seven years.

Case 4 - Mentee Handout

You are Maj. Kaleocloha Kaiaokamalie or Maj. K. K. to everyone outside the squadron. You have been a member for 16 years. The first 12 years you were the finance officer and the last 4 you were the squadron commander. Now that your term is almost over it seems fortuitous that that the Group Commander job is opening up.

You think you are well qualified. You are a Maj. You have completed Level III in the Professional Development Program. You have a master rating in FM. You personally have done well in the SUIs. Since taking over as squadron commander your unit has done well. You have stayed right around 35 cadets and 7 seniors. You produce one or two Mitchell's a year and an Earhart every other year. You do lose a cadet or two to the army every year, but that is ok, we want them to go into the military. You sent almost half of the cadets to the encampment this year and last year your cadets went on 22 or 23 orientation rides. You have three seniors that participate in ES. One of your members went to SLS and another to CLC. If that new teacher joins you may even have an AEO. The squadron got a "successful" on its SUI last year.

You are an accountant and work for yourself. Except during tax season (Jan to 15 April) when you work 60 or more hours a week, you can set your own schedule. Your company donates about \$1200 every year to the squadron and you think a group headquarters should not cost much more to run. Your wife thinks it will be "fine" if you become the "Group Leader" she will watch the kids "just like I do on the night you go to your squadron". Your plan is to keep the group staff as it is. That cadet guy seems to do a good job. And they tell me we just got a new plane so the Ops guy must be doing ok. You heard the chaplain just left, but how hard can it be to replace her. There are churches all over the place. Heck, you do the taxes for two of them.

You do not have ratings in any other specialties, are not involved in ES in or Ops and you leave the cadet programs up to the Deputy Commander for Cadets. You make one or two of the squadron events that do not take place on squadron meeting nights, just to show interest each year. Taking care of those things is what staff is for. You attend about 2/3 of the commander's calls and the wing conference every year because that is your job.

Case 5 - Mentor Handout

Your Deputy Commander for Cadets asks you to talk to Cadet CMSGT Tobias Antolin. "He has not promoted in 9 months and does not want to promote. We can 2b him for not advancing his training, but he is a good kid and is thinking about the Air Force as a career. I don't want to mess that up for him. But he does not want to hear about promoting. He likes being a chief."

Case 5 - Mentee Handout

You are "golden". You are a 17 year old junior in high school. You are 6' 2", 190 pounds and can bench press any cadet in the wing. You are dating the hottest girl at your rival school, who just happens to be a Cadet Captain in another squadron. You are practically the wing Cadet First Sergeant. You were First Sergeant at the Wing Encampment and Honor Staff Cadet on top of that. You were the First Sergeant at the Group Orientation Ride weekend. And First Sergeant at the Region Glider School. You have soloed in a glider and have been team captain for the wing color guard team for three years on a row. And now that officers can be on color guards McGrand and Vishinski can stay on the team forever. You have it all figured out. You take your Mitchell in March of next year, get it awarded in April, turn 18 in May, sign your AF enlistment papers that month, get the E-3 bonus, graduate in June and gone in July. In the mean time, you are the badest First Sergeant and can attend any activity you want. There is no way you are giving this up.