

Stewardship and Risk Management

DURATION: 45 Minutes

TEACHING METHOD: Discussion (Live or Webinar)

READING: Student Guide

LESSON OBJECTIVE: Understand the duties and responsibilities associated with being a trusted steward for CAP assets, including the importance of Risk Management.

DESIRED LEARNING OUTCOMES (DLO):

1. Understand the responsibility of good stewardship with CAP's most valuable assets: people.
2. Explain the responsibility of good stewardship with CAP's other assets: money and equipment.
3. Describe the accountability processes associated with good stewardship in CAP.
4. Understand the CAP National Commander's policy on Risk Management and its importance in the CAP Safety Program.

LESSON STRATEGY: This lesson is designed to discuss the importance of stewardship.

INSTRUCTOR NOTE: This lesson focuses on good stewardship with CAP assets. This subject is best executed if the instructor can get a good discussion going. Make the ethical connection to good stewardship. Case studies are encouraged. As a cautionary tale, it might be useful to point out that it's easy to come up with the right answer, the classroom solution in this setting. The challenge comes in the field when facing a real situation with real friends and real pressures to succeed.

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 discussion questions and/or case studies. Survey the students to see how well they've absorbed the material and adjust your plan as necessary.

REVIEW: 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. Start with defining stewardship. Instructors should ask the student body if there are any current or former military members, business owners, financial managers or others who are familiar with the concept to share their experience with the concept with the other students. Ask the students to name the areas in which we have processes related to good stewardship. Encourage several students to participate/share. If students ask about why some information was repeated from other lessons (Safety, for example), state that knowing how to properly use these functions is critical to their command.

BRIDGE: Stewardship, as we just discussed, has many facets. We have reviewed the CAP processes related to stewardship. Let's explore the commander's role in stewardship and talk about risk management.

SUGGESTED DISCUSSION QUESTIONS: Feel free to add or adjust questions as necessary to meet the students' needs as well as the unique conditions in your wing.

Lead off Question: What is the role of the unit commander in good stewardship of resources and risk management?

Supporting Question: What questions must commanders ask regarding Safety issues?

Supporting Question: When is it easy to be a good steward? When is it hard?

EXERCISE: Share several case studies and have students discuss the appropriate course of action. Ensure all case studies remove identifiable information.

CLOSURE: As a commander you have a responsibility to be a good steward of CAPs resources, money, objects and people. You have the responsibility to teach your members to do the same and you will be held accountable.

You also have the responsibility to keep your members safe through your emphasis on the use of risk management. Furthermore, you have the responsibility to ensure each of them knows how to use risk management to keep themselves safe.

You were chosen for the job of squadron commander, because the wing commander believes you can do the job. However, you don't have to do that job by yourself. Build a team, create a bond, form a family, and make sure every one of your members knows you not only value their service, but will give them the tools to succeed.

CLOSELY RELATED LESSONS: Squadron Staff Responsibility, The Complaint Process and Your Responsibility, Developing Our Members, Leadership Fundamentals

CASE STUDIES:

Case Study 1:

Sue Jones, a guest of Great North Woods Composite Squadron, was playing football at the Anywing Volleyball Lock In when she felt some pain in her right ankle. She sought out an adult who advised Ms. Jones to sit in the chair and ice her ankle while keeping it elevated. She complied and sat with her foot elevated. Upon a visual inspection her ankle appeared to be swollen. She was asked if she need to go to the doctor or if she felt the unit should notify her parents. She declined. She continued to ice it for approximately 15 to 20 minutes and then decided it was ok. She than left walking under her own power with no obvious discomfort. No further action was required or requested.

- Discussion: Should a minor child be allowed to decide whether or not they are seen by a doctor or if their parents are called?
- Do we need to assign a review officer to this item? It is probably warranted. Keep in mind it is the wing commander who must appoint the review officer.
- Why? A visitor was playing football at a volleyball competition. Guests are not supposed to participate in vigorous activities. Why were they playing football at the volleyball lock in? Was the activity supervised? Was there a required risk assessment and pre-activity risk safety briefing?

What questions should we be asking? What went wrong and how can we prevent it?

Case Study 2:

While building a Delta Dart for an Aerospace Education activity, Cadet Snuffy cut his left thumb using a utility knife. A band aid was provided for the 1/8 inch cut. No further treatment was required.

- Do we need a RO? No.
- Why? First aid
- Note: The fact that it is marked “first aid” merely means that the wing and region commanders won’t coordinate on it. It will still be seen at NHQ. As a squadron commander, YOU should still ask what went wrong with the plan, or the execution, to determine what YOU can do to keep it from happening again. Use your safety officer to look into what happened and WHY it happened and make sure that makes it into the mishap summary in SIRS.
- In this case, the injury came about because Cadet Snuffy was probably not using the utility knife correctly. Was training given on proper knife usage? Was the activity being supervised closely? Was there a pre-activity risk safety briefing? WHY did it happen?

Case Study 3:

Second Lieutenant Bill Smith was operating CAP van 56789 west bound on State Highway 2. He was approximately 2 miles west of Anytown, Anystate. Lt Smith was enroute to the winter survival weekend in Great North Woods County. The CAP van was passed by another vehicle. The passing vehicle kicked up a stone which struck the windshield of the van high on the left side. Windshield sustained a chip. The chip in the windshield did not spiderweb.

- Do we need a RO? No.
- Why? Passing vehicle going other direction. No way to prevent this.
- Note: While the wing commander doesn’t need to assign a review officer, the wing and region commanders and the Chief of Safety will still see what was written in SIRS by YOUR squadron. “No way to prevent this” may be the conclusion, but make sure your safety or transportation officer thoroughly look at the circumstances and gives a good summary. It reflects on YOUR squadron and your command.

Case Study 4:

A young cadet in our squadron wore a flag patch on his uniform. A senior member in charge directed him to remove the patch. To cut the stitches of the sewing, he used a pocket knife. During this process, his knife slipped and nicked his thumb, giving about a 1\3 inch cut. He washed his hands, dried them well, and we put a band aid on it. He did not need any other treatment during our meeting.

- Do we need a RO? Yes.
- Why? The injury is not the issue, it's the unsafe behavior of allowing someone to cut a patch off their own uniform.
- Note: This cadet was put in a position where he felt he needed to comply and felt compelled to take the action he did. Remember that we are teaching, and nurturing, as well as teaching compliance and discipline. He could have been assisted, or told to remove it later. This could have been an excellent opportunity to walk all the cadets through the risk management process that should go along with any task like this.

CAP Unit Commanders Course Instructor Guide
Stewardship and Risk Management Teaching Plan

Case Study 5:

You are at the local mall when you notice Cadet Jones and Capt Smith, both members of your unit, walking out of a theatre holding hands. Cadet Jones is 19 years old and Capt Smith is 22. You have never seen the two exhibit anything but professionalism at meetings. As the two walk away, it is clear they are a couple. What do you do?

Case Study 6:

Capt Jones comes into your office. He mistakenly used the CAP credit card for a personal purchase. It's the first time he has done this. The two cards, his and the corporate card, are very similar and he simply used the wrong one. He apologizes and offers to pay the funds back to CAP that he mistakenly charged. What do you do?

It is six months later. Capt Jones has used the CAP credit card "by mistake" several more times. This time it was noted by the Finance Committee before he came forward. In fact, he hasn't been at the last several meetings. He is responsible for the unit van and it is stored at his house.