Mentoring in the Boat Crew Training Program

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Today’s Objectives

We will answer the following questions:

1. How do I set up my Flotilla mentoring program?
2. How do I recruit and select mentors?
3. What’s my “plan of attack” as a mentor?
4. How can I help my mentors be more effective trainers?
Mentoring in the USCG Auxiliary Boat Crew Program

What is a Mentor in the USCG Auxiliary Boat Crew Program?

A mentor helps the trainee learn the knowledge and skills required for each qualification task.
Setting Up Your Flotilla Mentoring Program

The Keys to a Successful Mentoring Program:

✓ Communication
✓ Organization
Communication

Manage the trainee’s expectations:

• The qualification, certification, and currency process
• The time commitment
• Costs: uniforms, life jackets, survival equipment
Communication

More Managing Expectations

• Physical demands: mobility, heat stress, fatigue
• Exposure to stressful, traumatic situations
• The need to make decisions under stress
Mentors should be prepared to organize:

- The materials needed by the candidate
- A training schedule
- Boats needed for U/W tasks
- QE when the candidate is ready
Recruiting and Selecting Mentors

Look for:

• Availability
• Competence
• Patience
• Organization
Who Can Be a Mentor?

- Mentors are assigned by the FC (may delegate to the FSO-MT or FSO-OP)
- Mentors must be currently or previously certified (within the last two years) in the position for which tasks are to be taught and signed off
- Mentors do not need to be IT-qualified
“The Plan of Attack”

• Look at the entire crew qualification process
• “Chunk” like items together
• Break chunks of tasks into 2-3 hour segments (all that most people can tolerate!)
<table>
<thead>
<tr>
<th>Boat Crew Task Number</th>
<th>Boat Crew Task Name</th>
<th>Qual. Guide</th>
<th>Reading/Reference Material</th>
<th>Pages</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCM-03-04-AUX</td>
<td>Assist The Coxswain With a Pre-Underway Check-Off</td>
<td>2-30</td>
<td>Chapter 1 and Appendix 1-C, Boat Crew Seamanship Manual</td>
<td></td>
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<tr>
<td>BCM-04-01-AUX</td>
<td>Assist in Anchoring the Boat</td>
<td>2-35</td>
<td>Chapter 1 &amp; 10, Boat Crew Seamanship Manual</td>
<td>10-101</td>
<td>OPFAC, line, anchor, chafing gear</td>
</tr>
<tr>
<td>BCM-04-02-AUX</td>
<td>Assist in Weighing the Boat’s Anchor</td>
<td>2-35</td>
<td>Chapter 10, Boat Crew Seamanship Manual</td>
<td>10-101</td>
<td>OPFAC, line, anchor, chafing gear</td>
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<tr>
<td>BCM-04-07-AUX</td>
<td>Act as a Helmsman and Steer a Compass Course</td>
<td>2-41</td>
<td>Chapter 1, Boat Crew Seamanship Manual</td>
<td>1-13</td>
<td>OPFAC</td>
</tr>
<tr>
<td>BCM-04-08-AUX</td>
<td>Cast Off and Stow Lines and Fenders</td>
<td>2-42</td>
<td>Chapter 7 &amp; 10, Boat Crew Seamanship Manual</td>
<td></td>
<td>OPFAC, lines, fenders</td>
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<tr>
<td>BCM-04-09-AUX</td>
<td>Prepare for, Moor and Secure the Boat to Dock</td>
<td>2-43</td>
<td>Chapter 7 &amp; 10, Boat Crew Seamanship Manual</td>
<td></td>
<td>OPFAC, lines, fenders</td>
</tr>
<tr>
<td>BCM-05-01-AUX</td>
<td>Operate a VHF-FM Radiotelephone</td>
<td>2-45</td>
<td>Chapter 11, Boat Crew Seamanship Manual Manufacturer’s Operating Instructions</td>
<td>11-3</td>
<td>VHF-FM Radio</td>
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<tr>
<td>BCM-05-02-AUX</td>
<td>Use the VHF-FM Radiotelephone to Give a Position or Ops Normal Report</td>
<td>2-46</td>
<td>Chapter 11, Boat Crew Seamanship Manual</td>
<td>11-1</td>
<td>VHF-FM Radio</td>
</tr>
<tr>
<td>BCM-06-02-AUX</td>
<td>Identify Common Aids to Navigation Used in Small Boat Piloting</td>
<td>2-50</td>
<td>Chapter 13 &amp; 14, Boat Crew Seamanship Manual</td>
<td>13-3</td>
<td>OPFAC and Local Chart</td>
</tr>
<tr>
<td>BCM-06-03-AUX</td>
<td>Identify Local Landmarks Used in Piloting on a Nautical Chart</td>
<td>2-51</td>
<td>Chapter 14, Boat Crew Seamanship Manual</td>
<td>14-15</td>
<td>Local Chart</td>
</tr>
<tr>
<td>BCM-06-08-AUX</td>
<td>Determine the Depth of Water Using a Fathometer and/or Sounding Pole</td>
<td>2-56</td>
<td>Chapter 14, Boat Crew Seamanship Manual Manufacturer’s Operating Instructions</td>
<td></td>
<td>OPFAC, Fathometer, Sounding Pole</td>
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<tr>
<td>BCM-07-11-AUX</td>
<td>Locate and Operate Boat’s Dewatering Equipment</td>
<td>2-73</td>
<td>Auxiliary Facility Pre-Underway Check-off List and/or diagram Manufacturer’s Operating Instructions</td>
<td></td>
<td>OPFAC</td>
</tr>
</tbody>
</table>
Things to Keep in Mind…

• The Template is a suggestion, a guide, and not the only way to organize your training

• Your pace will depend on the trainee’s aptitude, skill and experience

• Be available and flexible when scarce resources present themselves (TCT, pool, pump, OPFAC, etc.)
Effective Training is when the learner receives knowledge and skill in such a way that enables the learner to successfully transfer the new knowledge and skill to the job.
What do Adult Learners Need?

- Information must be pertinent to either their work and/or personal life.
- Learning environment must be comfortable. Trainees must be able to discuss and try out the material being presented without criticism.
- Enjoy learning from their peers via discussion, demonstrations, etc.
- Learn faster if material is presented by way of two or more methods (e.g., handouts, videos, verbal instructions, demonstration, discussion, etc.).
Improving Mentor Training Effectiveness

1. TELL
2. SHOW
3. DO!
Why “Tell, Show, Do?”

I hear and I forget;
I see and I remember;
I do and I understand.

-- ancient Chinese proverb
• Explain what you plan to teach
• Explain the importance to the Auxiliary and the boating public (when and why it’s done)
• Explain the process involved
• Demonstrate exactly how to complete the task
• Explain the process step-by-step as you proceed
- Let the trainee try what you’ve just demonstrated
- Give them plenty of time to practice (depending upon the task)
And then... REVIEW

- Review what it was they just learned
- Ask questions to ensure understanding
- Provide performance feedback/coaching
Improving Trainee Effectiveness

Trainee’s Responsibilities:

• Read/study the materials and complete the study questions
• Be on time for training
• Be open to feedback
• Be willing to try new things

Have you talked with your trainees’ about this?
Putting It All Together

Start Your Program → Recruit & Select → Plan Your “Attack”

TELL, SHOW, DO & Review for each task

Qualified Crew or Coxswain