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Coast Guard and Coast Guard Auxiliary

**Search Coordination and Execution
What is a SAR Case and How to Report SAR Cases?**

By: Gary Taylor, DVC-OS

Merriam-Webster On-Line Dictionary defines search as: *Transitive Verb; 1: to look into or over carefully or thoroughly in an effort to find or discover something; 2: to uncover, find, or come to know by inquiry or scrutiny. Intransitive verb; 1: to look or inquire carefully 2: to make painstaking investigation or examination. Rescue is defined as: Transitive Verb; to free from confinement, danger, or evil: as a: to take (as a prisoner) forcibly from custody; b: to recover (as a prize) by force; c: to deliver (as a place under siege) by armed force.* Combined, SAR could be defined as; to look thoroughly to find something and to free from danger or evil



Preparing the Facilities for a day's patrol - 053-14
Photo by RWW

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What is Mentoring and How Does It Work?

By: Gary A. Taylor - DVC-OS

In the Boat Crew program, we use mentors to train new Crew Members, Coxswains, PWC Operators and even Qualifying Examiners (QE). We need to understand what exactly are a mentor and mentee, what do they do, and what makes this program successful?

A search of the internet provides some pearls of wisdom that are certainly applicable to members of volunteer organizations including the Coast Guard Auxiliary.

From the internet: Mentoring, or the process of mentorship, is really a growing, strengthening bond that occurs between a mentor, who is more experienced, not necessarily older, but who is certainly more learned. The mentor's protégé, a mentee or someone who is less experienced and learned, and who therefore needs to be guided by the mentor.

The concept of mentorship has long been known and tracked in history. In fact, it was Homer's Odyssey that first gave rise to the term "mentor" through his character called Mentor, who, despite the fact that he was presented as a somewhat debilitated old man, he was actually used by Athena, the Goddess of Wisdom, to guide Odysseus' son Telemachus through a difficult time in the young man's life.

There are many famous mentor-protégé relationships in history. Take, for instance, the triplet of Socrates, Plato, and Aristotle, three great minds in philosophy who actually preceded each other. That is, Socrates was the mentor of Plato, and Plato was the mentor of Aristotle. Aristotle was the mentor of

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Alexander the Great.

Fiction has its own share of mentors and protégés. There are the Jedi knights of the famous Star Wars epics, where Qui-Gon Jinn mentors Obi-Wan Kenobi; when Qui-Gon Jinn dies, Obi-Wan Kenobi takes on Anakin Skywalker; Luke Skywalker, Anakin's son, is mentored by Yoda. The master-padawan relationship in the Star Wars series is actually akin to that of a mentor and protégé, not so much fighting or sparring partners.



In the employment arena, mentoring programs help employees do better. In new-hire mentorship, new employees are taken on by experienced persons in the company in order for them to work better and become accustomed to the company culture and climate. In high-potential mentorship on the other hand, existing employees, who show promise, are taken on by experienced persons who may be interested in seeing them progress up through the company hierarchy.

A good mentor is a member who (is):

- Appropriately trained (knows the subject and trains the mentee properly in the established procedures and processes).
- Provides support, encouragement, and positive perspectives.

- Determines what is important to a mentee and explores their ambitions, propensities and skills.
- Knows the importance of the learning process by creating a candid and open relationship to promote confidence and trust.
- Accepts the fact that in some cases a mentee may need to seek other sources of assistance and help (there may often be multiple mentors for one member).
- Should have a professional approach in mentor-mentee relationship.

A good mentee is a member who (is):

- Very enthusiastic to be taught and trained and is liberated to new ideas or concepts.
- A team-player who can interact well with other people.
- Patient enough to realize that an ambition in life cannot be acquired overnight.
- A positive attitude, even in the midst of a crisis.
- Demonstrates inventiveness and resourcefulness in any task assigned.
- Accepts feedback, negative or positive, about behavior and skills, with an intention to improve and learn from it.

A good mentor-mentee relationship is not just gauged by the personality each brings into the relationship: more significantly, proper interaction and behavior are needed throughout the process. What the mentor accomplishes with the mentee, and how eager the mentee responds and receives their training, is what matters most in this relationship.

Therefore, within the boat crew program

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the role of the mentor is critical to the mentee's (trainee or candidate) successful completion of their training and the oral board and underway check ride.

For the mentee to reach their goal the mentors must be competent in their own skills, be patient, be good trainers, and willing to put forth the additional time and effort to see the mentee succeed. The mentees must, on the other hand, be willing to put forth the time and effort to learn, be open to learning new ideas



From PA photo library

or concepts, be available when the training opportunities arise, and have a desire to learn and succeed.

Sometimes, the appointed mentor and the mentee may have personality clashes or may have time availability conflicts. If this occurs, a different or additional mentor(s) should be assigned to keep the training on track. The quickest way members become discouraged is when they are not getting the training they are seeking or the training is sub-standard.

Some things heard consistently at N-Train this year were the lack of consistency in the mentoring/training program. The main issues included:

- Candidates not prepared for the board or check ride.
- Candidates said mentors had them do tasks only once and signed it off, even if the candidate was not confident in completing the task.
- Qualification book not completely signed off before an oral board/check ride.

From the BCTM: The following steps offer a recommended approach to completion of the qualification guide:

- The mentor and the trainee develop a work plan. This includes how many tasks will be assigned, whether tasks will be learned individually or in groups, scheduling on-the-water sessions, and so on.
- For each task, the mentor and trainee gather necessary reference material for the trainee to study. Through a combination of self-study of written material and hands-on practice, the trainee learns the skills required for the task.
- The mentor demonstrates the task using the procedures outlined in the appropriate qualification guide.
- The mentor walks the trainee through the task until satisfied that the basic principles are understood.
- The trainee practices the task until the mentor is confident that the trainee is able to consistently meet the task standards on his or her own.
- When satisfied that the trainee meets the standard of a task, the mentor verifies completion by signing-off at the bottom of the task page.

The most important things here are the last two bullets – Task Completion/Standard. From the BCQGs: Successful task completion is a function of how well a student is able to

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complete the task without assistance. Generally the task performance standards are as follows.

- Knowledge Tasks: Candidate must be able to cite, from memory, the required information. Mentors may wish to ask questions concerning particular steps for accomplishment in order to measure the candidate's total comprehension of the subject matter.
- Skill Tasks: Candidate must be able to personally perform all performance tasks without prompting or assistance from the mentor. Each task demonstration must follow the correct sequence with little or no hesitation between the steps for accomplishment.

As we can see, it is extremely important the mentor be more than just a member qualified in the boat crew program. The mentor must be committed to advancing members within the program; committed to providing the highest level of training possible; committed to providing the training within the established policies and procedures of the Coast Guard and the Auxiliary; and committed to ensuring that the mentee/candidates have fully mastered all tasks before advancing them for an oral board and check ride.

Success rests entirely at the mentor level!

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A Coast Guard definition of Search and Rescue is found in the U.S. Coast Guard Addendum to the United States National Search and Rescue Supplement (NSS) to the International Aeronautical and Maritime Search and Rescue Manual (IAMSAR), COMDTINST M16130.2D. Here we find SAR case and reporting defined as: **B.2.1** *A SAR case shall be officially opened for each instance the Coast Guard is specifically requested to render assistance. This requirement applies to those*

instances in which persons and/or property are subject to the risk of being injured, damaged, or lost and shall include assistance rendered to other Coast Guard resources regardless of the unit assigned.

Incidents for which a SAR case must be opened include:

B.2.1.1 *A SAR case is opened when a Coast Guard resource(s) is dispatched to render assistance.*

B.2.1.2 *Coordination/communications. A SAR case shall be opened when no hardware was launched, if Coast Guard personnel in coordination/communications expended at least thirty (30) minutes of effort.*



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Thus, we can derive that a SAR case exists when a Coast Guard resource(s) is dispatched to painstakingly investigate (search) and/or render assistance (rescue) in instances which persons and/or property are subject to some risk or if CG personnel in coordination/communications expend at least 30 minutes in the effort. Remember, even a search with negative results is a SAR case and must be treated as such.

There is also the "Discovery" clause in the CG Addendum at 4.1.6.4 which allows the Auxiliary to take cases they happen upon without going through the MARB (Marine

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Assistance Request Broadcast) process. These cases should also receive a SAR number and be reported according to local policy.

It is important for Auxiliaries to know and understand this because we are CG resources and these cases need to be executed properly, including having proper authorization (orders), a case (or MISLE-Marine Information for Safety and Law Enforcement information system) number for the SAR case, depending upon local policy and when the evolution is completed, reporting that case information back to the order issuing authority (OIA) in a timely manner and to the FSO-IS for AUXDATA entry.

ALCOST 042/08 – CG Wide Standardization for SAR Data Entries in MISLE was issued in early 2008 and provides guidance to stations, sectors, and command centers on what must be entered in MISLE from all SAR cases. This guidance applies to cases executed by all CG search and rescue units, including the Auxiliary.



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For the Auxiliary, proper SAR reporting to the OIA is done via the CG-4612-Auxiliary SAR Incident Report form. This form contains the information that the OIA needs to enter into MISLE. Depending on where you are, the method of getting this turned in may vary, but the unit should get the form to enter the data

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in MISLE and put the form in the SAR jacket. Often, a preliminary phone call to the OIA with the case information will be necessary with the completed 4612 following. Depending on your location, the 4612 might be hand delivered, mailed, faxed, or even e-mailed to the OIA if the form is completed on the computer.

Valuable information is taken from the 4612 that needs to be entered on the Coxswain's 7030 Mission Activity Report form which goes to the Flotilla IS then Division IS officer for AUXDATA entry. This information is the case (or MISLE) number, the value of the property assisted (if applicable), and the number of persons assisted and/or lives saved. Your OIA can tell you how they will be recording the persons assisted/lives saved based on CG standards.



If you are not getting case numbers and/or not turning in the 4612 form, please work with your OIA and OTO (Operations Training Officer) to start doing so, in accordance with the ALCOAST.

Coming Next Month

Do you know?



“Low and Slow” Flight – A Potential for Danger (Cont. from March edition)

by Steven Kokkins, BC-OAP

This is the finish of Steven Kokkins Low and Slow article from last month on tips, techniques and things to watch for when on air patrols.

Altitude: this varies (remember all those tables?) with what you are looking for. Anything below 600 ft above the surface should not be attempted unless there is a very serious need to do so (Active SAR case with small object & persons in water), and you and crew are very experienced in this sort of thing. Even then, 500 ft should be a practical minimum. Normal patrol altitudes rarely have reason to be below 1000 ft. Your crewmember should be able to interpret the basic instruments of altimeter and vertical speed quickly and communicate to you any downward trends. Remember, a stall-spin even from 1000' can be fatal—even Chuck Yeager couldn't recover in time. All these altitudes increase w/high-performance aircraft, naturally—much less forgiving at those higher speeds and banks.

Remember your required Risk Assessment and Payoff (Gain) vs. Risk. Auxiliarists do not attempt anything that falls in High risk. We do not attempt Medium Risk with a Low Gain objective, and even with more critical (medium, high gain) these must be coordinated with, and agreed to by the relevant CG Air Station.

All of this should be integrated into your CRM with your crew member/s, who can call out altitude or speed trends that will help the Pilot In Command concentrate on the task at hand: providing a SAFE platform for the observation.

This communication between crew members becomes even more important in those “JFK Jr.” conditions: low (but legal) visibility of 3-6 mi; over water; and flat lighting conditions all leading to: no horizon. If you are not Instrument Flight Rated you must honestly assess what you and your crew are doing, and always be conservative. The flight may need to not go, stay over the shoreline, or even terminate. That is infinitely better than an accident.

Finally, there are the classic cases of overconfidence when TWO pilots are up front. That is great when done right: professionals always, and clearly, agree who is flying and who is supporting. There is always clear transfer of command, when needed.



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