

NORTH CENTRAL REGION HAWK

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Civil Air Patrol

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To Be Ready, Responsive, and Relevant

"These are the times that try men's souls. The summer soldier and the sunshine patriot will, in the crisis, shrink from the service of their country; but he that stands it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph."

Thomas Paine, 'The American Crisis', 1780

SEMPER VI

Team Motivation

Team motivation is slightly different from individual motivation. The individual is best motivated when he or she is given direction, responsibility, authority, and opportunity. The team is motivated by competence and pride. There are four 'elements' that make up the team motivation cycle.

Training

Team motivation begins in training as a team. A team can have many individuals that are highly trained and qualified, but if they are not trained together as a team, the team will never become effective. Team training makes individuals more competent and better for incorporating into a tactical operation. With team training, a team will work better in many ways from that of an uncohesive collection of trained individuals:

- Ego-driven and destructive conflict evolves into constructive discussion and efficient problem solving.
- A leader makes decisions quickly, with team acceptance.
- The team works better together to produce results, and Missions get completed.

Competence

A team trained to competent levels brings out pride in the team and the individuals. That pride involves their work, accomplishment, and skill levels.

Pride

Pride brings out high performance, with a 'can do' spirit. Pride based on competence and training is a prime motivator for getting the job done right.

Performance

High levels of performance lead to desires for more training. Teammates cross-train to work better with each other, and demand more training opportunities. New training results in higher competence, greater pride, and improved performance.

Team motivation is essentially an opportunity to let teams demonstrate what they can do, and how their competence can lead to success.

Training leads to Competence, which leads to Pride, leading to Performance, which leads back to more Training and a continuous cycle. Team motivation is a cycle of virtue.

ALCYONEUS NOW

Personal Safety Considerations In a Chemical or Biological Event

(These protective measures for first responders are excerpted from the 'Chemical/Biological Incident Handbook' as developed by U.S. Government Interagency Intelligence Committee on Terrorism, Community Counter-Terrorism Board. Although these are recommended measures for first responders, they can also apply to emergency responders not necessarily associated with a 'ground zero' point of an attack.)

When approaching a scene that may involve chemical or biological materials, the most critical consideration is safety for yourself and others. You must be aware that the presence and identification of hazardous agents may not be immediately verifiable, especially in the case of biological agents. The following actions to be considered by the first responders are applicable to either a chemical or biological incident. The guidance is general in nature, not all encompassing, and its applicability should be evaluated on a case-by-case basis by the first responders.

Actions to be considered:

1. If outside, approach or evacuate upwind of the suspected area.
2. If outside, don available protective masks and clothing immediately. Cover all exposed skin surfaces and protect the respiratory system as much as possible. Overcoats, boots, gloves, hats, filter masks and organic vapor respirators will help provide protection.
3. If inside and the incident is inside, evacuate while minimizing passage through contaminated areas.
4. If inside, and the incident is outside, stay inside. Turn off air conditioning, seal windows and doors with plastic/tape.
5. Call 911 or another emergency number when clear of the area or adequately protected.
6. Report information compiled to the appropriate authorities.

Decontamination Measures:

1. Once clear of the suspected contaminated area, remove all external apparel, such as clothes, shoes, gloves, hats, and leave them outside.
2. Within minutes proceed to a shower and thoroughly wash your body with soap and water. Simply flushing water over the body is not enough. You need to aggressively scrub your skin and irrigate your eyes with water. In the case of biologicals, this is often sufficient to avert contact infection. If available, the contaminated areas should then be washed with a 0.5% sodium hypochlorite solution *, allowing a contact time of 10-15 minutes.

* To make a 0.5% solution, take one part household bleach and ten parts water. Do NOT let this solution contact your eyes.

3. For decontamination of fabric clothing or equipment, use undiluted household bleach. A contact time of 30 minutes should be allowed before discarding or further use.

THE ACE FACTOR

Building a Developmental Training Program for an Operational Unit

Sometimes it is necessary to promote skill levels beyond that of the current acceptable training, accreditation or certification programs. Most established programs represent a minimum acceptable standard of performance, and are usually oriented to the average student. If a course

is too advanced, the 'lower' part of the class is lost. If a course is too basic, the more adept students will not feel challenged and they are lost. To develop a crew or team to advanced levels of operational skills and improve performance requires a different approach, The training is geared to the strengths of the crew/team, while managing the collective weaknesses. You as the sortie commander should already know the individual and collective strengths, as well as the weaknesses. This puts you well ahead of an instructor or educational coordinator that does not know the students they are trying to develop.

Step One: Determine the Unit Development Goal

Determine and state the goal or goals the crew/team want to achieve together as a working unit. Have each member state where they feel the crew/team should be in operational status within the next year. Evaluate the goal(s) for feasibility and identify the potential barriers to achieving them. The goal(s) for development should be easily demonstrated and/or measurable.

Step Two: Determine and Locate Necessary Resources

With any training program there is a necessity to obtain appropriate resources. From the goals and barriers to achievement stated in Step One, a list of resources should be established. The list could include equipment, training facilities, information, and instructor availability. When you know what you have to work with, you can re-examine the goals to see if they need to be adjusted to the reality of available resources.

Step Three: Define Education and Training Requirements

With realistic goals in mind, and an appreciation for the potential barriers to meeting your team's developmental goals, it is time to define the specific training objectives. Each goal should be broken down into basic training objectives, so that upon completion of each objective they together will meet the goal. The other part of this is to assign various members of the crew or team to be the champion for investigating and developing different training objectives. The purpose here is to make every crew or team member an expert for that training objective.

Step Four: Prioritize the Training Objectives

You must determine if your training objectives follow a natural progression. Some training skills might be required before another training objective can be completed. Others may be independent of the progression and are important, but not critical to when they are accomplished. For those that require a progressive flow, prioritize them in order. For those objectives that do not require being in critical order, assign them a priority associated with the available resources.

Step Five: Establish the Training Schedule

First you must determine your training goals, obtain or earmarked appropriate resources for use, define the training requirements, and prioritize the training objectives. Then it is necessary to schedule the training in the time frame you set for achieving your developmental goals. You must put this down on paper, and support the training plan as presented.

Step Six: Conduct the Training

You as the operational leader must ensure completion of the training as described, in the time frame projected. In adult education, measurable goals must be attainable in a time period less than a year. If you want your crew or team to demonstrate improvement, the training schedule must be adhered to.

Step Seven: Re-assessment of Training Objectives

The last step is to evaluate the progress the crew or team has made since the initial goals were set. The set goals should have been easily demonstrated improvement and/or measurable. If the goals are not met, it is important to re-assess the training program and make adjustments to ensure the goals were realistic, the resources were available, and the training objectives attainable in the selected time frame.

It is the responsibility of every sortie commander to provide the necessary leadership for improving crew or team skills. Every crew or team has the potential for improvement. It is up to the sortie commander to determine how far and how quickly they can be developed. In all we do to improve our individual or collective skills, the recipient of this development will be the next victim we locate and recover, and the communities we serve.

CARRYING THE FIRE

Demonstrating Competency to Potential Clients

Within our emergency services operations, we must find more ways to expand our clientele. The days of waiting to be called on for the SARSAT missions from Rescue Center have been displaced by an expected readiness to support Homeland Security needs. That means being prepared for anything associated with disaster relief operations. A proactive emergency services operation will go after the potential homeland security clients and demonstrate their capabilities to establish the business and connection prior to the need. The following should be considered to promote client satisfaction with the potential to use your services.

The Ten 'F's of Client Satisfaction in Demonstrating Competence:

- Focus- Focus on the needs of the potential client in the demonstration. If you disengage from what they want and need to see, they will likely disengage from you. Your demonstration is for their benefit, as your benefit is in the long return of investment.
- Friendly- Demonstrate that you and your staff care about the client's needs in emergency services. You actually need them more than they need you (at least at this point) and your desire to impress the dickens out of them should make you and your staff beam with professional pride, welcome and warmth.
- Flaunt- Tastefully and tactfully explain to the potential client your expertise and experience. There are two parts of any pitch; communicating your knowledge about the system/procedure and how it relates to their needs, and successfully demonstrating the competence you want them to see. (As my Dad used to tell me, "if you got it, flaunt it")
- Fumbling- The worst thing you can do is to fumble the demonstration. A successful demonstration must take many flawless practices before you are ready to show it to a potential client. Imagine if you were the client and all you experienced from a demonstration taking up your valuable time is; "If this would have worked, this is what you would have seen (or experienced). It usually work well, but we could not make it work today for some reason." Few clients will request a system or procedure that 'usually works well'. Your clients will want to know the success rate of your operations.
- Facilitate- Facilitate a thorough and safe operation. Your potential client may be seeing this for the first time. Your demonstration must have deliberate movement and presentation as if you and your staff were on a stage performing. Each movement or progression is in an almost exaggerating motion. Cutting corners or moving too fast may confuse the potential client. You can always tell them that actual operations go much faster and smoother than the demonstration.
- Funny- Make sure the potential client remains relaxed and enjoys the experience. This may mean a less than serious tone during the demonstration. A learning situation is more enhanced and remembered when associated with some humor, than with stress.
- Factual- Know what you are doing and honestly present the strengths and limitations of the system/procedure. If you do not know the answer to a direct question, state you do not know and will make every attempt to find out for them. When you do have an answer to their question, make a special effort to get back to them.

- Failure- If the demonstration fails, do not make excuses for why it failed. Do not speculate. State that it failed and you will determine the cause and get back to them when it is fixed. If your demonstration is partially successful, see 'Fumbling' above.
- Finale- After the demonstration, thank the potential client for their time, cooperation and patience. Answer their questions to the best of your ability, and promise to get back to them with those questions you cannot currently answer. Provide them with a contact business card and a one-page summary of the benefits of using the Civil Air Patrol and this particular system or procedure.
- Follow-through- Within two weeks after your demonstration, contact the potential client and ask if you can stop by to discuss the possibilities for using the Civil Air Patrol to meet their needs. This two week 'waiting period' will give your potential client an opportunity to think about the demonstration and how it relates to their needs and operations. If you can meet with the client, make sure you do not press your points. Just briefly apply the points you want to make that will benefit them and offer assistance anytime there is a need.

CREW'S CONTROL

Demonstrating Good Judgment

Judgment is the subconscious process where we gather information, perceive a situation and make a decision. Good judgment usually equates to good decisions. The more information that is received and the better the situational awareness, the better the judgment and decision. Conversely, poor judgment can equal poor decisions. A lack of information or a flawed decision-making strategy can make for a poor decision. Judgment is related to situational awareness, information, and a good decision-making strategy.

Situational Awareness

Situational awareness is our perception of reality where the individual has the ability to identify, process, and comprehend the critical elements of information in his or her current environment.

Information

The leading causes of poor judgment are related to information. If the information is inadequate, inappropriate, or erroneous, even applied good judgment can lead to very poor decisions. After the fact, the poor decision will be regarded as an "error in judgment".

Decision-Making Strategy

Applying a systematic method to solve problems is critical to performance. The nature of the decision will be between moral, ethical and practical concerns. The decision turns critical when there is a conflict with one or more of the moral, ethical, and practical issues; especially when there is pressure to make a 'good' decision. No matter the nature or need of the decision, good, solid reasoning should back it.

Poor Judgment-

- It is important to note that when judgment is applied to a decision; it is seldom (if ever) known to be or regarded as 'good' or 'poor'. When a leader exercises poor judgment, the following can occur:
 - Reality is distorted- the leader/team is lulled into the wrong perception of reality and they can rationalize the situation as fact.
 - False information is perpetuated- the leader/team can generate false information that is used by others to make further poor decisions.

- Few alternatives seem acceptable- with more distortion of reality, false information, and with poor judgment added, there will be fewer alternatives left for solving problems or making good decisions.

Limiting the Potential for Poor Judgment

The following approach is designed to evaluate judgment:

- Seek feedback- feedback can come from either your own senses or from an outside observer. The best feedback will come from others as a 'second opinion'.
- Assess stress level-stress (too much or too little) can reduce good judgment potential. If under too much, find ways to alleviate it. If there is not enough, find ways to stay focused.
- Manage risk- continue to monitor your environment, identify hazards, identify all options, accept no unnecessary risk, execute the decision and evaluate the situation.

For poor judgment to be eliminated and good judgment enhanced, leaders and followers must acknowledge the reality that they are human, subject to the potential for human error. Poor judgment readily accompanies human error. The leaders and team members must be willing to admit to and correct all levels of mistakes.

POINT OF CARE

Stress Relief through PIE

There is a new concept to mitigate the effects of critical incident stress. Based on a psychological treatment plan for 'Operation Iraqi Freedom' in 2003, emergency responders have a new process for offsetting operational stress. The PIE refers to **P**roximity, **I**mmediacy, and **E**xpectancy. According to practitioners of the program, PIE is 90% effective in combat situations for relieving stress and fatigue. The application of PIE translates well for emergency services operations. In our large-scale operations we pay close attention to 'crew rest', where we require responders to take 'x' number of hours off, following 'y' number of hours of duty. But, we also know in many cases the required crew rest will only be applied to aircrews and ground teams, with mission staff pulling extended duty in heroic fashion. A classic demonstration of this was in the region/national response to the Missouri Floods of the mid 1990s. It is time we adopted a preemptive 'crew stress' system applied across the board for all responders to counter-act critical incident stress.

Front line responders are not the only people subject to critical incident stress (CIS). Anyone involved in emergency services in any echelon can be affected. Aircrew and ground team members, mission support staff, fire fighters, law enforcement personnel, hospital workers, shelter management workers, and volunteers of any support action can be affected by CIS. It can hit emergency services responders as easily as it can the victims of the disaster. PIE is a means for supplementing required 'crew rest'.

PIE- If personnel appear to be shaky or on an emotional edge, the following should be done:

- Proximity- the first priority is to remove the responder from the source of the stress. This removal must be for 72 hours, but no more. The responder must be removed to a venue far removed from the stressful type environment that has caused the problem.
- Immediacy- the removal cannot be delayed, no matter how 'important' the work being done is or how significant the responder is to the system. This is never to be regarded as a form of demotion or ridicule. In emergency services, a responder not in 'top form' is in many ways counter-productive to the effort.
- Expectancy- following the 72 hours off duty, the responder will be expected to return to his or her duty station. The expectation is that the responder will be rested and ready to continue on with full regard for his or her efforts.

While participating in the PIE form of critical incident stress management, it is important that the responder follow these rules of personal conduct during the 72 hours off duty:

- Allow for emotional venting, but set a time for it to be completed for the responder to move along emotionally.
- Maintain a semblance of routine to regulate sleeping and awake patterns.
- Monitor a balance of diet and exercise to relax.
- Focus on activity that is not related to the emergency response the responder will be returning to.
- Stay away from excessive use of alcohol and/or tobacco products.

PIE is battle-tested and ready for use by emergency responders in operations as a means of preempting critical incident stress.

However, I have always found that my Aunt Lois' Rhubarb Cream Pie and my Mother's Apple Pie relieve considerable stress in me. You just cannot go wrong with PIE.

GOING FROM GOOD TO GREAT

Teaching Skills for Emergency Services

The 'Sell It' Phase- Preparing and Motivating the Trainee

To begin teaching the basics skills for training you must create a receptive attitude and desire to learn. You first must put the trainees at ease with an informal atmosphere.

- Name and describe the skill to be taught
- Provide the necessary background for the skill to provide importance
 - Purpose of the skill
 - When, how, why and where it is to be used
 - Use stories from experience to lend credibility to the skill

The 'Show It' Phase- Presenting and Demonstrating the Skill

Gather the necessary resources and arrange for the skill to be demonstrated. Use a simplified format that is easy for the trainees to follow and see the demonstration.

- Teach only one skill at a time, explaining while showing
- Demonstrate in a deliberate continuous sequence
- During the demonstration stress the key points, and repeat at the conclusion
- Break the skill down into the basic elements
 - Demonstrate the whole skill
 - Demonstrate the basic elements and discuss each before the next
 - Demonstrate the whole skill again in slow motion

The 'Do It' Phase- Application and Practice of the Skill

Pair up the group of trainees into pairs to have them practice the skills just demonstrated. Each pair is to practice the skills, helping each other out.

- Each pair will practice the basic elements until they each feel competent enough to move on to the next element
- Watch each group for mistakes in the application and practice. Correct them immediately
- Compliment successful completion of each element

- Encourage progression and practice until the whole skill can be demonstrated successfully

The 'Use It' Phase- Adopt and Review the Skill

The skill must be practiced to perfection and used frequently. Make the skill a habit or the skill can be lost.

- The skill is to be applied in practice scenarios and real situations
- Have the trainee teach the skill to other trainees
- Periodically review the skill training process to make sure the most up to date information and techniques are used

SURVIVAL SENSE

Nutritional Needs for Survival

A human being requires nutritional balance from food to maintain life. The energy obtained from that food is measured in the form of calories. Even without activity, a human being expends a certain number of calories in a day (about 2000), just staying alive. In a survival situation the body may require a shift in nutritional balance, as well as a substantial increase in expended calories.

Nutritional Balance:

- Protein is vital for building tissue and in providing the amino acids the body cannot synthesize to assist in body metabolism- meat, fish, and some vegetables
- Carbohydrates are the source for the body's energy- starches, sugars, and fruit
- Fats are necessary for building and repairing the cells of the body, as well as a source of energy- nuts
- Fiber provides the bulk for help waste go through the intestines- bread, fruit, green vegetables
- Vitamins control the growth and repair of body tissue as well as stimulate the production of energy- fruit
- Minerals are necessary to heal wounds, control metabolism and build bones- green vegetables, nuts, fruits, and fungi (mushrooms)
- Water is required to maintain a metabolic balance in humans

Daily Caloric Needs: *

Men	Age 18-35	Age 36-55	Age over 55
Inactive	1900-2500	1900-2300	1600-2100
Active	2100-3000	2100-2900	2000-2500
Very Active	2500-3500	2500-3400	2100-2700
Women	Age 18-35	Age 36-55	Age over 55
Inactive	1400-2000	1400-2000	1200-1600
Active	1500-2100	1700-2500	1200-1700
Very Active	1700-2300	1800-2500	1300-1900

* The colder the weather, the more calories will be required for the body to maintain core temperature. In extreme low temperatures the body may require almost twice the amount of caloric intake.

MISSION READY

Search Planning Part 3- Probability of Success

What is success in a search, locate, and rescue mission? All success is relative. An aircrew or ground team conducting a sortie as assigned without detecting the search objective, yet safely returning to base is a form of success. It is just not successful relative to the desired search outcome, even though an unqualified success for safe operations. The ultimate successful mission would be that the search objective is located within minutes after the first teams and crews were dispatched in ideal conditions, with all victims recovered alive and well. Success is relative. In search planning, we must deal with a probability of success so our limited and available resources can be properly allocated. Probability of Success calculations are projected in the planning stage, and are based on the projected Probability of Containment (POC) and the Probability of Detection (POD). Success after the fact from a debriefed sortie is not a matter of percentages, but rather you successfully located your search objective or you did not. In the past, the most common calculation of a mission sortie was the Probability of Detection. It is now been determined that a high POD does not equate to the potential for success unless you are looking in the right place (POC). Conversely, selecting an appropriate POC will not equate to success, unless the searchers are able to detect the search objective.

A search plan must yield a high probability of success, which balances a logical search area with the best chance of detecting the search objective.

The Probability of Success (POS) is a relatively new concept in search planning and tactical operations. The POS is a product of the Probability of Containment (POC) and the Probability of Detection (POD). In the previous issue (Vol. 3., Issue 1, Feb.2004), we discussed the POD. The POD is the calculated probability that the observer has for spotting and identifying the search objective based on environmental conditions. Combined with the POC based on historic data where the location of a crashed aircraft can be predicted with a relatively high probability, you can calculate a relative POS. We are now going to discuss the third and final part of the equation, the Probability of Success.

Probability of Success, as was mentioned before in the context of POC and POD is covered by the following equation:

$$\text{POS} = \text{POC} \times \text{POD}$$

If your Probability of Containment was 95% (with near absolute certainty that the search objective was located in the area you are searching), and your Probability of Detection for the search was 44%, your probability for successfully detecting the search objective was 42%. The calculation is worked as follows:

$$0.95 \times 0.44 = 0.418, \text{ or } \text{POS} = 42\%$$

If your Probability of Containment was 38% and your Probability of Detection for the search was 82%. The calculation is as follows:

$$0.38 \times 0.82 = 0.312, \text{ or } \text{POS} = 31\%$$

For another search, if your POC was 81% and the POD for the search area was 45%, the calculated POS = 36%.

In a different search area looking for the same search objective, the POC was 42% and the POD was 90%, the calculated POS = 38%.

The POS for both search efforts are calculated to have the same relative success of about 37%. With limited resources, which POC area and projected POD do you expend resources? Such calculations are designed for maximum utilization of available resources.

There are key points to keep in mind when selecting crews and teams to send in to search certain areas:

- If you have determined the Probability of Area (POA)
- If within that POA, you have determined a high probability of containment (POC)
- If you have selected and briefed a high probability of detection (POD)
- Your probability of success (POS) will be high, but still relative to the following factors:
 - The available information for planning
 - The availability of resources
 - The search environment
 - The ability of the search crews
 - Statistical and predictive indices

There are three things to remember:

1. Percentages are not absolute, and search objectives do not know they are to follow certain predictive indices.
2. If you have an established probability of success percentage, there is also an established percentage for failure.
3. A Probability of Success is all relative to your 'best guess' in planning with available information, how good the crews are that you send up, and the search environment

CHECK IT OUT!

If you are interested in survival and are curious why some people survive a large scale disaster or event, while others will perish in small incidents not considered dangerous, you will want to check out this book; "Deep Survival- Who Live, Who Dies, and Why", by Laurence Gonzales (Oct. 2003). It is well written and easily read.

DID YOU KNOW?

Facts About Tornadoes

- Across the United States, about 100 tornadoes touch down annually
- About 90% of the tornadoes occurring on the planet occur in the United States
- The largest number of tornadoes to occur in the U.S. in a single 24-hour period was 148 from April 3 through April 4, 1974
- The highest recorded wind speed of a tornado on May 3, 1999 was measured at 232 mph
- The state with the highest death rate from tornadoes per 10,000 sq. miles is in Indiana, followed closely by the states of Ohio, Michigan, Illinois, and Kentucky.
- Most tornadoes form between the hours of 3 PM and 9PM, with the peak hour occurring at 5PM
- The peak month for tornado formations is May, followed closely by June, with April a not too distant third
- The peak month for deaths caused by tornadoes is April, followed by May
- Of all tornadoes only 1% are classified as 'violent', but the 67% of the deaths associated with tornadoes occur in that 1%

- Contrary to popular opinion, tornadoes can hit large metropolitan areas and cross bodies of water at will
- The number one weather-related killer is flash flooding, not tornadoes

Words of Wisdom- Coffee Cup Leadership Advice from the Military Pros

Perpetual optimism is a force multiplier.

Never let your alligator mouth overload your hummingbird wings.

Devise a solid battle plan, but be prepared to change the rules.

Be wary of your horse's strike zone. You never know when the pea brained knot head will have the urge to kick. (from an old U.S. Cavalry saying)

FAMOUS QUOTES

An appeaser is one who feeds a crocodile hoping it will eat him last. (Winston Churchill)

SUBMISSIONS:

Queries, suggestions, and news items are welcome. Please submit to the following addresses:

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The next issue of the 'North Central Region Hawk' will be sent out on or about 15-Jun-2004. Please have information you would like to be considered in that issue to my attention no later than 01-Jun-2004.