

The “Committed Volunteer”

Lesson Plan

DURATION: 50 Minutes

TEACHING METHOD: Lecture/Discussion

REFERENCES: Student Guide, CAP Adverse Member Actions Handbook

TEACHING AIDS/HANDOUTS: Student Guide, slide presentation

READING ASSIGNMENT: Student Guide

Lesson Objective:	Discuss the role of the volunteer within the CAP unit.
Behavioral Objectives: At the end of this segment students will be able to:	<ol style="list-style-type: none"> 1. Describe what motivates members to join CAP. 2. Explain how to attract motivated members. 3. Describe volunteer obligations after joining CAP. 4. Explain how to foster a sense of commitment to their volunteer members. 5. Distinguish when it is best to let go of a volunteer. 6. Identify ways to exit members gracefully.

LESSON STRATEGY

This segment will give commanders more insight into the volunteer member. Though they are a volunteer also, they have taken a quantum leap in committing themselves to leading a squadron. Though they still are volunteers, they must now view membership from a different perspective: from co-worker if you will, to resource. We hope by examining the motivations of the new volunteer member the commander will be better able to deal with the special challenges of leading volunteers.

The main focus is to make commanders aware of the balance existing between acknowledging a member's volunteer status and creating an environment where the members get the job done. A good technique is to bring to mind the commanders' own memories of when they first joined.

The teaching outline provides an introduction, outline of the main points, and a conclusion to be adapted as required to meet the needs of a particular wing. The presenter should personalize the lesson to reflect the unique characteristics of the wing.

LESSON OUTLINE

MAIN POINTS:

- I. Why members join

- II. Attracting motivated members
- III. Volunteer obligations after joining
- IV. Fostering a sense of commitment
- V. When to let go
- VI. The exit
- VII. Adverse member actions

Teaching Plan

Lesson Objectives

Discuss the role of the volunteer within the CAP unit.

ATTENTION:

The most important tools you have in Civil Air Patrol are your members. They are how the job gets done.

MOTIVATION:

While members are your most important tools, they are also the most variable. As you above all others know, your members are incredibly committed to the CAP missions, but do so as their own choice. They could very easily devote their talents and time to any one of many other worthwhile causes, from the Girl Scouts to the Red Cross. They have chosen to be part of Civil Air Patrol just as you have.

But while your members have chosen to work with you, inherent in their choice is also an obligation to do what they promise, to abide by CAP's rules and regulations, and to be candid with you about what they are able to do for the unit.

OVERVIEW:

This segment will give you a deeper appreciation of what the committed volunteer is. It takes you to another level, from understanding what it means to be a volunteer to what it takes to lead volunteers.

Transition:

STATE: I want you to remember why you first joined, then think about how you wanted to be treated. This is the essence of creating the committed volunteer.

MP I. Why members join

- A. Every member has a specific, personal reason for joining.
- B. Most can be grouped into:
 - 1. A sense of belonging.
 - 2. Desire to help children.
 - 3. An opportunity to fly.
- C. Most members share a desire for public service as part of their motivation.

STATE: These reasons are important to you because you must integrate member goals and ambitions with the mission in order to be successful.

MP II. Attracting motivated members

- A. Being aware of what CAP is, doesn't always lead people to join.
 - They must see something they would like to take part in.
- B. They make the decision to join to commit when they see you and the unit.
- C. Be honest with them:
 - 1. What CAP means.
 - 2. What you expect.
 - 3. What they can expect from you.
- D. Take into account why they want to join.
- E. Show them you will treat them as professionals.
- F. Have an efficient, well thought out operation.
- G. Show them where they will fit.

MP III. Volunteer obligations after joining

- A. Expect professional quality work from them and:
 - 1. Adherence to all CAP regulations and directives.
 - 2. The obligation to act morally and responsibly when performing CAP activities.
 - 3. The obligation to complete a task volunteered for or assigned.
- B. Employers expect the same from their employees.
- C. One must be mindful that a member's service to CAP is in addition to work and family.

STATE: Your unit is only as good as its members, their talent, and your managerial ability.

MP IV. Fostering a sense of commitment

- A. Most members bring a sense of commitment with them.
 - Example:
- B. Set the standard.
- C. Allow them to participate in the decision making.
- D. Promote teamwork.
- E. Reward right, correct wrong.

MP V. When to let go

- A. Be attentive
- B. Watch for the following signs of trouble:
 - 1. Chronic tardiness or absenteeism.
 - 2. Less attention to detail.
 - 3. Poor grooming standards.
 - 4. Improper uniform wear.
- C. Don't harass

MP VI. The exit

- A. Ask why they are leaving.
- B. Leave the member with the best possible impression.
- C. If the parting is under poor circumstances, be professional.

MP VII. Adverse member actions

- A. Talk to your WG/CC and wing legal officer.
- B. Document incidents, actions, and all matters leading up to and during termination.
- C. Consult NHQ's *Adverse Member Actions Handbook*.

Questions and Answers:

Student Guide Questions:

What are three potential reasons for a person to join CAP? *To have a sense of belonging, desire to help children, or having a opportunity to fly.*

When a member joins CAP, s/he agrees to uphold certain obligations associated with membership. List three: *(1) adherence to CAP directives, (2) act morally and responsibly, (3) to complete a task volunteered for or assigned*

Complete this sentence: *While it is acceptable to expect a reasonable standard of conduct; it is also wise to respect the time and service constraints of the individual member.*

Conclusion

SUMMARY:

As you learned in the last segment, CAP depends on the squadrons to do its good work. But the squadron can only do its work through its members. It's important to balance the needs of your volunteer members with the needs of the squadron. While you must be mindful that your members are giving you their time, they have also given you their word that they will abide by CAP rules and will meet their responsibilities.

CLOSURE:

What happens when a member becomes uncontrollable? What happens when a member makes a mistake so serious that you must take punitive action? As briefly mentioned in this segment, the commander has several options in dealing with these problems, including the Adverse Member Actions program.

In the next segment, we'll examine the CAP Adverse Member Actions program in more detail. You'll learn more about what it is, what resources are available to you, and how the program can be tailored to assist you in dealing with difficult personnel issues – one involving discipline.