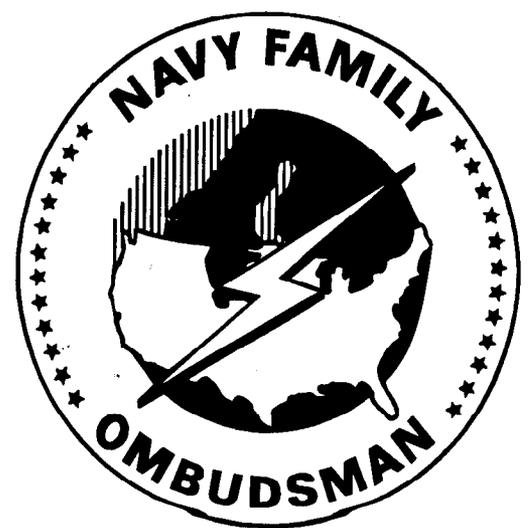

**Navy
Family
Ombudsman
Training**



***Participant
Coursebook***

NAVY FAMILY OMBUDSMAN TRAINING

Participant Coursebook

Developed For:

**Bureau of Naval Personnel
Personnel, Family, and Community Support (Pers-66)
Command and Community Support Branch (Pers-662)**

Developed By:

**Human Technology, Inc.
McLean, Virginia**

**Under Contract OPM-91-2058 With
U.S. Office of Personnel Management
Office of Employee Development Policy and Programs
Training Assistance and Organization Development Division**

January 1995

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ORDER FORM - NAVY WIFELINE ASSOCIATION PUBLICATIONS

Please see pages 157-159 of the Ombudsman Manual for more information about the Navy Wifeline Association and descriptions of their publications. To request the free printed materials listed below, check off which publications you want, indicate how many, and send this form to:

*The Navy Wifeline Association
901 M Street, SE, Building 172
Washington Navy Yard
Washington, DC 20374-5067*

Title of Publication	✓ If You Want It	How Many?
Navy Family Lifeline		
The Ombudsman Journal		
Sea Legs		
What's Next? A Guide to Family Readiness for the Naval Reserve		
What's Next? A Guide to Family Readiness for the U.S. Marine Corps		
Balancing Life and Work		
Social Customs and Traditions of the Sea Services		
Guidelines for the Spouses of Commanding and Executive Officers		
Guidelines for the Spouses of Command Master Chiefs or Chiefs of the Boat		
Overseasmanship		
Launching Clubs and Support Groups		
Financial and Personal Affairs		
Navy Wives Clubs of America		
Navy Wifeline Association Portfolios		

MODULE 1

INTRODUCTION AND OVERVIEW

MODULE 1

INTRODUCTION AND OVERVIEW

Introduction

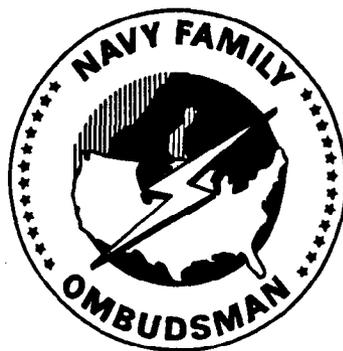
In this module, you will be introduced to the course content and understand how it is organized to answer your questions.

Key Points of Module 1

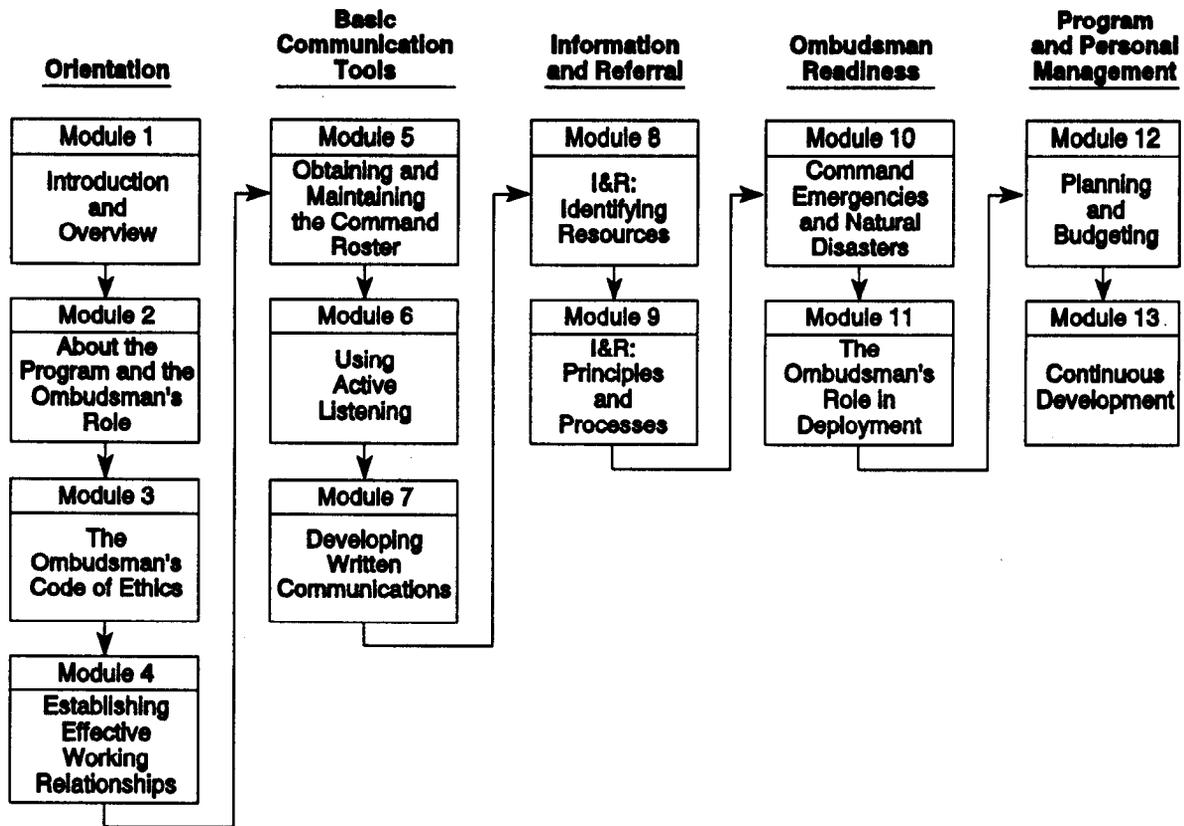
- This course is designed to orient new ombudsmen to their roles and functions, provide important guidelines for performing these responsibilities and describe what it takes to be successful in their roles.

WELCOME

WELCOME TO THE OMBUDSMAN
TRAINING PROGRAM



COURSE MAP



ICEBREAKER ACTIVITY: GETTING TO KNOW EACH OTHER

1. Introduce yourself to the members of your table group and tell them about yourself. Include information about work—experience as an ombudsman, etc.—and information about your personal life—your family, where you are from, your hobbies and interests, etc.
2. As a group, identify three things you have in common.
3. Select someone from your group to record this information. On chart paper list the three things your group has identified.
4. Now, as a group, identify any questions you would like to have answered during this training.
5. Select someone to record your questions at the bottom of the chart paper.
6. Select a spokesperson who will present your group's information after everyone in your group has been introduced to the other group members.

<p style="text-align: center;">Chart Paper</p> <p style="text-align: center;">Things In Common</p> <ol style="list-style-type: none">1. Live in Norfolk.2. Are married.3. Love jazz music. <p style="text-align: center;">Questions</p>
--



MODULE 2

ABOUT THE PROGRAM AND THE OMBUDSMAN'S ROLE

MODULE 2

ABOUT THE PROGRAM AND THE OMBUDSMAN'S ROLE

Introduction

In this module, you will identify the roles and functions of an ombudsman and be able to describe the knowledge, skills and personal characteristics needed to be an effective ombudsman.

Key Points of Module 2

- It is important to understand what is expected of you as an ombudsman. OPNAVINST 1750.1D provides you with the policy for the ombudsman program.
- It is important that as a representative of the command, you project a professional image whenever performing the roles and functions of the position.
- Also, it is important to understand and develop the knowledge, skills and personal characteristics needed to be an effective ombudsman.

MODULE 2 CONTENT

- The roles and functions of an ombudsman
- Become familiar with OPNAVINST 1750.1D
- Explore the knowledge, skills and personal characteristics of an effective ombudsman

LEARNING AID 2-1: NOTES ON THE VIDEOTAPE

Write down key points from the videotape.

SECTIONS OF THE INSTRUCTION

- Section A: Introduction
- Section B: Code of Ethics
- Section C: Selection and Appointment Guidelines
- Section D: Commanding Officer Actions
- Section E: Ombudsman Roles and Functions
- Section F: Confidentiality
- Section G: Ombudsman Training
- Section H: Ombudsman Assemblies

SECTION C: SELECTION AND APPOINTMENT GUIDELINES

5. Explain the role of the CO in the selection and appointment process. (See pages 8 and 9.)

6. What is the responsibility of the ombudsman when a change of command occurs? (See page 9.)

SECTION D: COMMANDING OFFICER ACTIONS

7. The CO or the point of contact works with the ombudsman to . . . (See page 10.)

8. Name two different categories of expenses the command can support and give examples of each. (See pages 10-11.)

9. What is "official mail"? Provide two examples. (See page 11.)

SECTION E: OMBUDSMAN ROLES AND FUNCTIONS

10. The ombudsman fulfills what two roles? (See page 13.)

11. Name four types of functions an ombudsman performs. (See pages 13-14.)

SECTION F: CONFIDENTIALITY

12. Confidential information is defined by . . . (See page 15.)

13. Name the five situations when it is necessary to report a situation to the appropriate agency. (See pages 15-16.)

EXERCISE 2-2: ACTIVITIES OF AN OMBUDSMAN

You will be working with your table group for this exercise. Listed below are 11 verbs taken from OPNAVINST 1750.1D that help to describe what an ombudsman does. For each verb, list an activity that tells what an ombudsman does. The group will report out its answers.

ORIENTS —

INTERACTS —

ADVOCATES —

REFERS —

COMMUNICATES —

REPRESENTS —

ORGANIZES —

IDENTIFIES —

INSPIRES —

MANAGES —

LINKS —

ELEMENTS OF SUCCESS

Knowledge—the content you need to know (e.g., resource information)

Skills—things you need to do well (e.g., listening skills)

Personal characteristics—qualities you possess (e.g., honesty)

EXERCISE 2-3: WHAT IT TAKES TO BE A SUCCESSFUL OMBUDSMAN

Part 1

This exercise will be completed in your table groups. In Part 1, you identify all of the knowledge, skills and personal characteristics that are important to be successful in the ombudsman role. In your table group, briefly review what you have learned about the role from observing the videotape, reviewing the instruction and summarizing the activities. Then answer the question: What knowledge, skills and personal characteristics are needed to do well? Record your conclusions on the chart paper under the heading:

WHAT IT TAKES TO BE A SUCCESSFUL OMBUDSMAN

Part 2

Organize your list of what it takes to be successful into knowledge, skills and personal characteristics using the definitions below as guidance. If you want, you can just write a P, S, or K next to each item on your list rather than rewriting the whole list.

ELEMENTS OF SUCCESS

KNOWLEDGE—the content you need to know (e.g., resource information)

SKILLS—things you need to do well (e.g., listening skills)

PERSONAL CHARACTERISTICS—qualities you possess (e.g., honesty)

Be prepared to report your findings to the large group.

SUMMARY OF MODULE 2

- The roles and functions of an ombudsman
- OPNAVINST 1750.1D
- Knowledge, skills and personal characteristics needed to be an effective ombudsman

MODULE 3

THE OMBUDSMAN'S CODE OF ETHICS

MODULE 3

THE OMBUDSMAN'S CODE OF ETHICS

Introduction

In this module, the Code of Ethics will be explained, along with the importance of confidentiality. You will receive some guidelines on maintaining confidentiality and have a chance to apply that knowledge in practice situations.

Key Points of Module 3

- The four critical requirements of the Code of Ethics are to support the command's mission, to work within the chain of command as directed, to maintain confidentiality, and to maintain the highest qualities of professionalism.
- According to the Instruction, the CO defines what is confidential, and sensitive information is kept within the system, relayed only on a "need-to-know" basis.
- There are five situations in which ombudsmen must report confidential information.

MODULE 3 CONTENT

- Code of Ethics
- Confidentiality

CONFLICT OF INTEREST

The perception of using your ombudsman
position for your personal gain

EXERCISE 3-1: PRIORITIZING THE ETHICS LIST

1. Read the four requirements below and rate them from 1 to 4 in order of importance, with 1 being the most important.

- _____ To support the command's mission
- _____ To work within the chain of command as directed
- _____ To maintain confidentiality
- _____ To maintain the highest standards of professionalism

2. Now look back at the requirement you rated number 1. Why do you think that this requirement is the most important?

EXERCISE 3-2: EFFECTS OF BREAKING CONFIDENTIALITY

Follow along in the scenario below as it is read aloud in the class.

The setting for this scenario is a party for the command. Joni and Liz are two ombudsmen in the command. Bob and Tess are a husband and wife in that command.

JONI:

Hi, Liz. Hey, have you seen Bob and Tess tonight?

LIZ:

No, I haven't. I don't think they're coming, Joni.

JONI:

Is everything OK? Is her little boy sick again?

LIZ:

Well, no. It's not that. Tess called this week, and she was really upset. She and Bob are having all these financial problems. See, he bought this new car, and she didn't want him to, and she's worried about whether they'll have the rent for this month . . . and, well, I don't think she feels like coming to a party.

JONI:

Oh, that's too bad. I hope things get better for them.

LIZ:

Yeah, me, too.

(The couple in question, Bob and Tess, come over to them.)

TESS:

Hi, Liz, Joni. (TO HER HUSBAND) Joni and Liz are both ombudsmen. You remember my husband, Bob?

LIZ:

Sure. Nice to see you again, Bob.

BOB:

Thanks.

JONI:

We're so glad you're both here! I mean, especially with all you've got on your minds right now. Making ends meet is really rough, isn't it? Anyway, it's good to see you here tonight.

BOB (TO HIS WIFE TESS):

How does she know about all this?

TESS (TO LIZ):

Did you tell everybody? I didn't want the whole world to know! I thought you were supposed to help people! I'll never call you for anything again!

(Bob and Tess leave.)

LIZ (TO JONI):

I can't believe you did that. I only told you because you're an ombudsman, too.

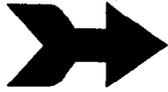
JONI:

You never said it was a secret.

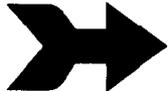
LIZ:

Where's your common sense? Don't you know anything?

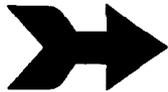
IMPORTANT POINTS



CO defines what is confidential



Kept within the system



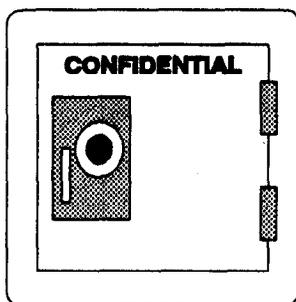
Need-to-know basis

GETTING SUPPORT

- Keep the information confidential
- Consult people who are also bound by rules of confidentiality
- Don't use names/other details

CLASSIFIED INFORMATION

Keep classified information from
the command (e.g., ship movements, schedules)
confidential



EXERCISE 3-3: EVALUATING CONFIDENTIALITY SCENARIOS

Read the scenarios you've been assigned and discuss them with your table group, answering the questions for the scenarios. The group does not have to agree or come to a consensus, but one person should be prepared to report the results when asked by the instructor.

SCENARIO #1:

Hope, an ombudsman, received a call from Darla, a close friend of hers, who happened to be a spouse in Hope's command. Darla said that she and her husband were having a lot of problems, and that her husband had gotten so angry one night that he had hit Darla, knocking her to the floor.

Hope reported what Darla had told her to her CO and to the Family Advocacy Program representative. Darla was very angry, because she felt that Hope had betrayed their friendship. Hope explained that although she was Darla's friend, she was an ombudsman all the time, and she had been obligated to report the situation.

QUESTIONS:

1. Has confidentiality been violated here?

YES NO

2. How could the situation have been handled differently?

SCENARIO #2:

Elizabeth, a wife in Tina's command, had been in a car accident. Tina was the ombudsman, and Elizabeth called her, explaining that, with her husband deployed, she was worried about being ripped off by the auto body shop that made the repairs. She was calling to find out if the Navy could recommend auto body shops that were reputable. She didn't want her husband, who was deployed, to know about the accident. Her injuries had been minor, and the car could be fixed, so she didn't want her husband worrying about it. Tina gave Elizabeth the information.

At a spouse support group, Tina mentioned the car accident in passing, encouraging the other spouses to call Elizabeth or stop by to see if she needed anything. Word soon got back to Elizabeth's husband, who was angry because she hadn't told him about the accident.

QUESTIONS:

1. Has confidentiality been violated here?

YES NO

2. How could the situation have been handled differently?

SCENARIO #3:

In Karen's mind, her CO asks for too much information about the private lives of members and families. He wants to know when any family is having trouble, especially financial trouble.

Karen received a call from an attorney, who wanted information about a service member. The attorney needed this information to begin garnisheeing the member's wages. He told Karen that he had a subpoena. Karen refused to give him the information. She hung up and immediately tried to reach the service member to inform him of the situation.

QUESTIONS:

1. Has confidentiality been violated here?

YES NO

2. How could the situation have been handled differently?

SCENARIO #4:

Samantha received a call from a spouse in the command. The wife said that her husband had beaten her up. Samantha informed the spouse that she would need to report this information. Samantha then called the Family Advocacy Program representative and reported the incident to the command master chief.

Two days later, the service member called Samantha, angry because his wife had called her and now "everyone" knew about it.

QUESTIONS:

1. Has confidentiality been violated here?

YES NO

2. What are Samantha's options in dealing with the situation?

SCENARIO #5:

One ombudsman, Irene, tells another ombudsman in confidence that her cancer isn't in remission anymore. Irene's husband is deployed, and Irene doesn't want her family or friends to know. She just wanted to talk to someone about it.

The other ombudsman is distressed by the information and wonders if she can do anything to help. She calls the chaplain and asks for his advice about "a woman who called who has a life-threatening disease and doesn't want to tell anyone."

QUESTIONS:

1. Has confidentiality been violated here?

YES NO

2. How could the situation have been handled differently?

SUMMARY OF MODULE 3

- Ombudsman's Code of Ethics
- Definition of confidentiality
- Guidelines on maintaining confidentiality

MODULE 4

**ESTABLISHING EFFECTIVE WORKING
RELATIONSHIPS**

MODULE 4

ESTABLISHING EFFECTIVE WORKING RELATIONSHIPS

Introduction

In this module, the chain of command will be explained, and guidelines will be given for establishing effective working relationships within the chain of command. The importance of setting boundaries with command families will also be discussed.

Key Points of Module 4

- An ombudsman is an appointed official representative of the command and must work within that chain of command.
- A key factor in establishing effective working relationships is your professionalism. Many of the behaviors discussed in this module were identified as part of the ombudsman's professional image back in Module 2.

MODULE 4 CONTENT

Establishing effective working relationships with:

- **Chain of command**
- **Command families**
- **Support groups/spouse clubs**
- **Ombudsman Assemblies**

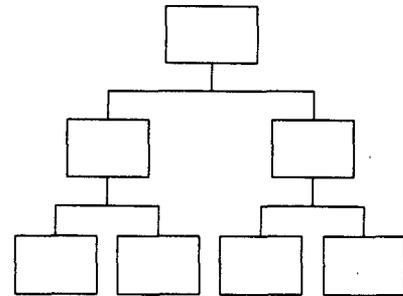
WHAT IS THE CHAIN OF COMMAND?

Line of authority and responsibility

Most senior officer in command



Most junior enlisted



LEARNING AID 4-1: CHAIN OF COMMAND INFORMATION AND RANKINGS

I. A Navy command generally has:

Commanding officer

Executive officer

Command Master Chief (Chief of the Boat)

and all others are in Departments:

- | | |
|----------------------------|------------------|
| - Operations | - Administration |
| - Supply | - Deck |
| - Gunnery/Missile/Ordnance | - Engineering |
| - Navigation | - Medical |
| - Air | |

II. A Department in a command generally has:

Department Head

Junior Officers (Division Officers—DO)

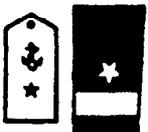
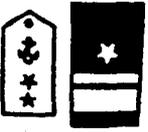
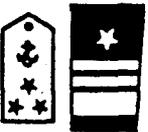
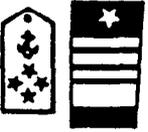
Leading Chief of the Department

Division Chief Petty Officers (CPO)

Division Leading Petty Officers (LPO)

All personnel in the Department are placed in Divisions.

OFFICER GRADES AND INSIGNIAS

Paygrade/Rank	Insignia	Paygrade/Rank	Insignia
0-1/Ensign		0-7/Rear Admiral (Lower Half)	
0-2/Lieutenant Junior Grade		0-8/Rear Admiral (Upper Half)	
0-3/Lieutenant		0-9/Vice Admiral	
0-4/Lieutenant Commander		0-10/Admiral	
0-5/Commander		0-11/Fleet Admiral	
0-6/Captain			

NAVY WARRANT OFFICERS GRADES AND INSIGNIAS

Paygrade/Rank	Insignia
W-2/Chief Warrant Officer	
W-3/Chief Warrant Officer	
W-4/Chief Warrant Officer	

ENLISTED PERSONNEL GRADES AND INSIGNIAS

Paygrade/Rank	Insignia	Paygrade/Rank	Insignia
E-1/Seaman Recruit		E-6/Petty Officer First Class	
E-2/Seaman Apprentice		E-7/Chief Petty Officer	
E-3/Seaman		E-8/Senior Chief Petty Officer	
E-4/Petty Officer Third Class		E-9/Master Chief Petty Officer	
E-5/Petty Officer Second Class			

CHAIN OF COMMAND

- You must use it
- Helps you to identify proper person to report to
- Gives appropriate person a chance to fix the problem

POINT OF CONTACT (POC)

- Someone appointed by CO
- Your contact for routine matters



FACTORS IN CO/OMBUDSMAN RELATIONSHIP

- Understanding CO's position
- Benefits to CO of good ombudsman program
- What CO expects of the ombudsman

UNDERSTANDING CO'S POSITION

- Has responsibility for WHOLE command
- 24 hours a day, 7 days a week
- Has prepared for this for his/her entire career
- Supervises ombudsman program

IMPLICATIONS OF THE CO'S POSITION FOR THE OMBUDSMAN

- Your proposal may not be in the command's best interests
- You are not the only element in decisions about command families
- You must be flexible to adjust to CO's schedule

BENEFITS TO CO

IMPROVEMENT



- Improved member performance
- Improved command readiness
- Improved member retention
- Improved knowledge of command family issues

WHAT CO EXPECTS OF THE OMBUDSMAN

- Be businesslike
- Be on time and prepared
- Don't abuse your privileges
- Request assistance when you need it
- Respect CO's position
- Adjust to CO's style
- Don't refer to the way the previous CO did things
- Defend your opinions but realize the final decision is the CO's

DEVELOPING WORKING RELATIONSHIPS WITH:

- Commanding Officer (CO)
- Executive Officer (XO)
- Command Master Chief (CMC)
- Chaplain
- CO/XO/CMC Spouses

THE EXECUTIVE OFFICER (XO)

- Second in command
- May be your POC
- "Business Manager"

THE COMMAND MASTER CHIEF (CMC)

- Concentrates on the welfare of service members
- In the "People Business"
- Often chosen as ombudsman's POC

HOW THE CMC CAN HELP THE OMBUDSMAN

- Establishing priority at Department and Division levels
- Expediting informally/CMC network
- Knowing Navy system



THE CHAPLAIN

- Provides sacraments, spiritual, ethical, and marital counseling
- Source of advice for ombudsmen
- Source of information about referrals in Navy system
- Advocate for ombudsman program
- Facilitator for ombudsman support group

CO/XO/CMC SPOUSES

- Advisor/source of support and encouragement
- Liaison for flow of routine information during deployment
- May be the link between the command and officer/CMC spouses

EXERCISE 4-2: SETTING BOUNDARIES

Read the scenarios your group has been assigned and answer the questions that follow.

SCENARIO #1:

Julie is the only ombudsman in her command. It's a little after 10:00 at night, and she is taking a bath. The phone rings. Julie gets out of the tub, answers the phone, and discovers that it's a spouse calling to ask when the next support group meeting is.

Julie gives her the information and asks if anything else is wrong.

The woman replies that everything is fine.

Julie then says, "I'm glad everything's OK. You scared me for a minute because it's so late at night that I thought this was an emergency—you know, when someone's in trouble, or sick, or injured. I normally take routine calls from 10:00 in the morning until 4:00 in the afternoon. Of course, if it is an emergency, people can call anytime."

QUESTIONS:

1. Is this a good example of setting boundaries?

YES NO

2. How could the situation have been handled differently?

SCENARIO #2:

Jill calls the ombudsman, Marie, at 8:00 at night. Jill is very upset, because her husband is deployed, and she's having some serious financial problems. Marie asks whether there are children in the house and finds out that Jill has two children who haven't had dinner yet, because there's no food in the house. Marie offers to bring food over to the house herself immediately.

QUESTIONS:

1. Is this a good example of setting boundaries?

YES NO

2. How could the situation have been handled differently?

SCENARIO #3:

Becky is a 18-year-old spouse in the command. She'd been married for only 3 months before her husband deployed. He's been gone for 2 weeks, and Becky is having a hard time making the adjustment.

Becky has been calling Nora, the command ombudsman, who has been sympathetic. Nora has told Becky about the spouse support group and other support services in the command, including the Family Service Center.

Today, Becky calls Nora again. In the course of the conversation, Becky asks Nora if she could stay with Nora "for just a few days" until she gets used to being alone.

Nora tells Becky no, that she realizes Becky is feeling lonely, but that taking people in is not part of the ombudsman's job. Nora suggests she talk with an FSC counselor or the chaplain.

QUESTIONS:

1. Is this a good example of setting boundaries?

YES NO

2. How could the situation have been handled differently?

SCENARIO #4:

Dana calls her ombudsman, Connie, to ask her to baby-sit her daughter so that Dana could take a nap. Dana isn't feeling well, but can't get a doctor's appointment until tomorrow. Connie asks if there are any friends nearby who could baby-sit. Dana says she's checked with everyone she knows, and they're all busy. Connie agrees to baby-sit for Dana.

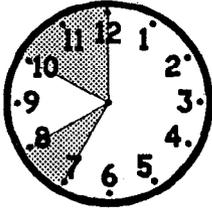
QUESTIONS:

1. Is this a good example of setting boundaries?

YES NO

2. How could the situation have been handled differently?

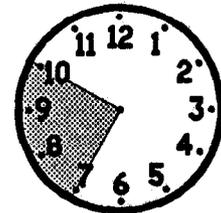
SAMPLE SCHEDULES



I. 10:00 am—12:00 pm, 7:00—8:00 pm

If you have a job during the day:

II. 7:00 pm—10:00 pm



DEFINING YOUR SERVICES

YOU ARE:

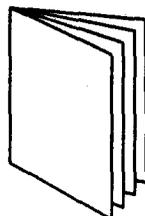
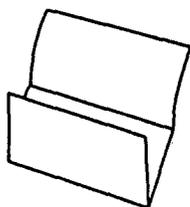
- A communications link with command
- A referral agent

YOU ARE NOT:

- A counselor
- A rescuer
- A babysitter
- A driver

INFORMING COMMAND FAMILIES

- Introductory letter
- Newsletter
- Individual phone calls



SUPPORT GROUPS AND SPOUSE CLUBS

- Don't hold leadership position
- Can support them
- Can participate

EXERCISE 4-3: EVALUATING APPROPRIATE AND INAPPROPRIATE BEHAVIOR

Read the scenarios assigned to your group. As you read about how ombudsmen handled different situations, evaluate whether you think their behavior was appropriate or inappropriate, given all you've learned so far in the training. Then answer the questions that follow the scenario.

SCENARIO #1:

A wife in the command, Sheila, called Erica, the ombudsman of a reserve command, and told her:

"My mother-in-law has been very sick for the last two months, and I just found out that she passed away. I need to get a message to my husband, Alan, to let him know, but I don't know how to reach him."

The reserve unit was working outside for the entire weekend, and they could be reached only by cellular phone. But Erica hadn't gotten that phone number from the command master chief, her point of contact (POC). However, Erica knew where they were, so she told the wife she would take care of the situation. Erica got all the information about the situation from the wife and then notified the American Red Cross.

Next, Erica drove out to the remote site. Erica's husband happened to see her arrive, and went over to ask her why she was there. She replied:

"Dave, I really need to see Command Master Chief Jones right now. Can you find him for me and tell him it's urgent that I talk to him? I can't tell you what it's about right now."

Erica's husband told CMC Jones that Erica was there. Erica was able to speak with the CMC privately and explain the situation. The command master chief notified the service member about his mother's death.

Continued next page . . .

QUESTIONS:

1. Was the ombudsman's behavior appropriate?

YES NO

2. Explain why you thought the ombudsman's behavior was appropriate or inappropriate.

3. If you thought the behavior was inappropriate, how could the situation have been handled differently?

SCENARIO #2:

Cathy, one of three ombudsmen in the command, received a call from Nan, a spouse in the command.

Nan's husband had been deployed for 6 weeks, and she was very depressed. She wanted her husband home, because she just couldn't cope with being by herself anymore. She had decided that her husband's career was more important to him than she was, and she told Cathy she was going to commit suicide.

Nan said she was alone in the house and planned to take sleeping pills. She said she had already taken half the bottle and was going to take the rest. Then she hung up on Cathy.

Cathy called Nan's best friend, Bridget, and explained the situation, asking Bridget to get over to the house immediately. She also asked Bridget to let her know what happened.

Bridget went over to the house and found Nan, who was already unconscious. Bridget took Nan to the emergency room and told hospital personnel what had happened.

QUESTIONS:

1. Was the ombudsman's behavior appropriate?

YES NO

2. Explain why you thought the ombudsman's behavior was appropriate or inappropriate.

3. If you thought the behavior was inappropriate, how could the situation have been handled differently?

SCENARIO #3:

Delores, an ombudsman, shooed aside her two small children, who were playing in the kitchen, and picked up the phone.

"Hello."

"Hi, is this the ombudsman?"

"Yes, this is Delores, ombudsman for the U.S.S. Wave." Delores turned to her daughter.
"Stop hitting your brother!"

"What?"

"Not you, I'm talking to my kids. Who am I talking to?"

"It's Eve Gower."

"Oh, hi, Eve, what can I do for you?"

"Well, I've got this problem with Housing . . ."

Delores' daughter stuck her foot out and tripped her brother. The little boy fell down and started to cry.

Delores put her hand over the mouthpiece on the phone, scolded her daughter and told her son to stop crying. Then she said into the phone:

"What? I couldn't hear—you said you have what kind of a problem? Boy, these kids are driving me crazy today!"

The family dog ran into the kitchen and started to bark.

Delores said to the caller, "Look, I can't really talk right now. I've got to do something with these kids. Can you call me back in a few hours?"

Continued next page . . .

QUESTIONS:

1. Was the ombudsman's behavior appropriate?

YES NO

2. Explain why you thought the ombudsman's behavior was appropriate or inappropriate.

3. If you thought the behavior was inappropriate, how could the situation have been handled differently?

SCENARIO #4:

Theresa is an ombudsman. Her commanding officer and command master chief feel very strongly about getting families with financial problems help as soon as possible, so that small problems don't grow into overwhelming ones.

They have asked Theresa to tell them if any spouse tells her about any kind of financial problem. Theresa thinks that information is confidential and none of their business. The one time she did tell them about a situation, the CMC sent the service member involved to the Command Financial Specialist for help. Theresa later heard that the service member was angry with his wife and told her not to call the ombudsman again.

Now, Theresa doesn't share information about the financial status of families with the CO or CMC. If they ask her, she just says she hasn't heard anything.

QUESTIONS:

1. Was the ombudsman's behavior appropriate?

YES NO

2. Explain why you thought the ombudsman's behavior was appropriate or inappropriate.

3. If you thought the behavior was inappropriate, how could the situation have been handled differently?

SCENARIO #5:

A spouse in the command called Evonne, the ombudsman, and said that her husband had been beating her. The wife had moved out of the house and was staying with friends, but her husband found out where she was living. The husband was showing up at her place of work, calling her at all hours, and stalking her.

Evonne asked if the woman had called the police. She said she had, but the police couldn't do anything until the husband threatened her again physically. The woman asked Evonne if there was anything the Navy could do.

Evonne told the woman she would contact the commanding officer and find out. Evonne called the CO, who in turn called the military police and the Family Advocacy Program. The military police arrested the service member. Evonne worked with her command master chief and the representative from the Family Advocacy Program, and they were able to get the woman temporary housing until she could make arrangements to move back home to her family.

QUESTIONS:

1. Was the ombudsman's behavior appropriate?

YES NO

2. Explain why you thought the ombudsman's behavior was appropriate or inappropriate.

3. If you thought the behavior was inappropriate, how could the situation have been handled differently?

SUMMARY OF MODULE 4

Developing effective working relationships with:

- Chain of command
- Command families
- Support groups/spouse clubs
- Ombudsman assemblies

MODULE 5

**OBTAINING AND MAINTAINING THE COMMAND
ROSTER**

MODULE 5

OBTAINING AND MAINTAINING THE COMMAND ROSTER

Introduction

In this module, you will understand the importance of the command roster and be able to identify methods for obtaining and maintaining a current and accurate roster. You will also learn the importance of safeguarding roster information.

Key Points of Module 5

- The Privacy Act of 1987 allowed the ombudsman access to command rosters.
- The CO ultimately decides who will receive command roster information.
- Roster information must be kept confidential and secured in a safe place.

MODULE 5 CONTENT

**Command
Roster**

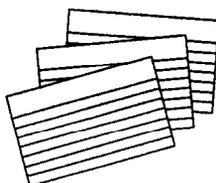
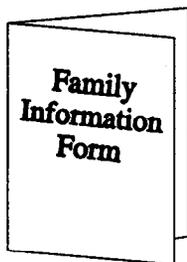
- The command roster
- Obtaining roster
- Maintaining roster
- Safeguarding it

OBTAINING ROSTERS

- Obtain from CO, if possible
- Ask for regular updates

OTHER METHODS OF OBTAINING INFORMATION

- Family Information Forms
- 3 x 5 index cards/phone calls



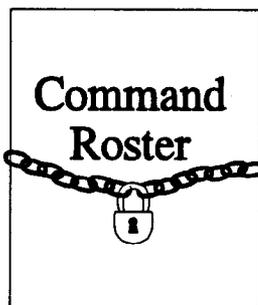
ADDITIONAL INFORMATION

- Names/ages of any children
- Emergency contact telephone numbers
- Phone numbers/addresses of member's or spouse's parents
- Description of any special needs the family has

THE COMMAND ROSTER

- Information **CANNOT** be released to **ANYONE** without the express direction of **CO**
- Is **NOT** a social roster

SECURING THE ROSTER



- No one but you has access to it
- Keep it in a safe, secure place
- Find out what to do with old rosters and at turnover
 - Return to command
 - Shred, burn, etc.

SUMMARY OF MODULE 5

- The command roster
- Obtaining roster
- Maintaining roster
- Safeguarding it

MODULE 6
USING ACTIVE LISTENING

MODULE 6

USING ACTIVE LISTENING

Introduction

In this module, you will explore the communication process and identify some of the common barriers to effective communication. You also will learn and practice the listening skills you will need to be an effective ombudsman.

Key Points of Module 6

- Communication is a two-way process involving a sender and a receiver. While in theory communication appears to be a simple, straightforward process, in reality it rarely is. Barriers, such as expectations, emotions, and poor listening skills, often get in the way of communication's effectiveness.
- The words and phrases you use when communicating with others also can be a barrier. Words and phrases such as "You should" and "You never" can produce strong negative emotions in others.
- One way to improve communication effectiveness is by consciously using listening skills. The three listening skills discussed are asking key questions, paraphrasing and active listening.
- Listening skills are particularly useful when trying to help people because they enable you to fully explore others' concerns/issues and acknowledge their feelings.
- Five additional listening techniques are door-openers, silence, acknowledgement responses, mirroring, and feedback. These can be especially helpful when you need to obtain more information from the other person, or want to encourage him/her to keep talking.

MODULE 6 CONTENT

- Communication process
- Barriers to communication
- Three listening skills
 - Asking key questions
 - Paraphrasing
 - Active listening

EXERCISE 6-1, A: VEGINOTS

Veginots Roleplay: Role of Ms. Harper

You are a Plant Manager in a company that is working on some secret projects for national security. One of the research scientists in the company accidentally discovered that Zeno, a substance that your company created, would neutralize radioactive fallout. By the time this discovery was made, little Zeno was left. Your plant makes all of the company's Zeno, and you have been directed to make more, now.

The reason for the urgency is that it has been confirmed that a group of terrorists is planning to set off a nuclear bomb within a few days in a Middle East country. Although the target city is unknown, several are most likely. If enough Zeno is available, it can be used to seed clouds over these cities. Your company's experiments indicate that the rain produced by these clouds will protect a city from fallout, if the nuclear explosion occurs within 2 weeks. Naturally, the cloud seeding must be kept secret.

None of the ingredients of Zeno is difficult to obtain except veginot seeds. The veginot, an experimental melon, takes 4 months to produce the seeds needed for Zeno. Your search has turned up only one crop of mature veginots. This crop is just large enough to produce enough Zeno to seed clouds over the cities that are potential targets for the bomb. The owner of the crop will sell to the highest bidder.

Ms. Smith, a plant manager for a small competitor of your company, is also in need of veginots for some sort of product she is producing for medical research on a rare disease. Smith knows about the available veginots and intends to buy them.

The Federal Government, though not as convinced as you are about the value of Zeno, has authorized you to offer up to \$3 million to obtain the veginot seeds. However, you have decided to talk to Ms. Smith before approaching the owner of the veginots. You hope to find a way to persuade Smith not to bid on the crop.

Adapted from the Team Building Source Book, University Associates, 1989.

EXERCISE 6-1, B: VEGINOTS

Veginots Roleplay: Role of Ms. Smith

You are a plant manager whose company recently developed a vaccine to prevent Stache, a children's disease that permanently disfigures the victim and can cause brain damage. The disease had been extremely rare, and the research was not considered particularly valuable. However, there has now been an outbreak in a small community, and several thousand children are in danger if they do not immediately receive a vaccination for Stache. The consequence of no vaccine, of course, could be a nationwide or worldwide epidemic.

The company for which you work can produce enough vaccine to stop the potential epidemic. Your plant makes all the company's Stache vaccine and you have been directed to make some now. Unfortunately, the veginots, which you use to produce the vaccine, are rare. The veginot, an experimental melon that has a toxic rind when it matures, takes 4 months to produce the toxin. You need the toxin to make the vaccine, and the crop you were depending on was killed by an unseasonal freeze just prior to the outbreak of Stache. Therefore, you must obtain mature veginot rinds immediately or it will be too late to prevent the spread of Stache.

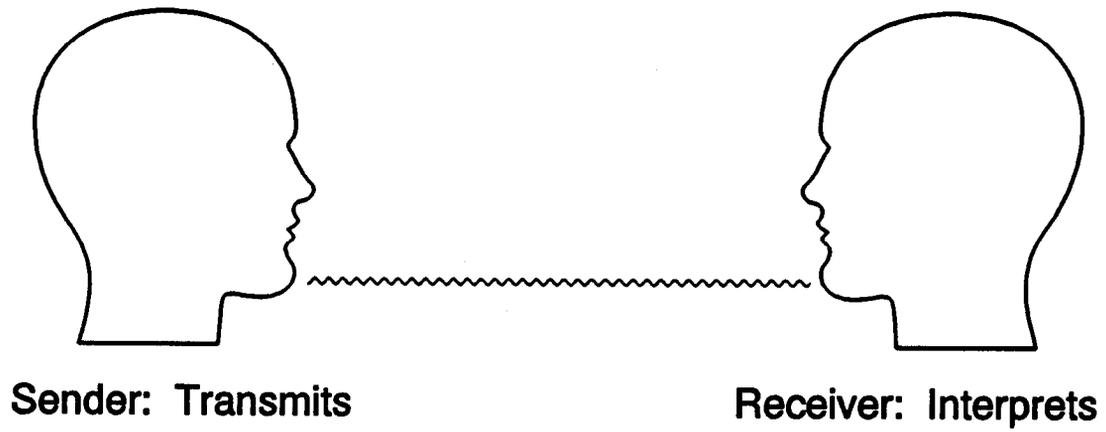
Your search has turned up only one crop of mature veginots. This crop is just large enough to produce the vaccine needed for the children who are in imminent danger of Stache, and the owner of the crop will sell it to the highest bidder.

Ms. Harper, a plant manager employed by a competitor of your company, is also in need of veginots. You are not sure of the type of product Harper is producing, but it has something to do with national security. Harper knows about the available veginots and intends to buy them.

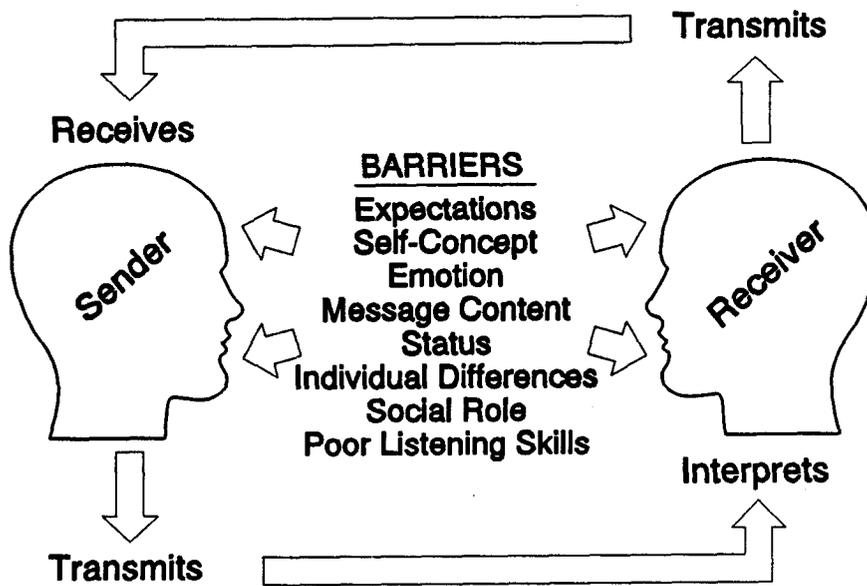
You have been authorized to obtain the veginot rinds that you need, and your company is willing to pay \$3 million. However, you have decided to talk to Ms. Harper before approaching the owner of the veginots. You hope to find a way to persuade Harper not to bid on the crop.

Adapted from the Team Building Source Book, University Associates, 1989.

SENDER/RECEIVER



SENDER/RECEIVER AND BARRIERS



EXERCISE 6-2: RESPONSES TO VERBAL COMMUNICATIONS

WHEN I	I SAY	YOU FEEL	THINGS YOU COULD SAY INSTEAD (Complete during class discussion)
1. Give orders	"You have to—"	_____	_____
2. Warn	"You had better—"	_____	_____
3. Preach	"You should—"	_____	_____
4. Advise	"What I would do—"	_____	_____
5. Argue	"Yes, but—"	_____	_____
6. Blame/Evaluate	"You're wrong—"	_____	_____
7. Praise/Agree	"You're right—"	_____	_____
8. Prescribe/Analyze	"What you need is—"	_____	_____
9. Sympathize/Support	"Don't worry—"	_____	_____
10. Reassure	"It's not so bad—"	_____	_____
11. Question/Probe	"Why did you—"	_____	_____
12. Withdraw/Avoid	"Let's forget it—"	_____	_____

PURPOSES OF EFFECTIVE LISTENING

- Helps build trust and positive relationships
- Encourages person to share, or continue to share, information
- Checks your understanding of complex or significant information

SKILLS FOR EFFECTIVE LISTENING

- Asking key questions
- Paraphrasing
- Active listening

WHEN LISTENING SKILLS ARE ESPECIALLY CRITICAL

- When you'll make a decision or take action based on the information (e.g., referral)
- When your immediate impulse is to reject, ignore, or disagree with what the person is saying

CLOSED QUESTIONS

Closed questions can be answered with:

- Yes
- No
- Other one-word answer



OPEN-ENDED QUESTIONS

- Require more than a "yes" or "no" answer
- Invite discussion
- Usually begin with "what," "how," "when," "why"



EXAMPLES OF OPEN-ENDED QUESTIONS

- What happened?
- How have you tried to solve this?
- What do you think would happen if you . . . ?
- Say more about that.
- Tell me exactly what happened.

LEADING QUESTIONS

- Presuppose an answer
- Should be avoided
- Really a form of command



EXAMPLES OF LEADING QUESTIONS

- You agree with me, don't you?
- You understand, right?
- You'll be at the meeting by 9 o'clock, won't you?

PURPOSES OF PARAPHRASING

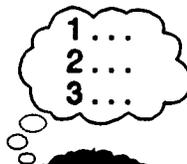
- Helps person feel listened to
- Encourages him/her to provide more information
- Helps you to understand what the other person is saying before you react

STEPS OF PARAPHRASING

1. Listen to the details of what's being said.



2. Mentally summarize key points.



3. Reflect the message in your own words.



THINGS TO REMEMBER WHEN PARAPHRASING

1. Be interchangeable and equal
 2. Be brief
 3. Be original
 4. Convey neither approval nor disapproval
 5. Begin with the pronoun "you"
-

EXAMPLE OF PARAPHRASING

Statement: "I like being an ombudsman because I enjoy helping people resolve their problems."

Paraphrasing: "You're saying you like your job because you get to help others."

EXERCISE 6-3: WRITING PARAPHRASING STATEMENTS

Listen as the instructor reads each of the following statements. Paraphrase each statement, using the steps outlined in Overhead 6-13 in your coursebook. Remember, start your paraphrase with the statement, "You're saying . . ."

1. "My doctor says my pregnancy is 'high risk.' My husband is being transferred to a base where there are no doctors with experience with high-risk pregnancies."

2. "I've been in a car accident. My husband is deployed, and I don't know how I'm going to let him know about this."

3. "My car broke down, and I have a doctor's appointment."

ACTIVE LISTENING

- Goes beyond paraphrasing by detecting and expressing how the person feels
- Shows understanding of both the feeling and the content of what the person is saying

BENEFITS OF ACTIVE LISTENING

- Helps make the person feel that you understand both feeling and content
- Reduces defensiveness
- Helps person calm down to devote energy to problem-solving

LEARNING AID 6-1: FEELING WORDS

Happy	Sad	Angry	Scared
confident delighted energetic excited fantastic glad good great hopeful intense optimistic pleased positive proud relieved satisfied secure thrilled up	ashamed awful bad depressed disappointed discouraged dissatisfied disturbed down embarrassed helpless hopeless inadequate lonely lost low miserable sorry terrible uneasy unhappy upset	aggravated annoyed bothered burned up disgusted fed up frustrated furious impatient irritated mad mean resentful	afraid anxious disoriented distracted frightened insecure intimidated jumpy lost mixed up nervous overwhelmed powerless tense threatened timid troubled uncertain uncomfortable uneasy unsure worried

STEPS OF ACTIVE LISTENING

- Listen to the details of what is being said
- Summarize the main points and feelings expressed
- Reflect the feelings and the content in your own words
- Use the format, "You feel . . . because . . . "

EXAMPLE OF ACTIVE LISTENING

Statement: "I can't believe my husband hasn't written to me in months!"

Active Listening Response: "You're frustrated because your husband hasn't kept in touch with you."

EXERCISE 6-4: PRACTICING LISTENING SKILLS

In this exercise, you'll work in trios. You will take turns playing three different roles:

1. THE SHARER

Your role is to select one topic from the ones listed below and talk about it for 5 minutes.

Possible Topics:

- A brief career history that might include high/low points; reasons for significant changes; thoughts about what comes next.
- A description of your life outside your work; sources of satisfaction and dissatisfaction.
- A description of your family background and its influence on your life.
- The accomplishment of which you are most proud.
- Your dreams for the future; dreams or goals you have yet to realize.
- Turns not taken in life; if you could live your life over, what would you do differently?

2. THE LISTENER

Your role is to use the listening skills—asking key questions, paraphrasing, and active listening. Listeners should just use the skills; they should not talk about themselves or offer advice.

3. THE OBSERVER

Your role is to see whether active listening skills are being used. Use the checklist on the next page to mark which skills are used and give the listener feedback on how well the listener used the skills to show understanding of what's being said. When possible, try to give the listener an example of how he or she used the skills.

Every 5 minutes or so, the instructor will ask you to change roles, so that each of you gets to practice using the listening skills at least once.

OBSERVER CHECKLIST

Active Listening Behaviors	Check if Used	Examples
Asking key questions Is the listener getting all of the information, drawing the sharer out? Using both closed and open questions?		
Using paraphrasing Is the listener accurately reflecting what the sharer has said? Is the listener conveying approval or disapproval?		
Using active listening Is the listener accurately reflecting the feeling and content of what the sharer has said?		

SUMMARY OF MODULE 6

- Communication process
- Barriers to effective communication
- Three listening skills:
 - Asking key questions
 - Paraphrasing
 - Active listening

MODULE 7

DEVELOPING WRITTEN COMMUNICATIONS

MODULE 7

DEVELOPING WRITTEN COMMUNICATIONS

Introduction

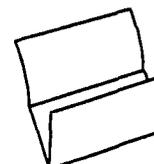
In this module, the purpose, content, and styles of newsletters will be explained. You will also learn about the purposes and formats of memos and letters of introduction.

Key Points of Module 7

- Writing a newsletter is not complicated or difficult. And with practice, it becomes easier, and the writing goes faster.
- The purposes of a newsletter are to:
 - inform command families about any messages from the command and about the community and military resources available to them;
 - encourage feelings of community and camaraderie among command families; and
 - market the ombudsman program to command families.
- The purpose of a memo is to give you a record in writing of policy that has been made or actions to be taken. There is a standard memo format that can be used.
- The purpose of a letter of introduction is to introduce the ombudsman to the families in the command. The letter usually includes:
 - a personal introduction from the ombudsman;
 - a general description of the ombudsman program;
 - goals of the ombudsman program; and
 - a personal message that invites families to contact the ombudsman and use the services.

MODULE 7 CONTENT

- Newsletters
- Memos
- Letters of Introduction



PURPOSE OF NEWSLETTERS

- Inform command families
 - Messages from command
 - Community and military resources
- Encourage feelings of community and camaraderie
- Market the ombudsman program

NEWSLETTER STYLES

- Letter
- Newspaper
- Combination

LEARNING AID 7-1: LETTER STYLE NEWSLETTER

OMBUDSMAN NEWSLETTER

March 199-

Dear Eversail Families,

Another month has gone by, and soon we'll be at the halfway point in this deployment. With the warm weather soon on its way, we'll find ourselves with a little extra work to do outside. I'm looking forward to this because I made cutting the grass and trimming the hedges a milestone; once I start that, it won't be much longer until the ship's back home.

Command News

The Eversail crew has been very busy over the past month as they execute their primary mission of transporting the Marines and their equipment ashore. The crew also performs daily cargo handling operations in support of the U.S. forces' withdrawal from the area. The crew is accomplishing each task assigned to them with great pride and professionalism—the usual way for Eversail sailors.

Haze Gray and Underway

If you would like to discuss issues that you are dealing with in deployment, then this is the program for you!

WHAT: Haze Gray and Underway—a discussions group

WHO: Spouses of deployed service members

WHERE: Meet at the Armed Services YMCA, 1400 Seaside Road

WHEN: Every other Tuesday morning from 10:00 am to 12:00 noon

TOPICS: March 22—Helping Each Other
April 12—Packages from Home
April 26—Consumer Ripoffs
May 10—Taking Care of Yourself
May 24—Homecoming
June 7—Lessons Learned

The Ombudsman

The ship's ombudsman is a liaison between dependents and the command, who can provide you with information about the command and answer your questions about military and civilian resources. All questions and conversations are held in the strictest confidence.

I'm a concerned and willing listener. No question or problem is too small. Call me—I'm here to help you.

Cindy Brown, Ombudsman for the U.S.S. Eversail
(202) 555-4343

Regular Phone Hours: Weekdays 8:00 am to 10:00 am, 7:00 pm to 9:00 pm



SPOUSES' NEWSLETTER

Vol. 1

Spring 1994

GETTING STARTED



Welcome. If you have reported to another boat or even a teaching command in the past, chances are pretty good that

you are familiar with ombudsmen. You may have participated in a spouses' support group or several other programs available to you.

PCU GREENEVILLE, however, is a new command. And, as newcomers, any programs we want must be started by us. Also, our programs and activities will "set the tone" for spouses who report in the future.

It is important that every spouse feels welcome and a part of the spouses' group. You can help make the spouses' group a success. I know you have a lot of great ideas.

Enclosed with this newsletter is a questionnaire with a lot of room for suggestions. If you need more room, please feel free to add another page or two. Remember, there is no such thing as a "dumb" idea -- so let me have them.

What do you do once your questionnaire is filled out? You have to bring it with you to our first picnic!!! If you haven't noticed, I am trying "forced participation." If you cannot make the picnic, call me (555-2468) and I will arrange to pick it up. Thanks.

HELP WANTED

Phone Tree Callers Needed

The phone tree was established to pass accurate information to Navy families in a timely manner. Types of messages sent vary from boat movement and schedule changes to information on upcoming events. A phone-

tree caller is someone who telephones five to eight people within 24 hours of receiving the message.

If you are interested in becoming a phone-tree caller, notify me and I will put your name on the list. If we get too many volunteers, we can still use you in the future. Callers change from time to time for various reasons. The more names we have, the easier the transition will be when we have to find a new caller. You can leave your name on my answering machine if I am not home. (806) 555-2468.



Dear PCU GREENEVILLE Families,

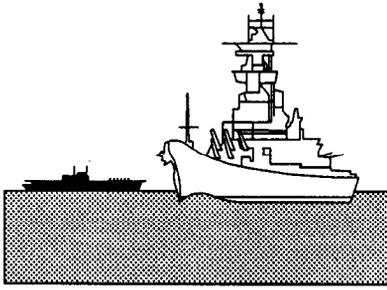
At our first spouses' night, the Captain outlined the boat's schedule. Shift work is here. This phase is going to last about six weeks. If you live near someone who will be on the same shift, carpooling is a life saver when you are trying to keep your family's schedule close to normal.

On May 11, 12, and 13, six men, including the Captain and the Chief of the Boat, will be in the town of Greenville. While there, they will have the opportunity to speak at area schools, describing life on a new construction fast-attack submarine. They will also answer the many questions students have about what it's like to "be in the Navy."

Right now, we are looking at June to have a spouses' picnic. This is a great way to get to know one another on an informal basis. If you have children, bring them along -- they will be happy to have so many other kids to play with. When we pin down a date, place, and a time, I will send a message down the phone tree.

Nell Jones
Ombudsman

LEARNING AID 7-3: COMBINATION STYLE NEWSLETTER



U.S.S. SEAWAY OMBUDSMAN NEWSLETTER

Spring, 199—

Dear USS Seaway Families:



Hotel Information

The June 6th meeting of the spouse support group is a sign-making party. We'll be getting together to make signs for the day of homecoming. Please join us!

The following hotels are within a mile of the base for those people coming into town for the ship's homecoming.

- On Sea Drive between Gates 4 & 5: Howard Johnson's—1-800-555-3000
- On North Boulevard: Econo-Lodge—1-800-555-6500



Homecoming Information

The support group has hired a plane to fly over on the day of homecoming. This plane will be displaying a message of up to 40 letters. If you have any suggestions of what the sign should say, please contact Doris Bell at 555-8900. There will be a vote at the May support meeting on what the sign should say.



Tiger Cruise

All Tiger Cruise information will be in the May newsletter.

RESOURCES

- Previous ombudsman/other ombudsmen
- Staff who publish FSC newsletter
- Ombudsmen assembly
- Existing base/FSC newsletters
- MWR/American Red Cross/Navy-Marine Corps Relief Society
- Base library
- FSC courses on newsletters

LEARNING AID 7-4: WRITING TIPS

Below are some tips that you can use in writing your newsletter.

1. Get information and ideas from other newsletters, such as the Family Service Center newsletter.
2. Keep all your information and ideas for stories organized in files by subject, so that you can find it easily.
3. Use the 5 Ws and 1 H in writing the story. Answer the questions Who, What, Where, When, Why, and How as early as possible to get the reader interested in the story.
4. Organize the ideas into a story, so that one idea logically flows to the next. You can organize chronologically (what happens next), or by steps in a process.
5. Give the readers as much information as they need to take action, including contact names, phone numbers, addresses, etc., as applicable for the story. Ask yourself: What do I want the readers to do or feel after they read the story?
6. Keep your sentences and paragraphs short enough so that they are easy to understand. Here are some guidelines: A sentence should contain only six to eight words; paragraphs should have four to six sentences; and a story should be five paragraphs or less.
7. Don't use acronyms (e.g., FSC) or abbreviations alone, without indicating to the reader what they stand for (e.g., Family Service Center, or FSC).
8. Avoid buzzwords and be careful using jargon. Buzzwords are those instantly popular words that come in and out of the language. Current examples include "interface" and "impact upon," both used as verbs. Jargon is made up of specialized words within a profession (e.g., the military or the computer industry). These words or phrases may not mean anything to others outside that profession. Some examples of jargon in the military are "special liberty," "JAG det," etc.
9. Try to use the active voice more than the passive voice in your writing (e.g., it's stronger and more interesting to write "The Housing Referral Office receives applications for base housing" than "Applications for base housing are received by the Housing Referral Office"). But don't use active voice all the time; vary the two voices to make your writing more interesting.

10. CHECK ALL YOUR INFORMATION TO BE SURE IT IS ACCURATE BEFORE YOU PRINT IT. Confirm each piece of information with at least two sources. Are all the names and titles correct? Does the organization really provide these services? Is this the right telephone number? Call the phone number and check.
11. Type the newsletter or have someone else type it for you.
12. Have someone else proofread your work. It's very difficult to catch your own spelling errors and punctuation mistakes. Another person looks at your work with a fresh eye. Does your command require a "chop"?

INFORMATION ABOUT COPYRIGHT LAWS
(taken from *Editing Your Newsletters* by Mark Beach)

What is a copyright?

Technically, it means only the author has the right to copy or to allow someone else to copy.

How do I know if something is copyrighted?

Look for the symbol ©, which should appear within the phrase "Copyright © (date) (name of owner)." For a newsletter or magazine, the phrase would normally appear as part of the masthead; for a book, on the back of its title page. In these cases, the phrase protects all material within the publication.

Copyright might also apply to a specific article, photograph, or drawing. In that case, the phrase would normally appear as a footnote to the article or as part of the caption for visuals.

What if I want to print something under copyright?

You have two choices: 1) Ask for permission, or 2) publish under the fair use provisions.

How do I ask for permission?

Get permission by writing a letter describing what you want to use and telling about your newsletter. Be sure to say that you represent a non-profit activity and that you will use whatever credit line the copyright owner wishes. Attach a photocopy of the material you want to use to be sure everyone is clear.

Publishers usually handle copyright requests for authors. Thus, the letter can be addressed to the publisher, even though an individual author is legally the copyright holder.

The copyright owner is entitled to charge for using the material. In practice, you will usually get permission at no cost.

What about fair use?

The copyright law says you may publish small portions of copyrighted materials without permission under specific circumstances. The most common are when you quote for the purpose of commenting or teaching about the material. You may also quote when describing the material as news. There are no rules about how long the quotations should be or how many you may use. Two or three excerpts of 50 words each should normally be no problem; neither should reproduction of one photograph or drawing.

What if I just ignore the copyright?

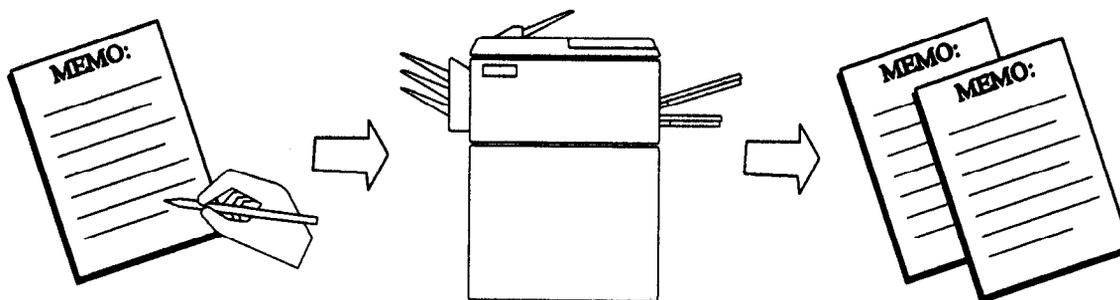
That's a question of ethics as well as law. From a legal standpoint, the chances of getting sued for putting material into the ordinary newsletter are close to zero. The copyright owner would probably never even know you lifted the material. From an ethical standpoint, however, you have used someone else's property without permission. In the case of professional writers, artists, or photographers, you would also deprive them of a chance to earn their living from the materials they worked to create.

DISTRIBUTING NEWSLETTERS

- Content must be approved by command
- Newsletter must be printed
- Distributed through command mail
- Use return address of the command
- See CO or POC for proper mailing procedures

PURPOSE OF MEMOS

- Record in writing
- Keep a copy



LEARNING AID 7-5: SAMPLE PLAIN PAPER MEMO

November 22, 199-

MEMORANDUM

From: Nell Jones, Ombudsman
To: Captain William Butler

Subj: OUR MEETING OF 11/19

1. I am writing to confirm that I understand what we discussed in my orientation meeting last week. First, we will meet once a month when the command isn't deployed. Second, my designated POC is the XO, and I will talk with him about reimbursement and administrative procedures.
2. Before our next meeting, I will meet with my POC to discuss these issues.

Very respectfully,

Nell Jones

LETTERS OF INTRODUCTION

- Personal introduction
- General description of the ombudsman program
- Goals of the ombudsman program
- Personal message inviting families to use services

LEARNING AID 7-6: SAMPLE LETTER OF INTRODUCTION

Dear U.S.S. Eversail Families,

Let me take this opportunity to introduce myself. My name is Jill Jeffries, and I was appointed as an ombudsman for this command this past June. My husband and I have been married for 15 years, and we have four children. We have been stationed on both coasts and in Europe.

I served as an ombudsman in Naples, Italy, and have attended basic and advanced ombudsman training.

As many of you probably already know, ombudsmen are here to assist Navy families. We act as a liaison between the command and families, and we communicate information about command and community resources to families.

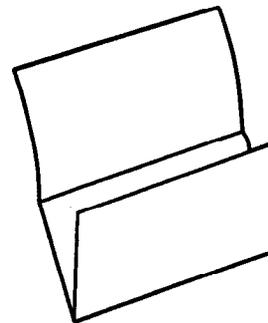
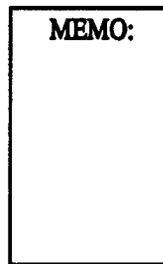
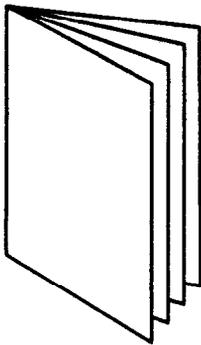
Please call me if I can be of any assistance to you. Your questions, comments, complaints, concerns, etc. will all be held in the strictest confidence, within the guidelines defined in OPNAVINST 1750.1D—the Navy Family Ombudsman instruction. My normal phone hours are from 9:00 am to 1:00 pm for non-emergencies. I am available 24 hours a day for emergencies. My phone number is 555-1309.

Sincerely,

Jill Jeffries

SUMMARY OF MODULE 7

- Newsletters
- Memos
- Letters of Introduction



MODULE 8

INFORMATION AND REFERRAL: IDENTIFYING RESOURCES

MODULE 8

INFORMATION AND REFERRAL: IDENTIFYING RESOURCES

Introduction

In this module, you'll learn how to identify local resources, gather information about them, and organize that information.

Key Points of Module 8

- There are four steps in building your information and referral resource files. First, you identify the resources. Next, you gather information about them. The third step is to organize that information. The last step is to update the information periodically.
- It's very important for you to personally check out local resource organizations when possible. This allows you to give an informed opinion about the services and the way clients are treated. Going that extra step distinguishes a superior ombudsman from an average one.

MODULE 8 CONTENT

- Identifying local resources
- Gathering information about resources
- Organizing information
- Updating information

IDENTIFYING AGENCIES/ORGANIZATIONS

- FSC I&R coordinator
- Other ombudsmen
- Ombudsmen assembly
- Local resources (public libraries, Chamber of Commerce, phone book)

LEARNING AID 8-1: INFORMATION WORKSHEET ON LOCAL ORGANIZATIONS

Use this worksheet to fill in information about the guest speaker's agency or organization. Extra copies are provided for your own use when you are gathering information about other agencies.

WHO?

AGENCY NAME _____

CONTACT PERSON _____

PHONE NUMBER _____

WHO MAKES THE INITIAL CONTACT? (Can spouse call directly? Must a referral be made?, etc.)

WHAT?/WHY?

What specific services/programs are offered? (Attach brochures or other information if available.)

Why would someone need to use this service?

WHEN?

What are the operating hours? _____

WHERE?

Where is it located? (Get address and directions.)

HOW?

How does someone get there? (Is it on a bus line? Is transportation offered? What's the parking like?)

When and how is the contact made? (Do you need an appointment? Can you walk in? Is contact made via phone or mail first?)

Will any kind of documentation or information be needed in order to receive service (e.g., birth certificate, military I.D., driver's license, financial records, etc.)?

LEARNING AID 8-2: NATIONAL RESOURCES FOR OMBUDSMEN

INSTRUCTOR AID

Many of these organizations have branches in your local area. Check your phone book or directory assistance for the local phone numbers. As you become aware of other national organizations, add them to this list.

Alliance of Information and Referral Systems (AIRS), P.O. Box 3546, Joliet, IL 60434. (815) 744-6922. Publishes a directory of information and referral services in the United States and Canada. Would be useful if you need to get referral information for a distant location. Your Family Service Center should have a copy of this directory.

American Association of Retired Persons (AARP), 5305 Konrad Dr., Temple Hills, MD 20748. (202) 434-2105. Source of information about legislation, programs and services for the elderly.

American Legion, 1608 K St. NW, Washington, DC 20006. Media Relations: (202) 801-2730. Local posts may have facilities available for use.

American Red Cross, Department of Military and Social Services, National Headquarters, Washington, DC 20006. (202) 737-8500. Provides worldwide emergency communications to military and their families. Also provides services to Federal personnel and veterans. Provides disaster relief, health/safety courses (including AIDS education), international aid, and blood services.

Fleet Reserve Association, 125 N. West St., Alexandria, VA 22314-2754. (703) 683-1400. Comprised of active duty, retired and reserves, Navy, United States Marine Corps and Coast Guard with at least 1 day of enlisted service. Lobbies for and protects benefits, compensation and can cut through red tape or finance centers.

Marine Corps League, P.O. Box 3070, Merrifield, VA 22116-3070. (703) 207-9588. Veteran organization. Supports all services—can help with legal issues. Representatives in Washington lobbying. Local chapters do civic projects.

Marine Corps Scholarship Foundation, Inc. (800) 292-7777. Provides financial scholarships to children of Marine families whose family income is less than \$3,700 a year.

National Military Family Association (NMFA), 600 Stevenson Ave., Suite 304, Alexandria, VA 22304-3526. (703) 823-6632. This association calls itself "a voice for the military family." Serves as an advocate for uniformed service families and educates and informs them about issues affecting their lives.

Naval Enlisted Reserve Association (NERA), 6703 Farragut Ave., Falls Church, VA 22042-2189. (703) 534-1329. Exclusively serves enlisted members of the United States Coast Guard Reserves, United States Marine Corps Reserves, and United States Naval Reserves. Works with Congress and DoD to protect rights and entitlements. Provides a variety of benefits at low group rates.

Naval Reserve Association, 1619 King St., Alexandria, VA 22314-2793. (703) 548-5800. Devoted solely to Navy, Naval Reserve and Naval Reserve Officers. Provides views on mutual concerns and interests. It is a national educational and professional organization of officers.

Navy League of the United States, 2300 Wilson Blvd., Arlington, VA 22201. (703) 528-1775. Civilian organization dedicated to (1) the education of our citizens, including our elected officials; and (2) the support of the men and women of the sea services and their families.

Navy-Marine Corps Relief Society, 801 N. Randolph St., Arlington, VA 22203. (703) 696-4901. Provides interest-free loans or grants for emergency transportation, funerals, medical/dental bills, food, rent, utilities, help when disaster strikes, personal needs when pay is delayed, and essential vehicle repairs. Sponsors student loans, scholarships, and can provide financial assistance to children of deceased service members. Also offers a visiting nurse program, budget and financial counseling in some locations, etc.

Navy Mutual Aid Association, Navy Annex, G-070, Washington, DC 20370-0001 (703) 614-1638. Offers low-cost insurance to active-duty Navy, Marine Corps, and Coast Guard personnel. Offers support to survivors of members in securing all federal benefits and allowances to which they are entitled, will help process and settle any claims, and can provide secure storage for vital documents.

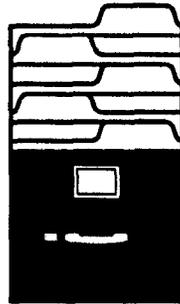
Navy Wifeline Association (NWA), 901 M St. SE, Bldg. 172, Washington Navy Yard, Washington, DC 20374-5067. (202) 433-2333. Provides information and referral to families on problems unique to military life (e.g., separation, shifting roles, and changing environments). Informs families, solicits views, and shares solutions. Offers numerous publications, many of which are free of charge.

Navy Wives Club of America (NWCA), P.O. Box 6971, Washington, DC 20032. Provides welfare and educational projects for Navy families, promotes and encourages friendships among spouses, and welcomes new service spouses.

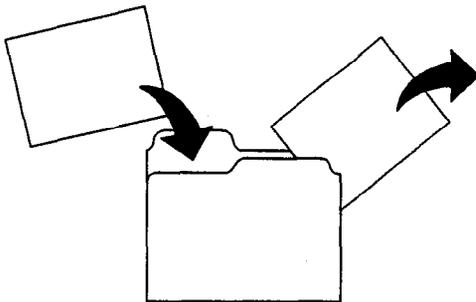
ORGANIZING FILES

General Category: Social Services

Alphabetical Listing: under "H" for
House of Ruth



UPDATING FILES



- Once every 6 months or a little at a time on a regular basis
- Are hours, phone numbers, services, and contact people the same?

WAYS OF UPDATING

- Call
- Ombudsman assembly updates
- Check with FSC I&R coordinator

SUMMARY OF MODULE 8

- Identifying resources
- Gathering information about resources
- Organizing information
- Updating information

MODULE 9

**INFORMATION AND REFERRAL: PRINCIPLES AND
PROCESSES**

MODULE 9

INFORMATION AND REFERRAL: PRINCIPLES AND PROCESSES

Introduction

In this module, the types of calls an ombudsman receives will be explained, and you will be able to identify the five steps in handling these calls. Then you will use these steps in practice situations.

Key Points of Module 9

- There are seven types of calls an ombudsman receives: information, complaint/grievance, recurring, service demands, crises, emergencies, and suicide calls.
- There are five parts in handling these types of calls: greeting, initial response, record-keeping, business of the call, and the closing.
- Ombudsmen are not trained counselors, and that is not part of the job position.

MODULE 9 CONTENT



Handling I&R Phone Calls

- Routine
- Crisis
- Emergency
- Suicide

ROUTINE I&R CALLS

- Information
- Complaint/grievance
- Recurring
- Service demands

FAMILY TELEPHONE PROTOCOL

- Be polite
- Inform caller that ombudsman is not available
- Inform caller when ombudsman will be available
- Offer to take message
- Don't try to discuss problem

DEMONSTRATION 9-1: HANDLING ROUTINE I&R CALLS

SCENARIO #1: Information Call

Instructions for person playing the caller: The caller, Bob, has lost his I.D. card. He is worried about it and wants to know what to do, but he is rational on the phone.

OMBUDSMAN:

Hello?

CALLER:

Hi, is this the ombudsman?

OMBUDSMAN:

Yes, this is Carlie. I'm the ombudsman for the U.S.S. Eversail. Whom am I speaking to?

CALLER:

Bob Harlow. My wife is Chief Christine Harlow.

OMBUDSMAN:

Hello, Bob. Can I get your phone number?

CALLER:

Sure. 555-3209.

OMBUDSMAN:

What can I help you with?

CALLER:

I lost my I.D. card and I need to know how to get another one.

OMBUDSMAN:

Well, different bases have different procedures, but here's what you'll have to do here. Do you have a pencil and paper handy, so you can write down the information?

SCENARIO #1: Information Call (Continued)

CALLER:

Let me get a pen. OK, I'm ready.

OMBUDSMAN:

Send a letter to the ship, asking your wife to fill out and sign Form DD1172. It's the I.D. card form. Then she has to mail it back to you. Once you receive it, go to PSD and they'll give you an I.D. card. In the meantime, if you have an emergency—for instance, a medical emergency—we can arrange for you to get medical help on a one-time-only basis. If you send the letter out today, it shouldn't be too long until you have your I.D. card. Do you have all that?

CALLER:

Yes.

OMBUDSMAN:

If you have any problems, or if you have other questions, be sure to call me back. OK?

CALLER:

All right, thanks for your help. Good-bye.

SCENARIO #2: Complaint Call

Instructions for person playing the caller: The caller is very frustrated and angry with the situation described.

OMBUDSMAN:

Hello, this is Sue Brown, ombudsman for the U.S.S. Eversail.

CALLER:

Hi, this is Emily Andros.

OMBUDSMAN:

Hi, Emily. And your husband is . . .

CALLER:

George Andros.

OMBUDSMAN:

Emily, can I get your phone number and your husband's Social Security number?

CALLER:

It's 555-9213. His Social Security number is 194-53-1962.

OMBUDSMAN:

What can I help you with?

CALLER:

I'm calling because of my husband. He works really hard, but he's not getting promotions because his Duty Officer has it in for him. I'm fed up, and I want to do something about this guy. It isn't fair.

SCENARIO #2: Complaint Call (Continued)

OMBUDSMAN:

You're angry because you think your husband's career is being hurt. Does he see it the same way?

CALLER:

Yes, he does.

OMBUDSMAN:

Has your husband talked to anyone in his chain of command about this?

CALLER:

No. He doesn't think it will do any good. But things can't go on like this. Isn't there something I can do?

OMBUDSMAN:

I know you're frustrated, but it's really your husband's responsibility to deal with the problem. It's not my job to interfere with his chain of command, and it's not your job either. He's the one who will have to do something about the situation.

CALLER:

So there's nothing I can do?

OMBUDSMAN:

I think your best bet may be to suggest to him that he talk to his chief about it first. He should stay within his chain of command to deal with the problem.

CALLER:

OK. Thanks.

OMBUDSMAN:

You're welcome. Please call me if you have any more questions. Good-bye.

SCENARIO #3: Recurring Call

Instructions for person playing the caller: The caller just wants to talk. She's upset and doesn't know what to do next.

OMBUDSMAN:

Hello?

CALLER:

Hi, Liz.

OMBUDSMAN:

Hi, Terry. What can I help you with?

CALLER:

Oh, it's Mark again. Honestly, Liz, I just don't know what to do. He almost never comes home anymore. He's out running around in bars all night. I still think he's fooling around. Remember I told you about that Tammy woman? I don't know what I'm going to do.

OMBUDSMAN:

You seem pretty upset. I'm sorry things are still bad between you. Terry, have you called that FSC counselor Heather or Chaplain Mills like I suggested?

CALLER:

No, I didn't think they'd understand.

OMBUDSMAN:

Look, I know you don't feel that they can help. But they're professionals—they've handled a lot of situations like yours. They will keep what you say confidential. Let me give you their names and phone numbers—do you have something to write with?

CALLER:

I'd feel funny calling them.

SCENARIO #3: Recurring Call (Continued)

OMBUDSMAN:

Would you like me to call Chaplain Mills and explain the situation? Then he could contact you.

CALLER:

No, I'd rather talk to you about it.

OMBUDSMAN:

But we've talked about this three times last week, and I don't think it's helped your situation.

CALLER:

Just your listening helps.

OMBUDSMAN:

The trouble is, Terry, I can't keep tying up the phone. I really try to limit my calls to five minutes each, so that other people can get through. Look, I need to hang up now. I really think calling the Heather at the FSC or Chaplain Mills would be a step in the right direction. Would you like their phone numbers?

CALLER:

Maybe later. Let me think about it. Bye, Liz.

SCENARIO #4: Service Demand

Instructions for person playing the caller: The caller is pleasant on the phone. She's requesting a service.

OMBUDSMAN:

Hello, this is Diane, ombudsman for the U.S.S. Always Sail.

CALLER:

Hi, I need a babysitter.

OMBUDSMAN:

Whom am I speaking with?

CALLER:

Donna Smith.

OMBUDSMAN:

Hi, Donna. Can I get your phone number for my records?

CALLER:

Uh-huh. It's 555-1414.

OMBUDSMAN:

You said you needed a babysitter?

CALLER:

Yeah. I need to go to my dentist appointment this afternoon, so I thought I'd call you to baby-sit for me.

OMBUDSMAN:

Donna, I'm sorry, but that's not part of my job. Ombudsmen aren't babysitters. But let me give you the number for the Child Development Center. Do you have something to write with?

SCENARIO #4: Service Demand (Continued)

CALLER:

Uh, wait a minute. Yes. Go ahead.

OMBUDSMAN:

Their number is 555-5405. If they can't help you, try Family Home Care Providers. Their number is 555-6987.

CALLER:

OK, thanks.

OMBUDSMAN:

Please call me if you have any more questions.

EXERCISE 9-1: PROCESSING A ROUTINE I&R CALL

One person should play the part of the caller, one should play the ombudsman, and one person should be an observer. The observer should watch the roleplay and fill out the checklist on the next page. The ombudsman and the caller are seated back to back. The observer signals the beginning of the roleplay by saying the word "ring" to simulate a phone ringing. At that point, the ombudsman "answers" the call, and the roleplay starts.

The person playing the ombudsman should feel free to make up information to give to the caller, if the ombudsman isn't sure what the right procedure would be. This exercise is about practicing the protocol steps, not giving out accurate information.

You have approximately 10 minutes to do the roleplay and discuss it. The instructor will tell you when it's time to move on to the next roleplay. In the next two roleplays, switch roles so that everyone gets to read the part of the ombudsman once.

If you wish, you can make up your own roleplays, based on your experiences of the kind of calls you receive as an ombudsman.

ROLEPLAY #1: Information Call

The caller is very upset. Here is the situation:

- She lives in an apartment off base, and the toilet is backed up. Water is going everywhere.
- The landlord says he can't fix it till tomorrow and won't pay for a plumber to fix it today.
- The caller's husband is deployed, and she doesn't have enough money to call a plumber and pay for it. What can she do?

OBSERVER CHECKLIST ROLEPLAY #1

Has the person playing the ombudsman used the five steps in the telephone protocol? Use the checklist below to evaluate the roleplay.

	✓ IF DONE	COMMENTS
Greeting		
▪ Used friendly tone		
Initial response		
Record-keeping		
▪ Got name, phone number		
Business of call		
▪ Targeted reason for call		
— used questions		
— paraphrased		
— used active listening		
▪ Took appropriate action		
— made referral		
— will find information		
— summarized information		
— made sure caller understood		
Closing		
▪ Offered future services		

ROLEPLAY #2: Complaint Call

The caller is very angry. Here is the situation:

- She called the other ombudsman to talk to her about getting some marital counseling.
- The other ombudsman told several other people in the command, and it got back to the caller's husband that she was considering counseling.

Note to the ombudsman:

- This is not the first bad incident you've heard about the other ombudsman. It is an ongoing problem. How do you handle the call?

OBSERVER CHECKLIST ROLEPLAY #2

Has the person playing the ombudsman used the five steps in the telephone protocol? Use the checklist below to evaluate the roleplay.

	✓ IF DONE	COMMENTS
Greeting		
▪ Used friendly tone		
Initial response		
Record-keeping		
▪ Got name, phone number		
Business of call		
▪ Targeted reason for call		
— used questions		
— paraphrased		
— used active listening		
▪ Took appropriate action		
— made referral		
— will find information		
— summarized information		
— made sure caller understood		
Closing		
▪ Offered future services		

ROLEPLAY #3: Information Call

The caller is making a routine request for information. He is not angry or upset. Here is the situation.

- His wife is on the ship, which is now deployed.
- The ship is due in Hong Kong in the next couple of weeks.
- He wants to know when it will arrive in Hong Kong, so that he can make plane reservations to fly there and surprise his wife.

OBSERVER CHECKLIST ROLEPLAY #3

Has the person playing the ombudsman used the five steps in the telephone protocol? Use the checklist below to evaluate the roleplay.

	✓ IF DONE	COMMENTS
Greeting		
▪ Used friendly tone		
Initial response		
Record-keeping		
▪ Got name, husband's name		
Business of call		
▪ Targeted reason for call		
— used questions		
— paraphrased		
— used active listening		
▪ Took appropriate action		
— made referral		
— will find information		
— summarized information		
— made sure caller understood		
Closing		
▪ Offered future services		

OTHER TYPES OF CALLS

CRISIS

EMERGENCY

SUICIDE

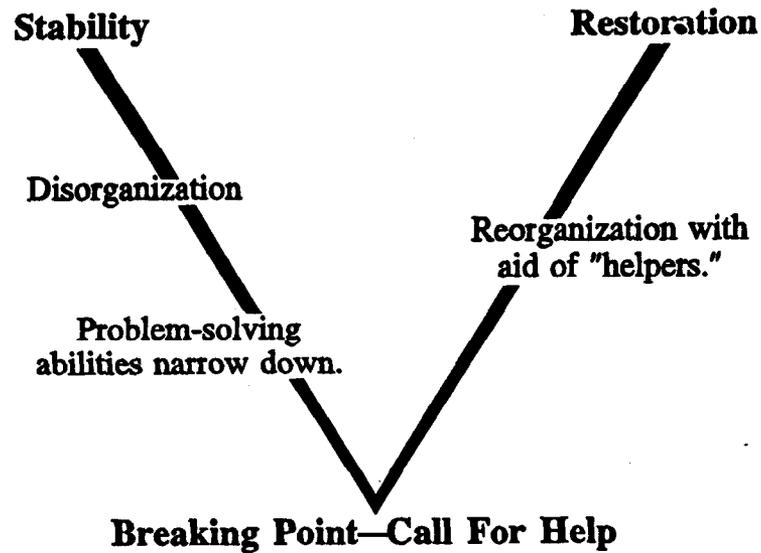
YOU ARE NOT A TRAINED COUNSELOR!!!



CRISIS CALLS

- Individual/family
- Command

CRISIS "V" DIAGRAM



THINGS TO REMEMBER

- You are not responsible for the crisis
- Crises are relative
- Calm people down before you address problem

EMERGENCY CALLS

- Life-and-death situations
- Resource file very important



GUIDELINES ON CRISIS/EMERGENCY CALLS

GOAL: To make the referral

- Use active listening skills
- Stay calm
- Deal with the caller
- Give equal attention to family members
- Ensure resource file is at hand, complete, and up to date
- Make referrals very specific
- Arrange followup
- Don't do too much
- Maintain confidentiality if possible

DEMONSTRATION 9-2: HANDLING CRISIS/EMERGENCY CALLS

OMBUDSMAN:

Hello?

CALLER:

I need my husband!

OMBUDSMAN:

This is Karen. I'm the ombudsman —

CALLER:

I need my husband to come home!

OMBUDSMAN:

OK, OK, I want to help you. But I need to know who you are.

CALLER:

It's—I'm Mary Evans. Oh, God! I don't know what to do!

OMBUDSMAN:

Mary, is your husband on the U.S.S. Seafarer?

CALLER:

Yes. You've got to get him back here!

OMBUDSMAN:

I can hear that you're desperate, but you've got to tell me what's wrong. What's happened?

CALLER:

I need Tom to come home.

OMBUDSMAN:

Mary, I understand that you want Tom to come home, but I need to know why. Why do you want Tom?

CALLER:

I just found out—I just found out—

OMBUDSMAN:

It's OK. Now, just slow down. Tell me what happened.

CALLER:

My dad and brother were in a car accident. They hit a trailer truck. They're dead. My dad and brother are both dead.

OMBUDSMAN:

Oh, Mary, that's terrible. I'm so sorry. Let me be sure I understand. You want to send a message to Tom on the ship, so he can come back?

CALLER:

For the funeral. I don't know what my mom is going to do.

OMBUDSMAN:

Mary, here's what we have to do to help get Tom home. In these emergencies, the CO has instructed me to contact my POC while the ship is deployed. I'll give them as much information as I can, but they're going to call you to discuss what's to be done. Do you understand?

CALLER:

Yes.

OMBUDSMAN:

Mary, what's your phone number?

CALLER:

It's 555-3536.

OMBUDSMAN:

Is anyone with you right now?

CALLER:

No. Well, the kids are upstairs asleep. I don't know how I'm going to tell them.

OMBUDSMAN:

That's going to be really hard. Would you like me to call someone to come over? Maybe a friend of yours? Or the chaplain?

CALLER:

Pat could come over.

OMBUDSMAN:

Pat who?

CALLER:

Pat Stephens.

OMBUDSMAN:

Oh, I know Pat. Would you like me to call her for you? I'll see if she can come over, and then I'll call you right back. Is it all right if I explain the situation to Pat?

CALLER:

Yes.

OMBUDSMAN:

OK, then I'll call Pat and my POC right now. Are you going to be all right until I call you back?

CALLER:

Yes, I think so.

OMBUDSMAN:

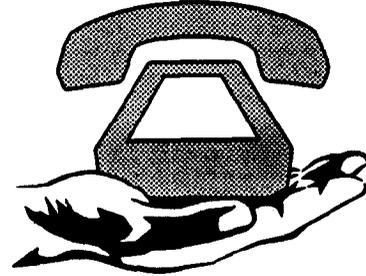
Don't worry, Mary. I'll get the process started. I'll call you back in about 10 minutes, OK?

CALLER:

OK, thank you.

SUMMARY OF MODULE 9

- Types of phone calls
- Protocol and guidelines for handling them



MODULE 10

**COMMAND EMERGENCIES AND NATURAL
DISASTERS**

MODULE 10

COMMAND EMERGENCIES AND NATURAL DISASTERS

Introduction

In this module, the ombudsman's role in command emergencies and natural disasters will be explained. Communications, additional duties, dealing with rumors, handling the media, and the role of the Casualty Assistance Calls Officer (CACO) will all be covered.

Key Points of Module 10

- The ombudsman's main role in a command emergency or natural disaster is to communicate information back and forth between the command families and the command.
- An updated command roster and complete resource file are essential.
- Rumor control may also be part of the ombudsman's role.
- Refer all requests made by the media to the Public Affairs Office.

MODULE 10 CONTENT

- Ombudsman's role in command emergencies and natural disasters
- Dealing with rumors and the media
- Role of CACO

LEARNING AID 10-1: NOTES ON AUDIOTAPE

Write down what each ombudsman mentions she did on the audiotape.

OMBUDSMAN #1

OMBUDSMAN #2

OMBUDSMAN #3

OMBUDSMAN #4

OMBUDSMAN #5

EXERCISE 10-1: USING THE MANUAL TO ANSWER QUESTIONS ABOUT COMMAND EMERGENCIES AND NATURAL DISASTERS

1. What is a command emergency? Give an example. (See the Ombudsman Manual, page 144.)

2. Why is having a current roster so important? (See the Ombudsman Manual, page 145.)

3. In addition to the FSC, what two resource organizations are considered essential in a command emergency? (See page 145 of the Ombudsman Manual.)

4. What kind of paperwork for families and service members should be kept up to date and accurate? (See page 145 of the Ombudsman Manual.)

5. What can you distribute to prepare families for natural disasters? (See page 147 of the Ombudsman Manual.)

6. Why and when should a phone tree be established? (See Section E, number 2, part A of the Instruction on page 13 of the Ombudsman Manual.)

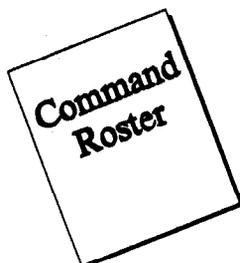
THE INFORMATION FLOW

YOU SHOULD KNOW:

- What you're supposed to do
- What resources are available
- What kind of information you should disperse
- How that information should go out

RESOURCES

- Up-to-date command roster
- Complete resource file



ADDITIONAL RESOURCES IN COMMAND EMERGENCIES

- Crisis Response Plan
- Family Service Center

ADDITIONAL RESOURCES IN NATURAL DISASTERS

- Base Disaster Preparedness Plan
- Disaster Preparedness Guides
- Base Disaster Preparedness Office
- American Red Cross
- City/County Civil Defense Agencies

GUIDELINES ON DISPERSING INFORMATION

- Don't offer more information than you've been given
- Use reminders in newsletter about paperwork

DISSEMINATING INFORMATION

- Coordinate with co-ombudsmen and POC
- Use a Careline and telephone tree
- Keep updated roster, pencils, and paper by phone
- Relay only official message
- Keep calls short

SUMMARY OF MODULE 10

- Ombudsman's role in command emergencies and natural disasters
- Dealing with rumors and the media
- Role of CACO

MODULE 11

THE OMBUDSMAN'S ROLE IN DEPLOYMENT

MODULE 11

THE OMBUDSMAN'S ROLE IN DEPLOYMENT

Introduction

In this module, the Cycle of Deployment will be explained. You will also learn about the ombudsman's duties during predeployment, deployment, and return and reunion.

Key Points of Module 11

- During deployment, the spouses left behind go through seven definable, recognizable, normal stages of adjustment. This is called the Cycle of Deployment.
- The ombudsman has duties during each stage of deployment, from predeployment planning to keeping communications open during deployment, to helping to plan return and reunion activities.

MODULE 11 CONTENT

- Cycle of deployment
- Predeployment
- Deployment
- Return and reunion

EXERCISE 11-1: IDENTIFYING OMBUDSMAN TASKS DURING DEPLOYMENT

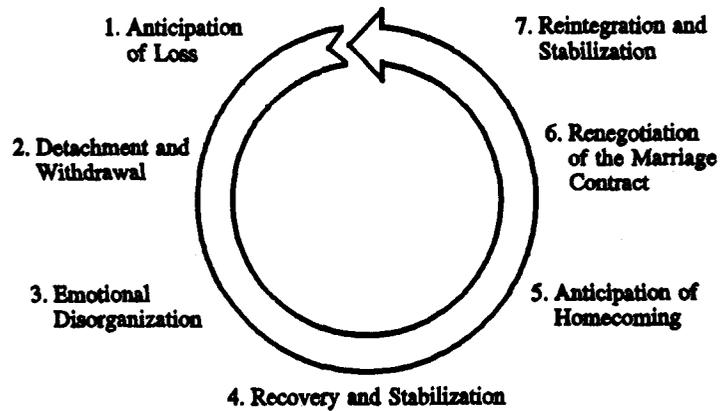
Work in table groups to answer the following question: What can the ombudsman do to help families before, during, and after deployment? Write down your ideas below and leave space to add other ideas generated from the discussion that will follow later in this training module.

BEFORE DEPLOYMENT, THE OMBUDSMAN CAN HELP FAMILIES BY:

DURING DEPLOYMENT, THE OMBUDSMAN CAN HELP FAMILIES BY:

AFTER DEPLOYMENT, THE OMBUDSMAN CAN HELP FAMILIES BY:

LEARNING AID 11-1: THE CYCLE OF DEPLOYMENT



BEFORE DEPLOYMENT

STAGE 1: ANTICIPATION OF LOSS (1 to 6 weeks before deployment)

- Moodiness/depression
- Bickering (emotional distance)
- Restlessness
- Irritability

STAGE 2: DETACHMENT AND WITHDRAWAL (last week before deployment)

- Lack of energy, fatigue
- Ambivalence about intimacy
- Emotional separation of couple

DURING DEPLOYMENT

STAGE 3: EMOTIONAL DISORGANIZATION (first 6 weeks of deployment)

- Initial relief, followed by guilt
- Aimlessness
- Feelings of isolation
- Restlessness
- Irritability

STAGE 4: RECOVERY AND STABILIZATION (time varies among individuals, occurs between Stages 3 and 5)

- "I'm OK!"
- Enjoyment of new freedom
- Acceptance of new responsibilities
- More maturity

STAGE 5: ANTICIPATION OF HOMECOMING (6 weeks before end of deployment)

- Joy and excitement
- Apprehension
- Reevaluation of the marriage—what changes? What comes next?

AFTER DEPLOYMENT

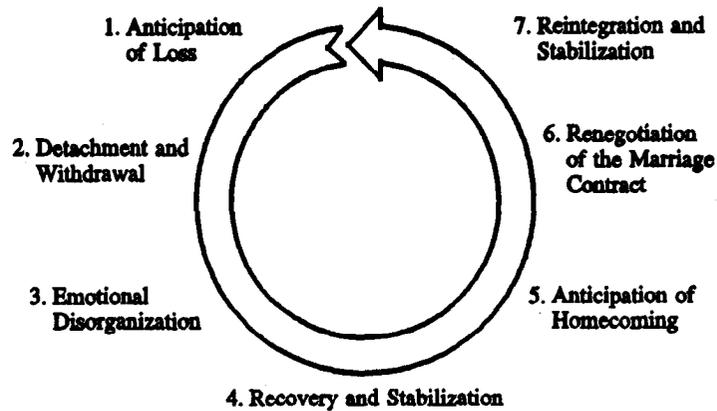
STAGE 6: RENEGOTIATION OF THE MARRIAGE CONTRACT (6 weeks after the end of deployment)

- Loss of freedom and independence
- Accommodation to changes
- Reestablishment of intimacy

STAGE 7: REINTEGRATION AND STABILIZATION (6 to 12 weeks after deployment)

- Acceptance of new routines
- Feelings of comfort

THE CYCLE OF DEPLOYMENT

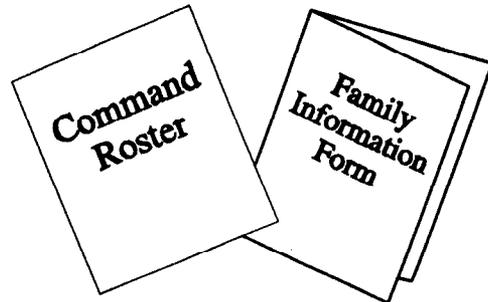


PREDEPLOYMENT PLANNING

- Knowing how to contact families
- Knowing resources (for families/ombudsmen)
- Encouraging families to prepare
- Planning how to communicate with command

KNOWING HOW TO CONTACT FAMILIES

- Accurate, updated roster is crucial
- Augment roster information with Family Information Forms



KNOWING RESOURCES

- Point of Contact (POC)
- Family Service Center (FSC)
- Other ombudsmen
- CO/XO/CMC spouses
- Immediate Superior in Chain of Command (ISIC)
- Complete resource file

HELPING FAMILIES PREPARE

- Use newsletter and encourage family participation in predeployment briefings
- Predeployment checklist
- Deployment handbook

LEARNING AID 11-2: DEPLOYMENT CHECKLIST FOR FAMILIES

BUDGETING TASKS

Include amounts in the budget of spouse at home for:

- Utility bills
- Rent or mortgage
- Monthly living expenses
- Monthly payments to creditors
- Savings
- Once-a-year expenses that may occur during deployment, such as insurance

Include amounts in the deploying member's budget for:

- Port visits
- Long-distance phone calls
- Gift/souvenir purchases

Include amounts for possible income changes, such as:

- Sea pay
- Family Separation Allowance (FSA)
- Rate changes while deployed
- Reenlistment while deployed

BANKING DECISIONS

- Sign up for direct deposit if you haven't already done so.
- Establish separate checking accounts to ease confusion over who is writing checks and when they are written.
- Set credit card limits for each spouse or decide who will be using credit cards during deployment.
- Make sure your checking and savings accounts are in the same bank so that funds can be easily transferred.

ALLOTMENTS

Life would be a lot easier for you and your family if you set up some allotments before you deploy. Consider the following:

- "D" (Dependent) allotment
- "B" (Bond) allotment
- "C" (Contribution) allotment
- "H" (Home) allotment
- "S" (Savings) allotment
- "I" (Insurance) allotment

VEHICLES

- Complete regular vehicle maintenance before deploying.

Spouses at home should know:

- If vehicle insurance, tags, and inspection stickers will expire during deployment, and how to renew.
- The name of a trusted mechanic/repair garage.
- Correct type of battery, tires, oil, etc., for the vehicle.

EMERGENCY PLANS

- Try to save at least one month's pay in a savings account to use in case of emergency.
- A family member other than your spouse should have your complete, official mailing address, Social Security number, and ombudsman's telephone number.
- Family should be aware of services available to them through Navy-Marine Corps Relief Society and Family Service Centers.
- Fill out NMCRS emergency form.
- Family should know how to use Red Cross in case of emergency.

LEGAL

- Check page 2 of your service record to make sure the correct information is listed.
- Make sure the correct beneficiary is listed on your SGLI paperwork.
- Visit the base legal office to have a will drawn up for you/your spouse.
- Decide whether or not you need a power of attorney. If so, visit base Legal to have this done.
- Some parents need to have a special medical power of attorney drafted for their child care provider. If you do, have this done.
- Both spouses should know location of important documents, such as wills, marriage and birth certificates, and insurance policies.
- Check expiration dates on family members' I.D. cards and arrange for obtaining new cards if necessary.
- Verify DEERS enrollment for family members by calling 1-800-538-9552.

COMMUNICATION

- Agree on how often you will write to each other and discuss what information you will share.
 - Plan in advance for frequency and length of telephone calls.
 - Plan for ways to keep the connection with relatives. Decide who will write and/or send gifts to parents.
 - Duplicate calendars marked with special events, birthdays, anniversaries, school and community activities. The calendars can also be used for the homecoming countdown.
 - Have photos taken of you and your spouse together and another of your spouse alone.
 - Recognize your feelings. Talk about them with your spouse.
 - Develop a list of items the deployer wants and needs in care packages, such as magazines, local news, grooming items, and favorite foods.
 - For special occasions, flowers can be ordered in advance. Make arrangements with a friend to deliver gifts for you.
 - Give your spouse a keepsake for the deployment.
 - Obtain a Deployment Guide from the command or your Family Service Center.
 - Both partners set short-term goals to accomplish during the deployment.
 - Number the letters throughout the deployment.
 - Spouse at home should keep current on the Navy community. Check with Family Service Center on what Navy publications would be useful.
 - Contact the ombudsmen to get a newsletter. Their names and numbers are:
-
-
-

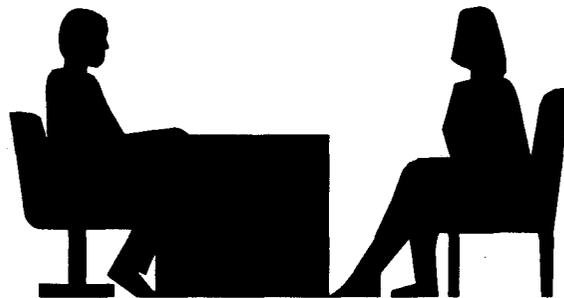
- The Careline number is _____
- Get involved in family support group activities.
- Participate in command video tapings.
- Send taped messages to each other.
- Be romantic . . . write love letters.

CHILDREN

- Prepare children for deployment by taking them to the command if possible.
 - Learn typical reactions children have when a parent deploys by talking with Family Service Center staff or other parents who have experienced deployment.
 - And finally, make plans for homecoming.
-

PLANNING TO COMMUNICATE

- Meet with CO to discuss
 - How you will communicate during deployment
 - Who POC will be during deployment/using appropriate chain of command



QUESTIONS FOR THE CO

- Where should messages be sent?
- How frequently?
- What do you want to hear about?
- What constitutes an emergency?
- How shall we communicate in an emergency?
- How would you like me to work with your spouse?

EXERCISE 11-2: COMMUNICATING WITH THE COMMAND DURING DEPLOYMENT

Answer the questions below, using your Ombudsman Manual. The answers can be found in the Ombudsman Manual, beginning on page 125.

1. When are videotaped messages often sent to service members? (See page 125.)

2. Can classified information be exchanged by mail or other communication method? (See page 126.)

3. Why should vital information not be sent by personal letter? (See page 126.)

4. What is a telegram generally used for? (See page 127.)

5. What communication method involves a network of volunteer amateur radio operators? (See page 127.)

6. Can an ombudsman make an IMARSAT call? (See page 127.)

7. When can the ombudsman use the contact telephone number? (See page 127.)

8. When are American Red Cross messages sent? (See page 128.)

9. Who makes the decision about whether to grant a service member emergency leave? (See page 128.)

10. When are Naval messages often used? (See page 128.)

11. What does the term "minimize" mean when referring to communications during deployment? (See page 128.)

RETURN AND REUNION TASKS

- Publicize R & R programs offered by command
- Act as sounding-board
- Assist in planning activities for homecoming

SUMMARY OF MODULE 11

- Cycle of deployment
- Predeployment
- Deployment
- Return and reunion

MODULE 12
PLANNING AND BUDGETING

MODULE 12

PLANNING AND BUDGETING

Introduction

In this module, you will be introduced to the idea of developing annual plans and budgets.

Key Points of Module 12

- Developing an annual plan is a simple process, and it's important because it helps you manage your time better.
- Developing a budget can also be a simple process. A budget helps you to plan what you expect to spend for the year, helps the command to plan for the funding, and gives you a standard against which to track your expenses.

MODULE 12 CONTENT

- Annual plan
- Budget



ONE MONTH OF AN ANNUAL PLAN (EXAMPLE)

DECEMBER					
	Write Newsletter			Approval Date	
	Newsletter Mailing				
				Ombudsman Assembly Meeting	

ANNUAL PLANS HELP YOU TO:

- Manage your time better
- Avoid double-booking
- Avoid overextending yourself
- Communicate with the command and command families
- Develop a budget
- Reinforce your professional image

DEVELOPING A BUDGET

- Helps you to plan expenses
- Helps your command plan funding
- Gives you a way to track expenses

TRACKING EXPENDITURES

- You know you have enough money for the year
- Helps you to develop next year's budget

SUMMARY OF MODULE 12

- Annual plans
- Budgets

MODULE 13
CONTINUOUS DEVELOPMENT

MODULE 13

CONTINUOUS DEVELOPMENT

Introduction

In this training module, you'll understand how the content of the training linked back to your original questions about the training. You'll learn more about training and development opportunities for ombudsmen, and you'll assess your skills and knowledge.

Key Points of Module 13

- There are three training categories for ombudsmen: basic, advanced, and ongoing.
- Part of your role as an effective ombudsman is to be responsible for your own ongoing development as an ombudsman.

MODULE 13 CONTENT

- **Review what you have learned**
- **Continuous development**
- **Self-assessment**
- **Course evaluation**

EXERCISE 13-1: REVIEW OF EXPECTATIONS

Work in table groups and discuss the questions posted on the chart paper. Write your answers below.

1. What questions did you have that were answered?

2. What other things did you gain from the course that you didn't expect to?

LEARNING AID 13-1: TOPICS FOR ADVANCED TRAINING

Crisis Response and Management

Dealing with the Media

Deployment

Family Advocacy Program (FAP)

Handling Difficult, Angry People

Information and Referral: Local Resources (yearly update)

Navy Core Values

Newsletters and Other Communications

Planning and Budgeting

Processing Family Complaints

Stress and Burnout

Suicide

Team Building and Networking

Telephone Effectiveness

The Ombudsman's Role in the Grief Process

RESOURCE BRIEFS

- American Red Cross and Navy-Marine Corps Relief Society: How They Can Assist Family Members
- Legal/Security Brief: When to Come to Legal for Help
- CHAMPUS: Making Civilian Sources of Medicine Work for You

LEARNING AID 13-2: SAMPLE TOPICS FOR ONGOING TRAINING

Addiction—Alcohol and Drugs

Anger

Blended Families (families composed of children from previous marriages)

Children and Separation

Family Advocacy Program (yearly update to ombudsman assemblies)

Intercultural Families

Latchkey Kids

Navy Information School

Navy-Marine Corps Relief Course

Ombudsman's Role in Support Groups and Spouse Organizations

Problems—Ownership and Assistance Techniques

Public Speaking

Relocation Assistance Program (RAP)

Running Meetings Effectively

Sexual Assault Victim Intervention (SAVI)/Rape

Spouse Employment Assistance Program (SEAP)

Transition Assistance Management Program (TAMP)

Time Management

EXERCISE 13-2: SELF-ASSESSMENT

Listed below are **ADVANCED TRAINING** topics for ombudsmen. You are required to obtain ombudsman training in each of these areas. To keep your information current, you may want to get advanced training in these areas even if you have already had ombudsman training on these topics, but it has been several years. Use the self-assessment below to identify those areas in which you require training or desire more training. Next to each area, place an (X) in the column that best describes your training needs.

OMBUDSMAN ADVANCED TRAINING AREAS	EXPERIENCE LEVEL		
	1 <i>I need to meet this requirement</i>	2 <i>Have met require- ment—but more training is required</i>	3 <i>Have met require- ment—and more train- ing is NOT required</i>
Crisis Response and Management			
Dealing with the Media			
Deployment			
Family Advocacy Program (FAP)			
Handling Difficult, Angry People			
Information and Referral: Local Resources (yearly update)			
Navy Core Values			
Newsletters and Other Communications			
Ombudsman's Role in Support Groups and Spouse Organizations			
Planning and Budgeting			
Processing Family Complaints			
Stress and Burnout			
Suicide			
Team Building and Networking			
Telephone Effectiveness			
The Ombudsman's Role in the Grief Process			

Listed below are ONGOING TRAINING topics for ombudsmen. Training in these areas is recommended, but not mandated. Consider your skills and your duties as an ombudsman, then use the self-assessment below to identify areas in which you believe training would enhance your performance as an ombudsman. Next to each area, place an (X) in the column that best describes your training needs.

OMBUDSMAN ONGOING TRAINING AREAS	EXPERIENCE LEVEL		
	1 Training in this area is a top priority	2 Training in this area is a moderate priority	3 Training in this area is not an immediate priority
Addiction—Alcohol and Drugs			
Anger			
Blended Families			
Children and Separation			
Family Advocacy Program (yearly update)			
Intercultural Families			
Latchkey Kids			
Navy Information School			
Navy-Marine Corps Relief Course			
Problems—Ownership and Assistance Techniques			
Public Speaking			
Relocation Assistance Program (RAP)			
Running Meetings Effectively			
Sexual Assault Victim Intervention (SAVI)/Rape			
Spouse Employment Assistance Program (SEAP)			
Transition Assistance Management Program (TAMP)			
Time Management			

EXERCISE 13-3: TRAINING PROGRAM EVALUATION

For each of the 12 areas covered by the training, indicate:

- How much you knew about the area BEFORE the training.
- How much you know NOW about the area.
- How valuable you think having the knowledge/skill in the area will be for you as an ombudsman.

Assign a rating of 0 to 9 for each of the three questions using the scale below.

0
Nothing/
no value

1 2 3
Little

4 5 6
Some

7 8 9
A lot

KNEW BEFORE	KNOW NOW	COURSE AREA	VALUE
		1. Understanding the roles and functions of an ombudsman.	
		2. Identifying the four requirements in the ombudsman's Code of Ethics.	
		3. Understanding the rules of confidentiality an ombudsman must follow.	
		4. Identifying how to establish effective working relationships within the chain of command.	
		5. Understanding the methods for obtaining, maintaining, and safeguarding a current and accurate roster.	
		6. Identifying the listening skills needed to be an effective ombudsman.	
		7. Understanding the different styles, formats, and content of newsletters.	
		8. Identifying different ways of finding resource information, organizing it, and updating it.	

0
Nothing/
no value

1 2 3
Little

4 5 6
Some

7 8 9
A lot

KNEW BEFORE	KNOW NOW	COURSE AREA	VALUE
		9. Applying the five steps of handling information and referral calls.	
		10. Understanding the role of the ombudsman during command emergencies and natural disasters.	
		11. Understanding the Cycle of Deployment and the ombudsman's duties during that cycle.	
		12. Identifying the basic steps involved in planning and budgeting.	

14. Overall, how satisfied were you with the training?

0
Totally
dissatisfied

1 2 3
Dissatisfied

4 5 6
Satisfied

7 8 9
Very satisfied

15. Please comment on anything else related to your overall satisfaction/dissatisfaction with the training.

Signature (Voluntary)