Ombudsman Coordinator
Desk Guide

2016

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The Fleet & Family Support Center

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OMBUDSMAN COORDINATOR DESK GUIDE
FOREWORD AND ACKNOWLEDGMENTS

Welcome to the 2016 edition of the *FFSP Ombudsman Coordinator Desk Guide*. The *Guide* is designed to support Fleet and Family Support Program (FFSP) Ombudsman Coordinators and Reserve Component Command (RCC) Warrior and Family Support Specialists. The *Desk Guide* is a tool for orientation, training, and reference. It may be used in conjunction with the Ombudsman Program training tools, DoN-specific instructions, site-specific procedures and ongoing supervision for the overall management of the Navy Ombudsman Program.

The *Desk Guide* provides up-to-date information and ideas to assist ombudsman coordinators with their responsibilities. It is divided into 12 chapters and four appendices. Each chapter covers a topic essential to understanding and implementing the ombudsman coordinator's responsibilities. The appendices contain sample forms, a glossary, resources and information on the Navy culture and lifestyle. Further information on many of the topics can be found in the *Ombudsman Basic Training Instructor Guide* and the *Navy Family Ombudsman Program Manual.*

The Desk Guide is available in both hard copy and as an electronic file. The electronic document contains hyperlinks and users can click to go to a specific section or to an Internet resource.

The following icons and shortcuts are included in the Desk Guide:

	Indicates a form associated with this section of the content can be found in Appendix A.
	"Note" provides additional information and/or resources
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ACKNOWLEDGEMENTS

This *Desk Guide,* in conjunction with the Ombudsman Program curriculum project, was developed by Commander, Navy Installations Command's (CNIC) Fleet and Family Readiness Division. Sincere appreciation extends to our steadfast practitioners throughout the Navy who give their best every day in direct service to our military commands and their families.

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CHAPTER 1 NAVY FAMILY OMBUDSMAN PROGRAM OVERVIEW

We have each been getting good advice from our own wives. Let's listen carefully to an official representative.
-Z-gram 24 (Wives Ombudsman), Sept. 14, 1970

KEY TERMS/ABBREVIATIONS

ADM Elmo Zumwalt: Chief of Naval Operations (CNO) who introduced the Ombudsman Program

AOR: Area of responsibility

CNIC: Commander, Navy Installations Command; establishes procedures for the implementation of the Ombudsman Program

CO: Commanding Officer

CONUS: Continental United States

DoD: Department of Defense

DoN: Department of the Navy

FFR: Fleet and Family Readiness

FFSC: Fleet and Family Support Center (fall under the FFSP)

FFSC Regions: Geographic division of FFSC program areas of responsibility

FFSP: Fleet and Family Support Program

Installation: Navy base or other activity/facility under the jurisdiction of a command/department

OCONUS: Outside continental United States

Ombudsman Coordinator: Plans, manages and implements the FFSC responsibilities for the Navy Family Ombudsman Program

OPNAV: Office of the Chief of Naval Operations

OPNAVINST 1750.1 series: The instruction that governs the Navy Family Ombudsman Program

QOL: Quality of Life

RPD: Region Program Director

SAPR: Sexual Assault Prevention and Response

SECNAV: Secretary of the Navy

Z-gram 24: Message that announced the implementation of the Ombudsman Program

"The Navy Family Ombudsman Program is a Navy-wide program established to improve mission readiness through improved family readiness. A strong command Ombudsman Program, both ashore and afloat, helps ensure that families have the information necessary to meet the challenges of a military lifestyle." (OPNAVINST 1750.1 series, *Navy Family Ombudsman Program*)

Ombudsmen are volunteers appointed by a commanding officer (CO) to serve as a crucial information link between command leadership and Navy families. They are trained to distribute information— including official Department of the Navy (DoN) and command information, command climate issues, local quality of life (QOL) opportunities and community information— up and down the chain of command.

The Fleet and Family Support Center (FFSC) provides services to support and enhance the effectiveness of the local command Ombudsman Program. Each FFSC supports the Ombudsman Program by assigning a staff member to be the ombudsman coordinator.

In addition to the ombudsman coordinators located at the FFSCs, the Navy Reserve Force has six region Reserve Component Command Warrior and Family Support Specialists who support ombudsmen serving all Navy Operational Support Centers (NOSCs) within their regions. These program specialists have duties similar to the FFSC Ombudsman Coordinators; however, the duties are expanded because many of the NOSC ombudsmen they support are geographically dispersed and not located near a Navy fleet concentration area that provides family support services.

NOTE: The information contained in this *Desk Guide* is designed to give ombudsman coordinators, who support ombudsmen serving active-duty and Reserve commands, the necessary background and information to effectively carry out their responsibilities.

1.1 BACKGROUND AND HISTORY OF THE OMBUDSMAN PROGRAM

NOTE:
The Z-gram message has been replaced by NAVADMINs — a Navy-specific administrative message generally released by a high-ranking officer— which can set new policy, revise old policy or announce new programs.

The Navy's philosophy of developing healthy, resilient families is epitomized through the Navy Family Ombudsman Program. The ombudsman concept originated in Sweden. The ombudsman was established by the king to give citizens an avenue to express their grievances to high-ranking government officials. Today, the concept is widely used in the fields of government, business and health care as a means to address the concerns of individuals.

On Sept. 14, 1970, Adm. Elmo R. Zumwalt Jr., Chief of Naval Operations (CNO), established the Navy Family Ombudsman Program when he issued Z-gram 24 (the 24th directive issued during his term as CNO). The unclassified Z-gram reads as follows:

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Z-gram # 24 (Wives Ombudsman), 14 September 1970

FROM: CNO {Z-24} TO: NAVOPUNCLAS /// N01301 ///141346Z SEP 70SUBJ.:
WIVES OMBUDSMAN

1. THE IMPORTANCE OF THE NAVY WIFE AS A MEMBER OF THE NAVY TEAM CANNOT
BE OVER EMPHASIZED. ALTHOUGH THE WELFARE OF WIVES HAS ALWAYS BEEN OF
GREAT CONCERN TO THE NAVY IT HAS BEEN NOTED THAT THESE DEDICATED WOMEN
HAVE NEVER HAD AN OFFICIAL REPRESENTATIVE TO EXPRESS THEIR VIEWS TO
COMMANDING OFFICERS AND BASE COMMANDERS.

2. TO REMEDY THIS SITUATION ALL SHORE BASED COMMANDERS SHALL ESTABLISH
PROCEDURES WHICH GIVE NAVY WIVES AN OPPORTUNITY TO PRESENT COMPLAINTS,
VIEWPOINTS, AND SUGGESTIONS TO COMMANDING OFFICERS. IN PARTICULAR, SUCH
PROCEDURES SHALL INCLUDE THE SELECTION OF A WIFE BY EACH LOCAL WIVES
ORGANIZATION WHO WILL HAVE DIRECT ACCESS TO THE COMMANDING OFFICER.
THIS NAVY WIVES OMBUDSMAN CONCEPT SHALL REFLECT AND BUILD UPON RELATED
ACTIVITIES IN EXISTING WIVES ORGANIZATIONS AND NAVY SERVICES AND
BENEFITS COUNCILS. WE HAVE EACH BEEN GETTING GOOD ADVICE FROM OUR OWN
WIVES. LET'S LISTEN CAREFULLY TO AN OFFICIAL REPRESENTATIVE.

E. R. ZUMWALT, JR., ADMIRAL, U.S. NAVY,

CHIEF OF NAVAL OPERATIONS.
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NOTE: See OPNAVINST 1750.1 series, Policy Waiver Request Procedures, for criteria for individuals other than spouses to serve as a command ombudsman.

As evidenced by this message, much has changed in the Ombudsman Program since its inception in 1970. All commands now have ombudsmen, not only sea-based commands, and the ombudsman may be the spouse of an active-duty or Reserve command member.

The primary focus of the Ombudsman Program is information and referral, while still providing an avenue for commands to hear about the welfare of their families. While the CO prioritizes and customizes specific ombudsman responsibilities to meet the needs of the command, core ombudsman responsibilities include:

★ Serving as a liaison between command families and the command.

★ Keeping the CO informed regarding the general morale, health and welfare of command families.

★ Communicating and distributing information to and from the command and command family members on a regular basis.

★ Providing information and resource referrals to assist command families with any concerns or issues.

★ Assisting commands and their families to be prepared to meet emergency situations.

1.2 OMBUDSMAN PROGRAM BENEFITS

The Navy Family Ombudsman Program has proved effective in improving family readiness and, therefore, improving mission readiness. Ombudsmen are instrumental in helping families resolve problems before they require extensive command attention. Ombudsmen services free up a significant commitment of command resources and man-hours. Consider that there are currently more than 2,000 ombudsmen volunteering their services with Navy commands. With many working 10 or more hours per week, this represents a huge cost savings to the Navy than if these were paid positions.

1.2.1 RELATIONSHIP OF THE OMBUDSMAN PROGRAM TO THE NAVY'S MISSION

The intent of the Navy Family Ombudsman Program is to improve mission readiness through improved family readiness. Ombudsmen support the command mission by providing communications, outreach, resource referral, information and advocacy to and for command families. These services benefit:

★ **Command mission.** Service members can focus on mission readiness and their responsibilities, knowing that their families have a reliable safety net. This leads to improved job performance and ultimately operational readiness.

★ **Military lifestyle/retention.** Reducing stressors and promoting resiliency can influence the service member's decision to stay in the Navy. The services of an ombudsman help ensure that families have the information necessary to meet the challenges of a military lifestyle.

★ **Quality of life.** The Ombudsman Program supports the Navy's philosophy of "taking care of its own." The ability to cope and problem-solve is key to quality of life. Giving service members and their families access to an ombudsman who can offer information and support is the right thing to do and exemplifies the Navy's core values and philosophy.

1.3 PROGRAM GUIDANCE AND POLICY

To effectively fulfill their responsibilities, ombudsman coordinators must understand the policy and guidance underlying the Ombudsman Program. Instructions and directives, as well as local and site-specific policy, provide guidance to the FFSP and to the Ombudsman Program. These policies are disseminated by the Department of Defense (DoD), the Secretary of the Navy (SECNAV) and the Office of the Chief of Naval Operations (OPNAV).

★ DoD directives (DoDD) establish or describe policies, programs and organizations; define missions; provide authority; and assign responsibilities.

★ DoD instructions (DoDI) implement the policy or prescribe the manner or a specific plan of action for carrying out the policy, operating a program or activity, and assigning responsibilities.

★ SECNAV instructions (SECNAVINST) implement Navy-specific policies and procedures in response to a DoDI.

★ OPNAV instructions (OPNAVINST) establish policies, procedures and requirements for all sea services.

Following is a list of the most important guidance pertaining to the Navy Family Ombudsman Program:

★ **DoDI 1342.22,** *Military Family Programs***, July 3, 2012.** Establishes policy, assigns responsibilities and establishes procedures for the provision of military family readiness services.

> **NOTE:**
> Ombudsman coordinators should ensure that they are using the most up-to-date instructions. Go to: http://doni.daps.dla.mil/allinstructions.aspx for Navy issuances and www.dtic.mil/whs/directives for DoD directives and issuances.

★ **SECNAVINST 1754.1B,** *Department of the Navy Family Support Programs***, Sept. 27, 2005.** Revises and updates Department of the Navy policy and assigns responsibility for establishing and operating Fleet and Family Support Programs (FFSPs). The OPNAVINST 1750.1 series cites SECNAVINST 1754.1B as the authority for ombudsmen to request services from FFSCs and stipulates specific responsibilities for FFSCs in support of the Ombudsman Program.

★ **OPNAVINST 1750.1 series,** *Navy Family Ombudsman Program.* Establishes Navy policy and assigns responsibility for the Navy Family Ombudsman Program.

★ **OPNAVINST 1754.1B,** *Fleet and Family Support Center (FFSC) Program***, Nov. 5, 2007.** Establishes Navy policy and assigns responsibilities for the administration and support of the Navy FFSC. It requires that FFSCs provide supportive services to command ombudsmen, including training and consultation.

Additional guidance includes FFSP Certification Standards (See *Chapter 12*), the *Ombudsman Program Manual* and the *Ombudsman Basic Training* and the *Electronic Ombudsman Basic Training (eOBT) Instructor Guides.* Ombudsman coordinators should familiarize themselves with the contents of these materials.

★ *Navy Family Ombudsman Program Manual* offers valuable guidance, information and resources for ombudsmen, command leadership and FFSC staff. Ombudsmen use this manual as a guide to their basic training.

★ *Ombudsman Basic Training (OBT) Instructor Guide (IG).* Provides information and tools, including handouts and PowerPoint slide decks, for certified ombudsman trainers to effectively facilitate face-to-face training for new command ombudsmen.

★ *Electronic Ombudsman Basic Training (eOBT) Instructor Guide (IG).* For those ombudsmen not located near an FFSC or unable to attend training due to work or family commitments, *eOBT* provides an online alternative. The training consists of a combination of live, instructor-led webinars and on-demand modules that can be taken by the ombudsman at a time that is convenient for them.

1.4 PROGRAM ORGANIZATION

To fully understand the Navy Family Ombudsman Program and the role of the ombudsman coordinator, it is important to be familiar with the FFSP structure and chain of command. Commander, Navy Installations Command (CNIC) headquarters is the overarching body that provides program management and direction to the FFSP.

> **NOTE:**
> Specific information on working with CNIC Ombudsman Program staff can be found in *Chapter 2*.

1.4.1 CNIC

CNIC is responsible for overall shore installation management responsibility and authority, resourcing and oversight of quality of life (QOL) programs for Sailors and their families. CNIC's mission is to "deliver effective and efficient readiness from the shore" and the vision is "be the sole provider of shore capability, to sustain the Fleet, enable the Fighter, and support the Family.

"Fleet" represents the operating forces of the Navy. CNIC ensures all installation requirements necessary to train and operate the fleets are maintained and ready regardless of tempo. "Fighter" represents the men and women in the operating forces. CNIC ensures the installation's ability to facilitate the manning, training and equipping of the Navy's fighting force. "Family" represents the men and women of the armed forces and their families. To ensure the fighting force is supported on all fronts, services provide the peace of mind to allow the Navy to operate effectively.

CNIC Headquarters staff provide management and direction to Family Readiness, Fleet Readiness, Housing Programs, Fleet and Family Readiness (FFR) Support Center and Navy Wounded Warrior-Safe Harbor. They are responsible for policy, funding (resources) and business processes, identifying and validating requirements, and developing budget guidance. They also strive to ensure consistency throughout the entire program and in every region.

CNIC maintains policy, establishes procedures and implements the Navy Family Ombudsman Program. CNIC ensures that the Ombudsman Program is adequately resourced at the management, region and local levels.

The FFSP component of CNIC has program managers and analysts, including those that support the Ombudsman Program. The positions that support the Ombudsman Program include:

- ★ Work and Family Life Program Manager
- ★ Family Readiness Lead, Work and Family Life Programs
- ★ Ombudsman Program Coordinator
- ★ Ombudsman Training Coordinator
- ★ Ombudsman Registry Administrator

Responsibilities include, but are not limited to, the following:

- ★ Policy guidance, including publishing and maintaining the *Navy Family Ombudsman Program Manual*.

★ Program development, including adequately resourcing the program, maintaining an Ombudsman Program website and executing a comprehensive marketing and outreach plan.

★ Training and education, including Ombudsman Basic Training (live and online), monthly Ombudsman Hot Topic webinars and Ombudsman On-Demand Orientation for those who are unable to complete required training within six weeks of their appointment.

★ Maintaining training schedules, reviewing and certifying personnel for eligibility for certified ombudsman trainers (COT) training and region train the trainers (RTT). Assistance is provided for COT/RTT transfers and decertification, if required by the region.

★ Establishing and maintaining the Ombudsman Registry, an automated data collection system to gather program statistics and workload data via the Ombudsman Monthly/Quarterly Worksheets as well as register command leadership and ombudsmen per the CO or CO's designee.

★ Establishing and maintaining the Ombudsman Program Advisory Group (OPAG), which serves to advise on policy, special projects and curriculum development as needed.

1.4.2 REGIONS

Currently there are five CONUS and six Outside Continental United States (OCONUS) regions with FFSP operations. CONUS regions are: CNRNDW (Washington DC Metro), CNRMA (Mid-Atlantic), CNRSE (Southeast), CNRSW (Southwest) and CNRNW (Northwest). OCONUS regions include CJRM (Guam/Marianas), CNRH (Hawaii), CNRJ (Japan), CNREURAFSWA (Europe, Africa, Southwest Asia), CNRK (Korea) and Singapore Area Coordinator.

NOTE: Navy Reserve Component Commands are divided into: Navy Region Mid-Atlantic RCC GLAKES – NRMA RCC GLAKES, Navy Region Mid-Atlantic RCC NORVA – NRMA RCC NORVA, Navy Region Northwest RCC – NRNW RCC, Navy Region Southeast RCC FW – NRSE RCC FW, Navy Region Southeast RCC JAX – NRSE RCC JAX and Navy Region Southwest RCC – NRSW RCC. (See *Chapter 3* for further information.)

CNIC allocates resources to regions. FFSP region program directors (RPDs) exercise primary responsibility over assigned FFSCs. They are responsible and accountable for the application of policy, funding (resources) and processes, and serve as a key resource to FFSC site managers. Headquarters-level FFSP program managers exercise their responsibilities through the RPDs. The RPDs ensure that the local Ombudsman Program meets certification standards and ensure the distribution of information and resources to the FFSC Ombudsman Coordinator.

1.4.3 INSTALLATIONS

The FFSC is aligned under the installation and is accountable to that installation's CO, with additional duty to the FFSP RPD. The RPD's responsibility is to work closely with the Region Business Office, the installation CO and the FFSC director/site manager to ensure they are kept up-to-date and aware of FFSC issues.

1.4.4 FFSP/FFSC

The FFSP operates from independent locales, commonly known as FFSCs. The director or site manager serves as the FFSC's representative to the installation CO. In this role, the site manager provides consultation and support to the installation CO. It is imperative that all staff (via supervisory chain of command) keep the site manager fully informed about programs and services so that accurate information can be communicated up the chain of command to the region Work and Family Life coordinator and the region director. This is particularly important for ombudsman coordinators, because the Ombudsman Program "belongs" to each CO and is a highly visible and integral part of the installation and Navy community.

> **NOTE:**
> FFSP refers to the entire program, and FFSC refers to a site or locale that delivers the programs and services.

> **FFSP MISSION**
>
> The Fleet and Family Support Program (FFSP) assists commands in achieving operational readiness, superior performance, member retention and a reasonable quality of life for military personnel and their families. Commands and the FFSP share the common goals of keeping individuals and families resilient and strong, facilitating personal and family self-sufficiency, and ensuring command and community well-being.

1.5 OMBUDSMAN PROGRAM AND THE FFSP

The Navy Family Ombudsman Program is an integral part of all FFSP programs and services.

1.5.1 FFSP FUNCTIONAL AREAS

The FFSP and its services were realigned in 2014 into three functional areas, each of which is critical to FFSP mission success:

1. **Core Family Readiness**. Core family readiness programs directly support operational requirements related to deployment and mobilization by preparing service and family members to better anticipate and understand the physical, emotional and interpersonal demands associated with deployment and the mobile military lifestyle. These programs facilitate career decision-making, job-seeking, personal financial management and a successful transition from military to civilian life. Core family readiness programs also provide counseling and advocacy programs, including awareness and prevention education. This group of services comprises the majority of programs and services delivered within the FFSP and are divided into two functional domains:

   Work and Family Life Programs:
   - Deployment and Mobilization Support

- Individual Deployment Support
- Repatriation of Noncombatant Evacuees
- Ombudsman Support
- Relocation Assistance
- Life Skills Education
- Transition Assistance
- Family Employment Readiness
- Personal Financial Management
- Exceptional Family Member Non-Medical Case Management
- Emergency Preparedness/Response, including Non-Medical Case Management

Counseling and Advocacy Programs

- Crisis Response/Psychological First Aid
- Non-Medical Counseling
- Family Advocacy Program
- FAP Victim Advocacy
- New Parent Support Home Visitation
- Deployed Resiliency Counselors

2. **Sexual Assault Prevention and Response (SAPR).** This program area provides sexual assault incident data collection, response coordination, case management, victim advocacy and awareness, and prevention education to active-duty and adult family members.

3. **Navy Gold Star Program.** Navy Gold Star Program provides long-term, nonmedical case management, education, information and referral, and other support to family members of military members who die on active duty.

1.5.2 OMBUDSMAN SUPPORT

FFSCs provide services to support and enhance the effectiveness of the local command Ombudsman Program as required by SECNAVINST 1754.1B and the OPNAVINST 1750.1 series. Support services include the following functions:

★ Coordinate and offer the standardized Ombudsman Basic Training (OBT) course. This includes advertising, providing classroom space and arranging for certified ombudsman trainers (COTs).

★ Report noncompletion of OBT to the sponsoring command.

★ Assist with arranging for speakers and trainers for advanced training.

★ Work in conjunction with the ombudsman assembly chairperson to determine topics and coordinate speakers for ombudsman assembly meetings.

1.5.3 OMBUDSMAN COORDINATOR

In accordance with FFSP Certification Standard N-MIL-MLSE 11: Ombudsmen Program Support and the OPNAVINST 1750.1 series, the FFSC supports the Ombudsman Program by assigning a staff member to the function of ombudsman coordinator. The ombudsman coordinator responsibilities may be full-time or assigned as collateral duty. Each FFSC should designate an alternate ombudsman coordinator to back up the primary ombudsman coordinator if absent or unable to serve.

> **NOTE:** See *Chapter 12* for information on certification standards.

The ombudsman coordinator plans, manages and implements the FFSC responsibilities for the Navy Family Ombudsman Program. The major duties and responsibilities of an ombudsman coordinator include, but are not limited to, the following:

> **NOTE:** Both the ombudsman coordinator and the alternate must be registered in the Ombudsman Registry.

★ Provide program guidance and policy clarification.

★ Coordinate training, including Ombudsman Basic Training, and assist with advanced training.

★ Advise and consult with local ombudsmen and commands, including providing support and resource consultation.

★ Serve as a resource to commands for ombudsman recognition and appreciation.

★ Maintain a current roster of ombudsmen, including Navy Reserve and Recruiting Command ombudsmen.

★ Serve as an adviser to the ombudsman assembly.

★ Assist families with referral to command ombudsmen.

★ Ensure that all commands in their area of responsibility (AOR) have registered in the Ombudsman Registry, provide assistance to commanders to register their ombudsman and maintain an up-to-date roster of all installation ombudsmen, including Navy Reserve and Recruiting District ombudsmen within their AOR.

CHAPTER 2 BUILDING RELATIONSHIPS AND COLLABORATING WITH KEY PARTNERS

"Alone we can do so little; together we can do so much."
– Helen Keller

KEY TERMS/ABBREVIATIONS

Chain of Command: Used to maintain high-quality communications within the military

CNO: Chief of Naval Operations – senior ranking officer in the U.S. Navy

CMC: Command Master Chief

COB: Chief of the Boat

CST: Command Support Team

COT: Certified Ombudsman Trainer

Deployment: Time a command is away from homeport or at sea

FAP: Family Advocacy Program

FRG: Family Readiness Group

FRP: Fleet Response Plan – maintain "presence with a purpose"

IA: Individual Augmentees

Ombudsman-at-Large: Individual appointed by CNO to advise the CNO and the MCPON

OPAG: Ombudsman Program Advisory Group

MCPON: Master Chief Petty Officer of the Navy – senior ranking enlisted Sailor

POC: Point of Contact

PII: Personally Identifiable Information

Privacy Act of 1974: Protects an individual's PII

ROAB: Region Ombudsman Advisory Board

WIIFM: "What's in it for me"

XO: Executive Officer

Ombudsman coordinators must be able to establish effective relationships and work collaboratively with individuals and organizations within the military and civilian communities. Effective relationships demonstrate the following attributes:

★ An atmosphere of respect and trust.

★ Clear communication.

★ Positive connections between and among the individuals.

★ Exchange of information and ideas.

★ Respect for privacy.

For the ombudsman coordinator there are additional aspects to establishing effective relationships. These include understanding the different roles of the ombudsman coordinator,

establishing rapport, respecting confidentiality and becoming culturally competent with a specific understanding of the Navy culture.

NOTE: This chapter focuses on effective collaboration and covers the nature of relationships with various partners. Specific ombudsman coordinator responsibilities related to these partners are covered in more detail in the following chapters of this *Desk Guide*.

2.1 BUILDING AND MAINTAINING PROFESSIONAL RELATIONSHIPS

An ombudsman coordinator must have the knowledge and specialized skills to build and maintain professional relationships. Effective professional relationships require an understanding of the ombudsman coordinator's specific role within different relationships. Understanding each role and each role's influence makes it easier to establish a good working relationship. The ombudsman coordinator's relationship roles include, but are not limited to, the following:

Consultant. As a consultant, the ombudsman coordinator provides professional advice or services and assists in identifying problems, determining factual information, recommending solutions and helping in the implementation of activities. Consultants make suggestions using their professional background, experience and knowledge.

Supervisor/manager. Supervisors and managers make decisions, plan and delegate. Ombudsman coordinators use their position and authority to ensure that tasks and projects are completed. When supervising other Fleet and Family Support Center (FFSC) staff, the ombudsman coordinator provides training, coaching and direct supervision.

Co-worker. Co-workers offer one another support and advice and work together on the attainment of shared objectives. An ombudsman coordinator may be a co-worker to FFSC staff as well as to ombudsmen, command leadership and certified ombudsman trainers (COTs).

Coordinator. The ombudsman coordinator is aptly named. Not only must ombudsman coordinators bring together the different elements/tasks of the position, they must also be capable of bringing together the different entities—ombudsmen, commands, trainers and staff.

Across all roles, ombudsman coordinators should keep in mind the fundamental principles of building and maintaining professional relationships:

★ Work with individuals, not just a command or an organization. Be friendly, responsive and nonthreatening. People are more supportive when they are treated as individuals.

★ Treat others with respect and trust. Be polite and patient but persistent.

★ Be prepared. Know the details. Specifically identify what must be accomplished and why.

★ Keep others informed. Provide people with the necessary information and get them involved from the beginning; they are more likely to become personally invested and want to succeed.

★ Look for win-win opportunities. Try to understand the other's perspective or situation and consider the "what's in it for me" (WIIFM) for those you serve.

★ Have positive expectations. Be encouraging.

★ Give full attention to others. Focus first on understanding other people's needs and priorities. Actively listen and use reflective listening skills, including clarifying statements and open-ended questions.

★ Thank everyone. Recognize and thank individuals and organizations.

2.2 CONFIDENTIALITY

Confidentiality is a responsibility governed by procedures and policies to protect an individual's sensitive personal information. To maintain the credibility of the FFSC and the Navy Family Ombudsman Program, information about individuals seeking FFSC services or services from their ombudsman must be treated with the highest degree of confidentiality.

Some of the internal controls that the FFSC and ombudsmen coordinators can implement to ensure an environment that fosters confidentiality include:

★ Handling all contacts, including phone calls, in a manner that ensures the protection of private information.

★ Conducting consultations in private spaces.

★ Safeguarding personally identifiable information (PII), including hard-copy and electronic files. For example, the command roster contains information that should be safeguarded.

★ Releasing confidential information in compliance with the Privacy Act of 1974.

An ombudsman may consult with the ombudsman coordinator about a confidential family or command situation. The ombudsman coordinator should:

★ Ensure that the ombudsman does not share PII about the individual/situation.

★ Support the ombudsman and help determine the appropriate course of action. Refer to other staff if needed—i.e., to the family advocacy representative (FAR) for domestic abuse or to the financial educator for budgeting.

★ Review issues with the ombudsman that must be disclosed. If the situation affects an individual's safety or well-being, the situation takes precedence over the individual's right to confidentiality. Appropriate disclosures include:

  ▪ All suspected or known child abuse/neglect.

  ▪ Alleged domestic abuse.

  ▪ Suspected or potential homicides, violence or life-endangering situations.

  ▪ All suspected or potential suicidal risks.

  ▪ Alleged sexual assault.

  ▪ Other issues identified by the CO as reportable.

2.2.1 PRIVACY ACT OF 1974

The Privacy Act of 1974 offers safeguards to individuals against the invasion of personal privacy, limits the government's collection, use and disclosure of personal information, and allows individuals access to any government records pertaining to them. The Privacy Act was updated in 1988 and again in 1995.

The Privacy Act allows for the disclosure of information without the consent of an individual if there is a compelling need to know by selected officers and employees of the DoD in the performance of their duties. Ombudsman coordinators should familiarize themselves with the Privacy Act and the circumstances in which there may be a need to know and the information that should be disclosed. Further information about confidentiality and the Privacy Act of 1974 can be found at https://www.navy.com/privacy.html.

NOTE: When collecting PII, information that uniquely identifies someone, be sure to use the *Privacy Act Cover Sheet*. A copy is in *Appendix A, Form 1*.

2.3 CULTURAL COMPETENCY

The National Center for Cultural Competence defines culture as an "integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious or social group."

To provide responsive and effective services, ombudsman coordinators must understand the culture in which they have chosen to work. They must demonstrate knowledge and respect for the unique environment and values of the military, as well as be able to sensitively treat those of different cultures and ethnicities. In other words, they must be culturally competent.

2.3.1 BECOMING CULTURALLY COMPETENT

Culturally competent individuals have the ability to effectively function within different cultural contexts. They understand and recognize the knowledge, beliefs and behaviors of different ethnic, racial, religious, geographic and social groups.

There are several ways to become culturally competent. These include increasing awareness, acquiring knowledge and developing and maintaining cross-cultural skills. Cultural competence requires that organizations and individuals have the ability to:

★ Value diversity and similarities among all peoples; acknowledge and accept that cultural differences exist and have an influence on interactions among people. Respecting the unique, culturally defined needs and behaviors of various population groups is crucial.

★ Understand and effectively respond to cultural differences; recognize culture as a significant force in shaping people's behaviors, beliefs and values.

★ Engage in cultural self-assessment at the individual and organizational levels; be aware of personal values, stereotypes and biases about one's own and others' ethnicity and social class.

- ★ Make adaptations to the delivery of services; recognize that each individual, regardless of their culture, has unique characteristics and strengths.

- ★ Institutionalize cultural knowledge; demonstrate an appreciation that diversity enriches the Fleet and Family Support Program's (FFSP) services and resources.

How does one develop these skills? Enhanced cultural competency skills can be achieved by:

- ★ Attending training that focuses on diversity and cultural practices.

- ★ Reading about the beliefs and practices of different cultures.

- ★ Talking with supervisors and co-workers to learn from their experiences.

- ★ Interacting and developing relationships with people of different cultural backgrounds.

- ★ Attending and participating in cultural events.

Cultural competence can be demonstrated by:

- ★ Eliciting and considering culturally and ethnically diverse perspectives. Culture and ethnicity may influence how one interacts with others and carries out responsibilities.

- ★ Establishing an atmosphere of trust and respect that encourages all participants to openly express their views.

- ★ Considering both male/female perspectives and differences in male/female communication. For example, some men want to address what is wrong by "fixing" it, by finding a practical solution. Some women, on the other hand, may just want to explore and express their feelings, be listened to and cared about—and may or may not be ready to quickly move on to practical problem-solving.

- ★ Bridging the generation gap. Remember that each generation has its own characteristics and preferences. The political, social and economic backgrounds of each generation affect their interactions and relationships.

2.3.2 ESSENTIALS OF MILITARY AND NAVY CULTURE

The Ombudsman Program focuses on the military lifestyle and its influence on service members and their families. The military is not only a job but a lifestyle that affects the entire family because work and family life are so closely intertwined. The lifestyle can be stressful due to frequent moves, deployments, long hours, potentially dangerous assignments and the loss of social support from friends and extended family due to geographical distance. These stressful situations are often the reason that families call their ombudsman.

It is critical not only to understand the Navy culture and lifestyle but to be able to assist ombudsmen and families in understanding the Navy culture. The essentials of Navy and military culture include:

- ★ **Language:** Become familiar with military language, abbreviations and acronyms. Give special attention to understanding everyday Navy terms.

- ★ **Uniforms and insignia:** Stars, stripes and bars signify rank and rate. Learn more about officer ranks and enlisted rates at www.navy.mil/navydata/ranks/rankrate.html.
- ★ **Installation landmarks, buildings, ships and aircraft:** Know your particular installation. What type of work occurs there? What is the mission? What are the specific types of ships, planes or equipment?

In addition to these visible signs of Navy culture, key characteristics of the Navy culture and environment include mission, chain of command, deployment and lifestyle.

Mission: The Navy and command mission are of ultimate importance. FFSP programs and services are designed to make a maximum contribution to mission readiness. It is incumbent upon ombudsman coordinators to understand the nature of their installation's and commands' missions. One must remember that mission takes precedence over any individual's situation or personal needs.

Chain of Command: The chain of command is the line of authority and responsibility along which orders are passed upward or downward from the most junior person in the command to the most senior person in the command. It is used to maintain efficient and effective communication. Each crew member in the chain of command has an essential position that is required to support the mission. An effective chain of command provides:

- ★ An orderly flow of information to and from the commanding officer (CO) to each and every service member.
- ★ An avenue for official authorization of various requests submitted, ensuring that each member in the chain is aware of the actions taken.
- ★ Individual command members with a direct supervisor and specific responsibilities.

An ombudsman coordinator works within several chains of command – Navy commands, Commander, Navy Installations Command (CNIC), FFSC and the ombudsman community. Within each, it is critical to understand how information flows up and down the chain:

- ★ Ranks/rates of command members. Where do they fall within the chain of command? Who reports to whom?
- ★ Position function. Who should be contacted for a specific reason or issue?
- ★ Ability to solve the problem. Does the situation warrant going up the chain of command to obtain appropriate information or answers?

NOTE: Ombudsman coordinators should be aware of an ombudsman's chain of command. This is a short chain between the CO and/or the ombudsman's point of contact (POC), as determined by the CO. The CO/POC will let the ombudsman know whether someone else within the chain of command should be engaged.

Deployment: Deployment is a way of life for Sailors and their families. The deployment cycle was at one time predictable — six months at home and six months away. However, after the Sept. 11 terrorist attacks and resulting world issues, deployments became unpredictable, with Sailors being deployed more frequently and for variable lengths of time. The stress increased on Sailors as well as on family members.

NOTE: Some Sailors on shore duty may deploy as individual augmentees (IAs) assigned to a deploying command, often on short notice. COs should ensure that the ombudsman is aware of any IA command families. Ombudsmen may contact the ombudsman coordinator to learn about FFSC support of IA families. Further information can be obtained from the FFSC individual deployment support specialist (IDSS) and in *Chapter 3*.

Navy Lifestyle: The Navy's rules and regulations have a substantial influence on a Sailor's work and lifestyle. Work and family life are closely intertwined. Families have little control over where they are located and how often they must move. Even where and with whom one socializes can be limited. To provide quality services and help ombudsmen to do so, the ombudsman coordinator must learn as much as possible about the environment, the individuals served and the rules that guide behavior and how it affects Sailors and their families.

NOTE: Many aspects of Navy culture and lifestyle may be challenging to understand for those who are unfamiliar with the military. See *Appendix D* for information on Navy culture and lifestyle including:

★ Emotional Cycle of Deployment
★ Navy Organization
★ Traditions and Customs
★ Navy Communities
★ Ranks and Insignia
★ Military Time

2.4 COLLABORATION WITH KEY PARTNERS

It is critical for the ombudsman coordinator to understand the role of key partners related to the Ombudsman Program. Each has a role in ensuring that the program supports installations, commands and Sailors to be mission ready.

The ombudsman coordinator must be knowledgeable about and collaborate with the following key partners:

★ CNIC
★ Region Ombudsman Coordinator
★ Region Ombudsman Advisory Board
★ Commands

★ Ombudsmen
★ Ombudsman Program Advisory Group
★ Ombudsman-at-Large
★ On- and off-base community service organizations and resources

2.4.1 CNIC

CNIC Headquarters Ombudsman Program staff provide guidance and support to the Ombudsman Program. For the ombudsman coordinator to work effectively with CNIC Headquarters staff, the following protocol should be followed:

★ Research any questions and determine whether information is available at the local or region level.

★ Use the local FFSC chain of command. Discuss issues/questions with a supervisor. Obtain the supervisor's consent before going up the chain to the region. Attempt to resolve all questions and issues at the region level before contacting CNIC. Supervisors should be kept informed of all communications with a region or CNIC.

★ Contact the appropriate CNIC staff member. The following chart clarifies the CNIC positions that support the Ombudsman Program and the specific responsibilities of each.

CNIC HEADQUARTERS OMBUDSMAN PROGRAM STAFF	
Positions	**Responsibilities**
Work and Family Life Program Manager	Oversees policy guidance, program development and quality assurance for the Navy's Work and Family Life Programs to ensure quality programming across work life programs
Family Readiness Section Lead/Supervisor	Provides policy and program development to the Navy's Family Readiness programs to ensure high-quality, flexible, support programs for military members and their families. Focus areas: Ombudsman; Volunteer Services; Family Employment; Deployment Support; Family Readiness Groups; Relocation Assistance; Life Skills and Family Emergency Response
Ombudsman Program and Family Readiness Group Coordinator	Provides policy and program development for the Navy's Family Readiness programs to ensure a full range of the Ombudsman Program and Family Readiness Group (FRG) programs, including command communications, information and referral, welfare of command families, eligibility and training requirements
Ombudsman Program Training Coordinator	Coordinates all Ombudsman Program training, including scheduling, COT and RTT application reviews, webinar facilitation and ombudsmen waiver requests
Ombudsman Registry Administrator	Administers Ombudsman Registry, oversees Registry maintenance, data collection (monthly/quarterly worksheets) and compliance with policy regarding Ombudsman Registry requirements

2.4.2 REGION OMBUDSMAN COORDINATOR

Many regions have a region ombudsman coordinator or a region Work and Family Life coordinator. This position serves as the primary point of contact for the ombudsman coordinators within that specific region and provides consultation and support as requested. Each region may differ in the exact duties assigned to the region position, but their responsibilities generally include the following:

★ Coordinate region COT training.

★ Document ombudsman training within the region.

★ Coordinate Region Ombudsman Advisory Board (ROAB) meetings. (See next section.)

★ Serve as a liaison between ombudsman coordinators and CNIC. This may include soliciting information from ombudsmen to respond to CNIC taskers.

★ Distribute information.

2.4.3 REGION OMBUDSMAN ADVISORY BOARD (ROAB)

Region commanders are required by the OPNAVINST 1750.1 series to establish a ROAB to review the region's Ombudsman Program. The ROAB meets semiannually.

The ROAB:

- ★ Supports and advises area assemblies.

- ★ Provides feedback via meeting minutes to the CNIC Ombudsman Program Coordinator on trends and issues concerning the program within their region.

- ★ Forwards meeting minutes and any actions items, recommended changes and observations that require higher-level review or action. These should be submitted to the CNIC Ombudsman Program Coordinator as action items.

NOTE: The ROAB is not a policymaking or supervisory body and does not interfere with the operation of individual command Ombudsman Programs.

Membership is established by the region commander and may include:

- ★ Active-duty and Reserve personnel.

- ★ Spouses of senior military members (officer and enlisted).

- ★ Chaplain.

- ★ Command master chief (CMC)/chief of the boat (COB).

- ★ Ombudsmen representing commands within the area of responsibility (AOR).

- ★ Assembly chairpersons.

- ★ FFSC Ombudsman Coordinators.

- ★ Action officer from the region commander.

- ★ Staff legal officer.

- ★ Any other interested and appropriately positioned person(s).

NOTE:
In many regions, the region ombudsman coordinator or region Work and Family Life coordinator assumes the responsibilities listed above.

In addition to being a member of the ROAB, the ombudsman coordinator may have further responsibilities by direction from the region and/or installation CO, which may include the following:

- ★ Assisting in identifying members. The ombudsman coordinator may be familiar with individuals who would be an asset to the ROAB.

- ★ Coordinating meeting schedules, including contacting and reminding members.

- ★ Drafting an agenda, including seeking input on agenda items in advance.

- ★ Arranging logistics, such as meeting space, sign-in sheets, agendas, etc.

- ★ Preparing and forwarding minutes to CNIC for inclusion at the next Ombudsman Program Advisory Group (OPAG) meeting.

2.4.4 COMMANDS

Establishing and maintaining a successful Ombudsman Program requires that the ombudsman coordinator create effective working relationships with command leadership, including the CO, executive officer (XO), CMC/COB and the chaplain, as well as with other members of the command support team (CST). The CST is designated by the CO and typically includes the CO, XO, CMC or COB, their respective spouses, the ombudsman and the chaplain (where assigned).

Command leadership is focused on mission readiness. Their support of the Ombudsman Program depends on understanding how ombudsmen can help their Sailors be mission ready. Facts and statistics that demonstrate how the Ombudsman Program enhances mission readiness should be highlighted to gain the support of command leadership.

To successfully build and maintain relationships with individual commands, the ombudsman coordinator should:

> **NOTE:**
> Further information on the ombudsman coordinator's responsibilities and role working with commands can be found in *Chapter 4*.

- ★ Meet regularly with command and base leadership to update them about changes to the Ombudsman Program.

- ★ Ensure that applicable Ombudsman Registry bulletins are forwarded to command and base leadership. (Bulletins are sent through the registry to all account holders if it pertains to changes in policy or program modifications.)

- ★ Brief new base leadership and COs on the benefits of the program.

- ★ Understand and respect each command member's responsibility and authority. For example, address command leadership by title rather than first name.

2.4.5 OMBUDSMEN

The ombudsman coordinator's role in relationship to individual ombudsmen is multifaceted. The ombudsman coordinator is required by the OPNAVINST 1750.1 series to:

- ★ **Provide ombudsmen logistical/administrative support.** This includes office space, supplies and assistance with newsletter preparation, if requested.

- ★ **Provide personal support for ombudsmen.** The ombudsman coordinator listens, proposes ideas and suggestions, provides reassurance and offers a safe outlet for ombudsmen to share any frustrations. The ombudsman coordinator is not a clinical counselor and should not be providing interpersonal, marital or family counseling to an ombudsman. If an ombudsman needs such support, the ombudsman coordinator should facilitate a referral to an FFSC or other appropriate resource.

> **NOTE:**
> See *Chapter 4* for detailed information about the ombudsman coordinator's support of ombudsmen.

- ★ **Serve as an adviser and consultant.** Ombudsmen may seek advice or consultation on situations that arise with an individual, a family or the command. The ombudsman coordinator may help clarify the issues and provide resources.

2.4.6 OMBUDSMAN PROGRAM ADVISORY GROUP (OPAG)

The Ombudsman Program Advisory Group (OPAG) is a working group of individuals, convened at the discretion of CNIC Family Readiness. The group may include an OPNAV (Chief of Naval Operations) N13 representative, CNIC force master chief, FFSP program managers, CNIC Ombudsman Program staff, a Navy Reserve Force Family Support program manager and a representative from the Command Leadership School. Ombudsmen-at-Large are encouraged to serve as OPAG members. The OPAG includes representatives of other activities as needed to advise on policy, special projects and curriculum development (based on input received from the ROAB).

The ombudsman coordinator does not have a direct role in the OPAG. However, each ombudsman coordinator has a responsibility to keep the chain of command informed about issues and concerns that may ultimately be discussed and decided by the OPAG.

2.4.7 OMBUDSMEN-AT-LARGE (OAL)

The Chief of Naval Operations (CNO) may appoint one or more Navywide Ombudsmen-at-Large. One Ombudsman-at-Large is the spouse of a senior enlisted command master chief (Master Chief Petty Officer of the Navy [MCPON], Fleet, Force or Region) and the other is the spouse of a senior flag officer. Ombudsmen-at-Large are responsible for advising the CNO and/or MCPON on matters affecting Sailors and their families. Specifically, Ombudsmen-at-Large assist the CNO in improving family readiness.

An Ombudsman-at-Large may request information or input from ombudsman coordinators. If information is requested, ombudsman coordinators should respond promptly and thoroughly after discussion and approval from their supervisory chain of command.

2.4.8 FAMILY READINESS GROUP (FRG)

A Family Readiness Group (FRG) is a private organization closely affiliated with the command. It is comprised of family members, Sailors and civilians associated with the command and its personnel. FRGs help plan, coordinate and conduct informational, morale-building and social activities to enhance command mission readiness and increase the resiliency and well-being of Sailors and their families.

Ombudsmen and FRGs serve to support command families:

★ Ombudsmen handle official business for command families, providing resources, referrals and official command information.

★ FRGs provide social and morale-building activities.

While their overall functions are different, there is some overlap in their day-to-day tasks. It is important that ombudsman coordinators understand the purpose and role of the FRG and how ombudsmen can work with the FRGs to best support command families. Ombudsmen may collaborate with the FRG in several ways:

★ Provide information, resources and referrals.

★ Provide members with official information from the command and other valuable resources.

★ Advertise meetings and events in the ombudsman newsletter, social media sites or other means of communication to ensure families are aware of FRG activities.

★ Along with the FRG, help families adjust to challenges and provide encouragement in times of a personal, command or local crisis.

2.4.9 MILITARY AND COMMUNITY RESOURCES

Numerous military and community organizations provide services that are beneficial to the Ombudsman Program. Establishing effective working relationships with these organizations can be mutually beneficial to the Ombudsman Program and to the individual organization. To work effectively with military and community resources, it is important for the Ombudsman Program to be visible. Both the ombudsman coordinator and ombudsmen should be known in the community.

To establish a presence in the military and civilian community, ombudsman coordinators can take the following steps:

★ Become knowledgeable about the resources and organizations that provide services and programs to Sailors and their families. Visit these resources and organizations to establish a personal connection and share information.

★ Assist individual organizations or resources in understanding how aspects of the Ombudsman Program may benefit them. Ask how the Ombudsman Program can be of help.

★ Assist ombudsmen in establishing a direct connection with often-used resources. Share information with ombudsmen in a timely manner. Invite specific organizations to present to ombudsmen or arrange for ombudsmen to visit the organization.

★ Analyze needs and determine community organizations that would benefit from being knowledgeable about the Ombudsman Program. Contact them to establish an effective working relationship.

★ Serve as a representative on boards and committees, both on and off the installation. The duties of the ombudsman assembly chairperson include serving on committees and boards, so the ombudsman coordinator should coordinate with the assembly chairperson to avoid any conflict or overlap.

NOTE: See *Appendix C* of this *Desk Guide* and *Chapter 6* in the *Ombudsman Program Manual* for further information on military and community organizations and resources. The ombudsman coordinator should supplement these with information on local resources.

CHAPTER 3 WORKING WITH NONTRADITIONAL DEPLOYERS AND COMMANDS

"We must never forget why we have, and why we need our military. Our armed forces exist solely to ensure our nation is safe, so that each and every one of us can sleep soundly at night, knowing we have 'guardians at the gate.' "
– Allen West

KEY TERMS/ABBREVIATIONS

CIAC: Command Individual Augmentee Coordinator; the link between the parent command and the IA Sailor and their family

ECRC: Expeditionary Combat Readiness Center; provides oversight to individuals who are deploying for nontraditional expeditionary missions

IA: Individual augmentee; deploy as individuals in support of another command

Key Volunteer: Similar to an ombudsman; serves Air Force and National Guard families

National Guard: Consists of state militias which may be called to federal service under the Department of the Army (or Air Force)

NFAAS: Navy Family Accountability and Assessment System

NOSC: Navy Operational Support Center; provides support to Reservists

Reservist: Service member who can be recalled to active duty

To meet the demands of the current world situation, the active-duty force has been supplemented with nontraditional deployers including Reservists and individual augmentees (IAs), who are Sailors with needed skills that are sent temporarily from their current command to assist another command. To meet the needs of these nontraditional deployers and commands, it is imperative that ombudsman services are provided to all commands, Sailors and their families wherever they are assigned.

To effectively help ombudsmen serve all commands and nontraditional deployers, the ombudsman coordinator must first identify all commands in the area of responsibility (AOR). In addition to active-duty Navy commands, Navy Reserve commands and remote commands, such as recruiting commands, may be located in an AOR. Information for all but Reserve commands is available to the ombudsman coordinator in the Ombudsman Registry. (See *Chapter 5*.) The ombudsman coordinator should include information from remote commands on their roster and should ensure that all commands receive ombudsman updates and information and are invited to participate in activities. The ombudsman coordinator should work with the Reserve Component Command Warrior and Family Support Specialist (RCC WFSS) to support Reserve ombudsmen.

The ombudsman coordinator must be knowledgeable about the Navy Reserve, IAs, sister services, the National Guard and their support programs and services as well as Navy ombudsman responsibilities related to these nontraditional deployers.

3.1 NAVY RESERVE

The Navy Reserve Force consists of the Ready Reserve, the Standby Reserve and the Retired Reserve. The Ready Reserve is composed of two groups:

1. **Selected Reserve (SELRES).** The Navy's primary source of immediate mobilization manpower, SELRES members are Reservists who are paid, either as weekend drillers or who serve as full-time support (FTS) on active-duty status in the training and administration of the Navy Reserve Force program.

2. **Individual Ready Reserve (IRR).** IRR consists of members of the Ready Reserve who are not in the Selected Reserve. Limitation of available pay billets, absence of drilling units within commuting distance, employment conflicts and other factors prevent some Reservists from participating in the Selected Reserve.

The Standby Reserve consists of Reservists who have transferred from the Ready Reserve after fulfilling certain requirements established by law. They are called to active duty only if there are not enough qualified members of the Ready Reserve to fulfill mobilization requirements.

The Retired Reserve consists of all Reserve officers and enlisted personnel who receive retired pay on the basis of their active-duty Reserve service, as well as all Reserve officers and enlisted personnel who are eligible for retired pay but have not yet reached age 60, have not elected discharge and are not members of the Ready or Standby Reserve.

The Navy Reserve has a presence in every state. Reserve Sailors and families are served through their Navy Operational Support Center (NOSC). NOSCs can assist families with resources in the local area and provide support to families with ID cards and Defense Enrollment Eligibility Reporting System (DEERS) enrollment. The Navy Reserve Force has six regional Reserve Component Command (RCC) Warrior and Family Support Specialists who support Reserve ombudsmen serving all NOSCs within their regions. These program specialists have duties similar to the FFSC Ombudsman Coordinators; however, the duties are expanded because many of the NOSC ombudsmen they represent are geographically dispersed and not located near a Navy fleet concentration area that provides family support services.

NOTE: The OPNAVINST 1750.1 series requires that, "at a minimum, an ombudsman is to be appointed for each NOSC. Additional ombudsmen may be assigned to Navy Reserve units within the NOSC. The NOSC ombudsman should serve as a central POC for general information; however, additional unit ombudsmen shall report only to their commander or commanding officer."

Ombudsman coordinators should contact the RCC WFSS assigned to the NOSC within their AOR. The ombudsman coordinator should work cooperatively with the RCC WFSS to:

★ **Obtain ombudsman contact information to ensure the Reserve ombudsmen receive pertinent ombudsman information.** Social media (See *Chapter 9.*) is an effective way to share information and communicate with all ombudsmen and families.

★ **Share information.** Many are not located near a Fleet and Family Support Center (FFSC) or other military support service. Help them identify information on national and local resources.

★ **Provide support and serve as a resource to the NOSC ombudsmen.** Reserve ombudsmen often work with families who are geographically separated from their Sailors and who have not bonded with the Navy community. This presents ombudsmen with additional challenges.

NOTE: The NOSC and unit ombudsmen may attend the ombudsman assembly and trainings. Reserve ombudsmen may attend Ombudsman Basic Training (OBT) at their nearest FFSC, at an OBT scheduled with the Commander Navy Reserve Forces Command at select NOSCs or attend Electronic Ombudsman Basic Training (eOBT) online (See *Chapter 7*).

For the families of Navy Reservists on active duty, the Reserve ombudsman should contact the gaining command's ombudsman to coordinate services and ensure the family receives services. If family members do not accompany their Sailor to the active-duty assignment location, ombudsmen from both commands should coordinate or share responsibility for those family members. (This also applies to IAs and other deployers whose family members do not accompany them to the area of the assignment.)

When Reserve members mobilize, the transition of ombudsman responsibilities between the Reserve ombudsman and the gaining active-duty component ombudsman is not standardized; however, it is critical that Sailors and their families receive needed services. This process can be facilitated by helping ombudsmen from Reserve and active-duty commands to establish good rapport and working relationships. Ombudsman coordinators can support these relationships by assisting with:

★ **Establishing contact.** Ensure that all ombudsmen have ombudsman contact information for all commands — whether active duty or Reserve.

★ **Providing opportunities to share information and ideas.** Reserve ombudsmen may be located throughout the United States, often far from an FFSC. To assist geographically dispersed families with information and referral, use technology such as webinars, websites and email as well as social media to facilitate information sharing.

★ **Assisting Reserve family members in identifying and contacting their ombudsman.** Family members may not know how to contact the command ombudsman or whether they should seek support from the Reserve ombudsman or from the active-duty command ombudsman.

NOTE: Reserve ombudsmen are listed in the Ombudsman Registry but are only able to be viewed by their Reserve Component Command Warrior and Family Support Specialist. Family members may locate their Navy Reserve ombudsman at https://ombudsmanregistry.cnic.navy.mil by using the "Contact Your Ombudsman" feature located on the login page of the Ombudsman Registry.

Reservists and their families may have difficulty coping with the challenges of the Navy lifestyle because they:

★ Lack familiarity with the lifestyle and the support programs.

★ Are geographically separated from other members of the Reserve command.

★ May be isolated from a military installation and its resources.

Resources for Reserve families include:

1. The Yellow Ribbon Reintegration Program, a DoD-wide effort to promote the well-being of National Guard and Reserve members, their families and communities by connecting them with resources throughout the deployment cycle. Event Plus at https://www. yellowribbonevents.org is the portal for all personnel to locate or register for a Yellow Ribbon event nationally. The Navy Reserve pre-deployment events, Deployment Readiness Training (DRT), and the reintegration events, Returning Warrior Workshops (RWWs), are executed by the RCC in each region.

2. Navy IA website at www.ia.navy.mil. This site contains information pertaining to all Reservists and IAs getting ready to deploy. Information, contacts and program schedules can be found here.

3. Naval Services FamilyLine publishes Guidelines for Navy Reserve Families, available at www.nsfamilyline.org.

3.2 INDIVIDUAL AUGMENTEES (IA)

IAs provide combat support and combat service support. They deploy as individuals rather than with their command and often for long periods (the average tour lasts 179 to 365 days). IAs usually augment an Army or Marine Corps unit, typically in support positions similar to their Navy responsibilities.

NOTE: The Expeditionary Combat Readiness Center (ECRC) provides oversight to individuals who are deploying for nontraditional expeditionary missions. Sailors may detach from their current command and be assigned to the ECRC, or they may remain a part of their current command and return to it when they complete their individual tour.

Ombudsman coordinators must be knowledgeable about the unique issues that affect IAs and their families as well as the services available to them. The following should be kept in mind by ombudsmen and ombudsman coordinators when working with IA Sailors and families:

★ Supplemental training is usually required for Sailors, resulting in additional time away from home.

★ Deployments are typically longer.

★ There is often an element of danger because most assignments are "boots on the ground."

★ Homecomings are low-key because the Sailor does not arrive with a ship/squadron.

★ There may be a shorter time period between notification of deployment and departure.

★ Communication may be limited.

The Navy has established specific deployment-related staff, programs and services for individual deployers and families to address their circumstances and concerns. These include:

★ **Command Individual Augmentee Coordinator.** Each command assigns a Command Individual Augmentee Coordinator (CIAC), who is the link between the parent command and the IA Sailor and their family. The CIAC provides support to the IA

Sailor and their family and acts as a mentor, advocate and professional source of information for the IA Sailor before, during and after an IA assignment. The CIAC does not replace the ombudsman but acts in liaison with the ombudsman in supporting the command's IA Sailors and their families. FFSC staff, including the ombudsman coordinator, should provide support to the CIAC.

> **NOTE:**
> For the Reserve, CIACs located at each NOSC track all monthly contacts in conjunction with the ombudsman at that NOSC.

★ **FFSC.** In support of IA spouses and family members, the FFSCs have developed programs directed at their specific needs, such as the *IA Family Handbook*, deployment readiness briefs, *Family Connection Newsletter* and Families of Warriors in Transition Homecoming Program. Go to www.ffsp.navy.mil for further information.

★ **Individual deployment support specialist (IDSS) section in the Navy Family Accountability and Assessment System (NFAAS)**. Allows FFSC personnel to contact IA families to offer support and resources at https://navyfamily.navy.mil. (For more information on NFAAS, see *Chapter 8*.)

3.3 SISTER SERVICES

One way to more effectively meet the challenges of working with nontraditional deployers is to develop working relationships with the Navy's sister services. Joining resources and sharing ideas will lead to more accessible and better-quality services for all military families. Ombudsman coordinators should become familiar with Marine Corps Community Services, Army Community Service and the Air Force's Airman and Family Readiness Centers and their programs equivalent to the Ombudsman Program.

In some locations, bases of different armed services branches are combined (joint basing). The primary concern for FFSC staff on a joint base is to ensure consistency in the services provided to service members and their families regardless of their branch of service. Effective program planning requires that ombudsman coordinators learn more about the branches they support and their programs similar to the Ombudsman Program and then coordinate services and training to best serve them.

3.4 NATIONAL GUARD

The National Guard Family Program supports and educates guardsmen and their families. In addition to a national office in Washington, D.C., there are staff members and volunteers in each of the 50 states and four territories. In each state, a state family program director and up to four wing family program coordinators support families. There are also family readiness groups/key volunteer groups, family readiness assistants and family assistance staff to provide services to all family members.

Partnering with National Guard programs and services is extremely helpful to Navy families not located near an FFSC. The National Guard Bureau's Joining Community Forces (JCF) program addresses the needs of geographically dispersed service members, veterans and their families (SMVFs). It has aligned with national-level stakeholders to provide seamless quality services and resources to the 50 states and four territories.

JCF incorporates existing efforts from the government, private and nonprofit sectors. These "lines of effort" are coordinated internally to address three main areas of the well-being of military individuals:

★ Education and employment support.

★ Physical, spiritual and behavioral health support.

★ Family readiness and other support.

More than 500 access points ensure ready and resilient service members and families. More information about the state programs can be found at:

★ https://www.jointservicessupport.org

★ https://www.jointservicessupport.org/communityforces

3.5 INTER-SERVICE FAMILY ASSISTANCE COMMITTEE (ISFAC)

The Inter-Service Family Assistance Committee (ISFAC) is a voluntary military cooperative partnership organized to provide multi-service networking for training and assistance to ensure total force family readiness at the state or regional level.

The ISFAC facilitates cooperation, communication, coordination and collaboration needed to establish strong family and community support networks that provide easy access to information, services and support.

Representatives include all military services, the Department of Veterans Affairs, major veteran service organizations, relevant government departments and agencies, civilian support organizations, community service organizations and organizations with a role in disaster response (i.e., police, fire, hospitals, etc.).

CHAPTER 4 OMBUDSMAN COORDINATOR RESPONSIBILITIES

"Action springs not from thought, but from a readiness for responsibility."
– Dietrich Bonhoeffer

KEY TERMS/ABBREVIATIONS

FOUO: For official use only

GMT: General Military Training

I&R: Information and referral

Ombudsman Appreciation Day: Sept. 14 is designated as the official date to recognize ombudsmen

PCO/PXO: Prospective commanding officer/prospective executive officer

POW: Prisoner of War

UIC: Unit identification code

VIP: Very important person

The ombudsman coordinator has numerous responsibilities intended to ensure the success of the Ombudsman Program on the local and region level. Specific responsibilities include:

★ Providing direct support to ombudsmen.

★ Providing information about Navy and community resources.

★ Maintaining an ombudsman roster and associated contact information.

★ Offering consultation and facilitation for ombudsman recognition.

★ Providing information and support to Sailors and their families.

★ Providing consultation, education and support to commands and command support teams.

★ Assisting with VIP visits.

Responsibilities covered in later chapters of this *Desk Guide* include:

★ Adhering to Ombudsman Registry responsibilities. (See *Chapter 5*.)

★ Advising the ombudsman assembly. (See *Chapter 6*.)

★ Coordinating training. (See *Chapter 7*.)

4.1 SUPPORT TO OMBUDSMEN

The ombudsman coordinator serves as an adviser and consultant to ombudsmen and provides support on numerous tasks. These tasks may include helping potential ombudsmen determine whether becoming an ombudsman is a good fit for them, acclimating ombudsmen to their roles and helping ombudsmen resolve conflicts.

The ombudsman coordinator may be asked to help individuals determine whether they would like to become ombudsmen. Some of the considerations that should be discussed with potential ombudsmen include the following:

★ **Time.** Do they have enough time? Many ombudsmen spend 15 to 20 hours a week on their ombudsman duties.

★ **Communication skills.** Are they comfortable talking with strangers? Are they a good listener? Do they like to help others solve problems?

★ **Balance.** Can they maintain balance among ombudsman responsibilities, work and family? Will being an ombudsman be appropriate for them and their family? Do they have other commitments to consider?

★ **Boundaries.** Can they set boundaries? Sometimes families expect ombudsmen to take care of them. Can they say no? Can they leave problems behind when they hang up the phone?

★ **Conflict of interest.** Do they have their own business, such as selling products from their home or at home-based parties? Ombudsmen cannot use the command roster to solicit customers. If they have business cards, the cards cannot mention that they are an ombudsman, and their ombudsman cards cannot include their business information.

★ **Confidentiality.** Can they keep personal information confidential? Can they keep a confidence? Are they comfortable with the mandatory reporting requirements?

4.1.1 UNDERSTANDING OMBUDSMAN ROLES AND RESPONSIBILITIES

The ombudsman coordinator may assist ombudsmen in understanding their roles and responsibilities, be available to answer questions and to support ombudsmen by taking the time to listen to their questions and concerns.

Although much is learned through training and experience, it is helpful for ombudsmen to have a clear understanding of the commanding officer's (CO's) expectations. By asking the command leadership questions about their role and responsibilities, an ombudsman gains a better understanding of the command's expectations. Some questions an ombudsman would want to ask of the command include:

1. What are the command ombudsman's primary duties? Is there a written job description?

2. Who is the primary point of contact (POC) for the ombudsman?

3. In addition to situations that require mandatory reporting, are there other situations that should be reported? How does the CO want reporting to take place?

4. What are the procedures to ensure accurate command roster updates?

5. What roles do the CO's spouse, the XO's spouse, and the CMC/COB's spouse have in the Ombudsman Program?

6. What is the command policy for communication with significant others of service members, such as boyfriends or girlfriends, fiancés/fiancées and parents of service members?

7. How will communication take place during deployment and/or mobilization?

8. What is the ombudsman's role in the command's disaster preparedness plan?

9. Under what circumstances is the phone or email tree activated?

10. How often does a newsletter go out? Is it a command newsletter or an ombudsman newsletter? Who reviews it for accuracy and compliance with Navy standards?

11. What are the expectations and procedures for the reimbursement of expenses?

The ombudsman coordinator may also help ombudsmen understand their role with the Fleet and Family Support Center (FFSC). The ombudsman coordinator should share information about the FFSC, local resources, the ombudsman assembly, advanced training and how the ombudsman coordinator can be of assistance. This may be done individually or for a group of ombudsmen. The ombudsman's command support team may also be invited to this meeting.

Ombudsmen may ask the ombudsman coordinator for clarification or reassurance in their roles with families, command, leadership spouses or other ombudsmen. When an ombudsman seeks support, the ombudsman coordinator should:

★ Identify the issue. Does the ombudsman need factual information to solve a problem, or support and reassurance?

★ If the ombudsman needs information or resources, provide the information. Determine whether the ombudsman needs general assistance with information and referral (I&R), such as finding and/or tracking appropriate resources. If so, recommend a class or training, which could be helpful.

★ Ombudsmen may need reassurance or support, particularly if they have been working with a difficult family or situation. Often, this is just a matter of reassuring the ombudsman that they have done everything possible to assist a family. Sometimes, it is more involved and the ombudsman could have handled the situation differently. The ombudsman coordinator should use this as a teachable moment and review alternatives and options while still providing reassurance and support. It is appropriate to recommend applicable classes, workshops or counseling.

Ombudsman coordinators may want to provide an opportunity for ombudsmen to share their experiences and concerns. An informal support group or an online chat format may be used. A chaplain, a counselor, an ombudsman coordinator or an experienced ombudsman could facilitate. The focus should be on the following:

★ Sharing experiences, ideas and resources.

★ Validating feelings.

★ Building a support network.

★ Recognizing and managing stress and burnout.

★ Celebrating their hard work and accomplishments.

NOTE: The ombudsman coordinator should encourage all ombudsmen to attend the ombudsman assembly to network with other ombudsmen and build a support system. Attendance at the assembly is a requirement for all ombudsmen under the OPNAVINST 1750.1 series.

4.1.2 CONFLICT RESOLUTION

At times, disagreements or issues may arise between an ombudsman and command leadership, or between or among individual ombudsmen, particularly with ombudsmen who work as co-ombudsmen for a command. The ombudsman coordinator may be asked, by the ombudsmen or by the command, to mediate these issues. For these reasons, the ombudsman coordinator should have basic conflict resolution and mediation skills. Working out an understanding or a solution that is acceptable to all parties involves the use of problem-solving and conflict-resolution skills.

The University of California at San Francisco Human Resources suggests the following steps to resolve conflict situations. The eight steps in this approach focus on conflict in a work setting, but they can easily be applied to other conflict situations.

1. **Acknowledge that a difficult situation exists.** Discuss what is happening and be open about the problem.

2. **Let individuals express their feelings.** Some feelings of anger and/or hurt usually accompany conflict situations. Before any kind of problem-solving can take place, these emotions should be expressed and acknowledged.

3. **Define the problem.** What is the stated problem? What is the negative effect on individuals or on the Ombudsman Program?

4. **Determine the underlying need.** The goal of conflict resolution is to reach a solution that everyone can live with. Looking first for needs, rather than solutions, generates win/win options. Ask people why they want the solutions they initially proposed and you will discover their needs.

5. **Find common areas of agreement, no matter how small:**
   - Agree on the problem.
   - Agree on the procedure to follow.
   - Agree on some small change to give an experience of success.

6. **Find solutions to satisfy needs:**
   - Problem-solve by generating multiple alternatives.
   - Determine which actions will be taken.
   - Make sure you get real agreement from everyone.

7. **Determine follow-up.** Will it be necessary to hold another meeting?

8. **Determine what to do if the conflict goes unresolved.** What other parties or resources are needed?

NOTE: The *Chapter 6* section on the PACT model in the *Ombudsman Program Manual* provides information related to the steps above; specifically, determining needs and finding ways to meet those needs.

4.2 INFORMATION AND REFERRAL

The OPNAVINST 1750.1 series states that the ombudsman coordinator must provide information about Navy and community resources. The ombudsman coordinator therefore functions as an I&R resource for ombudsmen.

Although ombudsmen are trained in I&R, the ombudsman coordinator has the ability to distribute updated and accurate information to all local ombudsmen. The ombudsman coordinator should:

★ Work with other FFSC staff to stay current on military and community resources.

★ Have ombudsmen share any new or updated resource information they obtain.

★ Register for email, newsletters or other materials from community organizations frequently used by ombudsmen.

★ Check regularly with Military OneSource and other national organizations for updated information.

★ Visit agencies and establish a personal relationship with agencies referred to frequently.

Ombudsmen need more than just basic information pertaining to a resource. When circulating information, the ombudsman coordinator should include the following:

★ Name and contact information: address, phone, email and website.

★ Summary of services offered.

★ Cost of services. (Ombudsmen should limit referrals to services without a cost. If the only appropriate services incur a cost, the ombudsman should share that information with the caller.)

★ Professional qualifications of staff, including licensure or certification.

★ Availability of appointments/waiting lists.

★ Experience working with military personnel and their families.

In addition to I&R resources, the ombudsman coordinator should keep ombudsmen updated on FFSC programs and services, ombudsman events and military and community events of interest. This can be done via email, announcements at trainings and at the ombudsman assembly. It is recommended that the ombudsman coordinator maintain an ombudsman email list to distribute information on FFSC and military programs/services/events that would be of interest. Many ombudsman coordinators send out a weekly email with pertinent information for local ombudsmen.

4.3 OMBUDSMAN ROSTER

The ombudsman coordinator is responsible for maintaining a current roster of ombudsmen, including recruiting command ombudsmen in their area of responsibility (AOR). The listing includes the ombudsman's name, command, phone number and email address. Rosters should also include the command unit identification code (UIC). The UIC is the key to locating the command in the Ombudsman Registry when making or changing assignments.

The "Reports" section of the registry allows coordinators to download a roster that can be used as a master roster for tracking commands and ombudsman assignments. The list includes all recruiting commands assigned to the AOR. The base command master chief (CMC) should be able to provide an accurate listing of tenant commands that fall under the installation's AOR. Ombudsman roster names can then be matched to this list and compared with the listing pulled from the Ombudsman Registry "Reports" section to help ensure accuracy.

> **NOTE:** Reserve ombudsmen are listed in the Ombudsman Registry and are only able to be viewed by their RCC WFSS. They receive the same information as the active-duty ombudsmen, but their accounts are maintained by the RCC WFSS. FFSC Ombudsman Coordinators will provide support to the Reserve ombudsmen, if needed, because they are widely dispersed and not normally located on a Navy installation.

It is important that ombudsman coordinators maintain updated rosters. This information is vital, not only for referral purposes but particularly in the case of an emergency or disaster. Keeping information up-to-date can be challenging due to the large number of ombudsmen, turnover and changes in ombudsman contact information. Data on individual ombudsmen may be collected through:

> **NOTE:** If a command does not have an ombudsman, the ombudsman coordinator should contact the command to determine whether records are incomplete or whether an ombudsman needs to be appointed.

★ Ombudsman Registry. (See *Chapter 5.*)

★ Command contact, including appointment letters.

★ Registration lists for ombudsman trainings.

★ Attendance sheets at ombudsman assembly meetings.

There is no set schedule for updating the roster. It is recommended that it be done at least quarterly. However, monthly updates may be needed to ensure accuracy. A good time for ombudsman coordinators to update the roster is after the assembly meeting, because ombudsmen in attendance can submit updated or new information.

When determining who should have access to the roster, the ombudsman coordinator must remember that the roster includes personally identifiable information (PII) and is treated as confidential material. Determine who has a need to know the ombudsmen's names and contact information. The following individuals may have a need for the official roster:

> **NOTE:** Ombudsman coordinators should keep a backup copy of the roster in a secure location in case of disaster or emergency.

★ Specific FFSC staff.

★ Installation CO or CMC/COB.

★ Assembly chairperson.

Because the roster contains PII, all copies should be marked "Confidential — For Official Use Only (FOUO)." If the roster is distributed via email, "FOUO" should also be in the email subject line.

4.4 OMBUDSMAN CONTACT INFORMATION

In addition to the roster information, it is important for the FFSC and the ombudsman coordinator to have the ombudsman's personal contact information, which would be used in an emergency. A database that can be cross-referenced by the ombudsman's name and command should be kept electronically (with a backup). The database should include the following:

★ Home phone number.

★ Cellphone numbers.

★ Home mailing address.

★ Personal email address.

★ Emergency contact information.

The ombudsman coordinator should also maintain the following information for each ombudsman:

★ Letter of appointment.

★ A copy of the OBT or eOBT certificate of completion.

★ Command contact information, including name, email, phone and command UIC (for Ombudsman Registry use).

4.5 OMBUDSMAN RECOGNITION AND APPRECIATION

The OPNAVINST 1750.1 series outlines the requirements for ombudsman appreciation and recognition. Each command is required to establish a program to recognize the volunteer contributions of their ombudsman. The general guidelines for the command include:

★ Personally support the program, especially with their time.

★ Value the ombudsman's opinion and advice.

★ Let ombudsmen know they have done a good job, in writing or in person, and look for opportunities to provide official recognition at command functions and in publications.

★ Celebrate Ombudsman Appreciation Day in an appropriate and timely way.

★ Present a personally written letter of commendation or certificate of appreciation at the end of service.

★ Issue an official name tag with command emblem attached and inscribed with the ombudsman's title and name.

★ Purchase an ombudsman pin through the Navy Uniform Service of the Navy Exchange and present it to the ombudsman. While it is usually worn separately from the name tag, it can also be attached to it.

★ Include the ombudsman's name and contact information in the plan of the day and/or week.

NOTE: Ombudsman Appreciation Day is Sept. 14 (or the Friday preceding the 14th if it falls on a weekend). While the 14th is Appreciation Day, commands are authorized to celebrate the event at any appropriate time during the month of September or as soon as possible thereafter.

There are many ways to recognize ombudsmen, including an individual command event, a token of appreciation or a base-sponsored event for all area ombudsmen. First and foremost, the command must remember that an ombudsman is a volunteer. Volunteer recognition is not only an event but an ongoing interaction. When volunteers are asked why they volunteer, none say, "to receive recognition," yet the lack of recognition or appreciation is often one of the reasons volunteers give for leaving an organization. According to *Webster's Dictionary,* recognition is simply "special notice or attention."

The ombudsman coordinator can assist by educating commands on the following aspects of volunteer recognition:

★ Ombudsmen volunteer for a variety of reasons, but they stay involved because they are appreciated and respected, have meaningful experiences and believe that they are kept informed.

★ Every individual is unique and will respond to different types of recognition. Try to personalize recognition.

★ Open communication is essential. The command must clearly communicate their needs and expectations to the ombudsman and ensure the ombudsman is kept up-to-date.

★ Kindness and thoughtfulness are free and easy ways to recognize ombudsmen. Informal recognition is just as important as formal recognition. Public recognition does not substitute for private, everyday expressions of thanks and respect. What happens every day has much more influence than what happens at a recognition function.

The ombudsman coordinator may also suggest tokens of appreciation the command may want to consider for their ombudsman. Appropriate tokens include:

★ Plaque inscribed with name, date and message of appreciation.

★ Photograph of the command with signatures and personal notes of thanks.

★ Command items, such as a hat, keychain or T-shirt.

★ Flowers.

★ Recognition lunch or dinner at the command, club or restaurant.

NOTE: The CO may use non-appropriated funds, if available, for individual ombudsman appreciation dinners and ombudsman plaques and awards. The limit is $50 per ombudsman per year, not to exceed $500 (multiple ombudsmen) per Morale, Welfare and Recreation fund per year. Cash awards are not authorized. (Further information can be found in the OPNAVINST 1750.1 series and OPNAVINST 5380.1C, *Acceptance and Use of Voluntary Services in the Navy.*)

4.5.1 AREA-WIDE RECOGNITION

Although not required, most installations hold an area-wide ombudsman recognition event. While expressions of personal appreciation are essential, public recognition reinforces the command's presence and support of their ombudsmen. A public recognition visibly reinforces the importance of the program.

The ombudsman coordinator should work with the assembly chairperson and base leadership to coordinate any base-sponsored recognition event, or assist the chairperson and commands to coordinate an area-wide ombudsman event. The ombudsman coordinator may help by:

★ Providing examples of possible types of appreciation events, such as a luncheon, dinner or dessert event.

★ Suggesting programs and themes.

★ Helping to identify guest speakers or presenters.

★ Assisting with securing the venue, food, setup, etc.

★ Promoting the event via FFSC publications and website, and through plan of the day/plan of the week messages.

★ Offering suggestions and/or helping write a program or script.

★ Creating certificates and/or securing token gifts.

An ombudsman coordinator may not be a party or event planner, but providing consultation and support for an ombudsman recognition event requires event-planning skills. Knowing how to plan and track the details is critical to the success of an event. Further information on facilitating meetings can be found in *Chapter 9* and on planning events in *Chapter 12*.

4.5.2 MRS. SYBIL STOCKDALE OMBUDSMAN OF THE YEAR AWARD

Since 2015, the Navy has presented the Mrs. Sybil Stockdale Ombudsman of the Year Award to four outstanding ombudsmen. The Office of the Chief of Naval Operations (CNO) established this award to honor the service of Navy family ombudsmen. Award winners maintain the highest standards of professionalism and serve as positive role models for command members and their families.

> Further information, including the nomination process, can be found in NAVADMIN 085/16, *Mrs. Sybil Stockdale Ombudsman of the Year Award.*

The award is named for Mrs. Sybil Stockdale, the wife of Vice Adm. James Stockdale. During the Vietnam War, Mrs. Stockdale created the National League of Families of American Prisoners in Southeast Asia to provide support for families of other prisoners of war (POWs) during her husband's seven-year internment in Southeast Asia.

4.6 SUPPORT TO FAMILIES

The ombudsman coordinator is a point of contact for Sailors and their families for ombudsman information and concerns. The following are ways in which the ombudsman coordinator supports Navy families:

★ Provides information to new arrivals. A new arrival to the community/command may not know how to contact their ombudsman. The ombudsman coordinator should provide the family with the ombudsman's contact information, as well as offering additional information about the FFSC.

- ★ Individuals who have a complaint or concern about their ombudsman may contact the ombudsman coordinator. The ombudsman coordinator must be nonjudgmental and impartial while taking the following steps:
  - ▪ Listen and document. Clarify to ensure understanding of the problem.
  - ▪ Determine what the individual wants to have happen. Are they asking for the command to be informed, the ombudsman to be dismissed or a meeting to resolve the issue?
  - ▪ Offer to be a resource if further resolution is needed.
  - ▪ Share the information with the command. The command should be made aware even if the problem has been resolved and no further action is needed.

4.7 SUPPORT TO COMMAND LEADERSHIP

The ombudsman coordinator provides support to command leadership on all aspects of the Ombudsman Program, including program guidance and policy clarification. Often, support to commands occurs via training at formal classes, briefings or informal meetings. Speaking at trainings, including those for prospective commanding officers and prospective executive officers (PCOs/PXOs), general military trainings (GMTs) and briefing individual commands are all ways to reach command leadership.

> **NOTE:** Information on conducting a briefing can be found in *Section 9.6*.
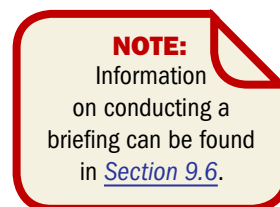
Ombudsman coordinators may be asked to provide command leadership training on the following topics:

- ★ The benefits and requirements of the program, including recordkeeping. Briefs should be provided throughout the year to meet the needs of incoming leadership.
- ★ Interviewing and evaluating potential ombudsmen.
- ★ Trends and issues at the local level so that leadership can proactively address issues.

> **NOTE:** The *Ombudsman Program Manual* contains extensive information for command leadership. The ombudsman coordinator should ensure that command leadership has a copy of the manual and is familiar with the contents. In addition, the manual provides the ombudsman coordinator with the basic information needed to train command leadership.

Commands may also ask the ombudsman coordinator for individual consultations. These may be for information and suggestions about recruitment, recognition and other routine Ombudsman Program requirements. Whenever possible, the ombudsman coordinator should offer to meet with individual commands as well as recommend any upcoming trainings or briefings on applicable topics.

When issues or challenges arise related to a specific ombudsman, the command may contact the ombudsman coordinator for assistance. The ombudsman coordinator should assist the command with the following:

- ★ Clarify the Ombudsman Program instruction and whether/how it applies to this particular situation. Did the ombudsman act outside of guidance?

★ Discuss available options. Would the ombudsman benefit from further training?

★ Offer to facilitate a meeting to discuss and resolve the situation. (See *Section 4.1.2.*)

NOTE: If a situation/issue becomes known to the ombudsman coordinator, the respective command should be notified. These include problems such as incomplete training, breach of confidentiality, unprofessional conduct or issues with other ombudsmen. The ombudsman coordinator should give the command a factual account of the situation and, if appropriate, offer to assist in resolving the situation.

4.7.1 LEADERSHIP SPOUSES

Senior leadership spouses are invited to be part of the command support team and assist in providing support to command families. Each commanding officer clearly defines spouse roles at the command. The spouses' degree of involvement varies from individual to individual. Many leadership spouses have demanding careers and other obligations that limit their participation with the command and the Ombudsman Program. Ombudsman coordinators can assist leadership spouses in the following ways:

★ Encourage involvement. Most spouses are interested in being supportive even if their participation will be limited.

★ Encourage attendance at OBT or eOBT. This course will provide spouses with the overview needed to understand the program and their role.

★ Provide opportunities through trainings, brown-bag lunches, etc., for leadership spouses to share information and concerns, and to discuss issues, such as how to be involved without overstepping their boundaries.

4.8 VIP VISIT

On occasion, a VIP may visit the local installation and request a meeting with ombudsmen. If requested, the ombudsman coordinator should work with the CO, public affairs officer (PAO), the assembly chairperson and protocol officer to support a VIP visit. To appropriately plan, the ombudsman coordinator and assembly chairperson should ask for guidance from base leadership as to what their role and the role of the ombudsmen should be. The following are responsibilities that the ombudsman coordinator and assembly chairperson may be asked to assume (or to assume in conjunction with others):

★ Communicate with the visit planner. In many instances, this is a protocol officer. Ask the protocol officer to provide background and logistical information. Establish who is responsible for particulars such as transportation and who will be communicating directly with the VIP.

★ Provide any information to help the guest prepare.

★ Assist as directed with format and requirements for the meeting. Will this be a formal meeting with presentations, a focus group or a roundtable?

★ Determine the role of the ombudsmen and suggest/invite specific ombudsmen that should attend. Ensure that the ombudsmen understand the purpose of the visit and that it is not about them individually but about the Ombudsman Program. Specify dress requirements.

★ Email/communicate early and often with all involved.

CHAPTER 5 OMBUDSMAN REGISTRY

"Numbers have an important story to tell.
They rely on you to give them a clear and convincing voice."
- Stephen Few

KEY TERMS/ABBREVIATIONS

AOR: Area of Responsibility

CAC: Common Access Card

Ombudsman Monthly/Quarterly Worksheet: Automated database within the Ombudsman Registry that tracks hours and contacts completed by ombudsmen

Ombudsman Registry: Centralized system designed to enhance Ombudsman Program reporting

RCC: Reserve Component Command

RCC WFSS: Reserve Component Command Warrior and Family Support Specialist

Warm hand-off: Facilitated connection of an individual from one resource to another

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The Ombudsman Registry was established by Task Force Navy Family in August 2005 in response to the hurricanes in the Gulf Coast region. It is a centralized system designed to enhance reporting between the command and ombudsmen and to provide additional data about the Ombudsman Program. It allows Commander, Navy Installations Command (CNIC) to deliver real-time communication and information to commanders, ombudsmen and ombudsman coordinators and serves as a repository for essential Ombudsman Program data.

The Ombudsman Registry is used to:

★ Maintain a database of contact information in the event of natural disasters or crisis situations.

★ Facilitate the collection of Navy Family Ombudsman Program data, such as hours expended, types of inquiries from families and tracking of ombudsman training.

★ Provide statistical data to commanding officers (COs) for commands that fall within their area of responsibility (AOR).

★ Assist commands and ombudsmen with resources and up-to-date program information.

Additional functions of the Ombudsman Registry include:

★ "Contact Your Ombudsman" feature. This function provides service members and their families, as well as ombudsman coordinators, the opportunity to contact their ombudsman for services, receive updated information and participate in discussions about Fleet and Family Support Center (FFSC) programs. This feature can be used to contact other ombudsmen to conduct warm hand-offs of families that are moving to a new location.

* Real-time communication via email. CNIC can send information to all registered ombudsmen, commanders and ombudsman coordinators.

* The "Support" feature, which can be used to seek advice and assistance.

5.1 OMBUDSMAN REGISTRY ROLES

Commands, ombudsmen and ombudsman coordinators use the Ombudsman Registry for different purposes. Upon entering the website at https://ombudsmanregistry.cnic.navy.mil, a simple click directs users to the appropriate role.

Commands: The OPNAVINST 1750.1 series states that all COs will ensure their command ombudsman information is added to the Ombudsman Registry as soon as the official appointment is made and then updated as changes occur. Commands are also required to register, assign themselves and their ombudsmen, and ensure that the required worksheet data are submitted.

Ombudsmen: Ombudsmen cannot self-register in the Ombudsman Registry. The following are the only individuals who may register ombudsmen:

* Commanders/command designees or command point of contact (POC).

* FFSC Ombudsman Coordinators.

* Reserve Component Command Warrior and Family Support Specialists (RCC WFSSs).

* Ombudsman Registry administrators.

On the Ombudsman Registry log-in page, ombudsmen have access to the:

* "Contact Your Ombudsman" feature, to locate ombudsmen at other commands.

* Ombudsman training schedules.

* "Support" feature to request assistance or have questions answered concerning the Ombudsman Program or Registry.

* "Instructions & Procedures for Command Ombudsmen." Instructions for ombudsman coordinators and commanding officers are also located here.

* Ombudsman Monthly/Quarterly Worksheet templates for both active-duty and Reserve commands.

* FAQs and other registry-related resources.

Ombudsman Coordinators: Ombudsman coordinators and RCC WFSSs must register in the Ombudsman Registry. The registration form can be accessed by clicking on the "New Account Registration" link at https://ombudsmanregistry.cnic.navy.mil. Once the registration form is complete, an account request is forwarded to the Ombudsman Registry administrator for approval. After the account is approved, an email notification is sent to the ombudsman coordinator or RCC WFSS.

Ombudsman coordinators:

★ Have registry access to the commands within their AOR and should ensure that all of the commands have completed their required actions.

★ Should, upon request and when given a copy of the ombudsman's appointment letter, provide assistance to COs or their designees to register ombudsmen.

The Ombudsman Registry can assist the ombudsman coordinator with maintaining an up-to-date ombudsman roster (See *Chapter 4.3*). Using the reports section of the registry, ombudsman coordinators can assist in monitoring registered personnel and developing the master ombudsman roster for their AOR that contains contact information for all installation commands and ombudsmen.

NOTE: *The Ombudsman Registry Instruction Guide for Ombudsman Coordinators and RCC Warriors and Family Support Specialist* has detailed information on all aspects of the registry. Ombudsman coordinators should familiarize themselves with the *Instruction Guide* so assistance can be provided to commands or ombudsmen, if necessary.

5.2 OMBUDSMAN MONTHLY/QUARTERLY WORKSHEET

The Ombudsman Monthly/Quarterly Worksheet is an automated database within the Ombudsman Registry that tracks hours spent and the types of contacts completed by ombudsmen. The data collected on the worksheets enables CNIC to continually update the Ombudsman Program to ensure that commands and ombudsmen have the tools and resources necessary to assist Navy families, especially in time of need or crisis.

NOTE: The ombudsman coordinator does not have a role in the completion of the Ombudsman Monthly/Quarterly Worksheet but should be familiar with it, because commands and/or ombudsmen may have questions. Additional information about submitting Ombudsman Monthly/Quarterly Worksheets can be found in the *Ombudsman Registry Instruction Guide for Ombudsmen* on the Ombudsman Registry website: https://ombudsmanregistry.cnic.navy.mil. The worksheet data may also be useful when educating ombudsmen and commands.

The metrics collected from the worksheets help determine:

★ Benefits and cost-avoidance to the Navy for using the services of volunteer ombudsmen, as opposed to assigning this function to a service member or a paid civilian employee.

★ Justification and allocation of funding.

★ Specific region and Navywide training requirements.

NOTE: Names or details about service members or family members are not collected on the worksheet. The worksheet only provides a count of contacts, categories and hours completed by each ombudsman.

To complete the Ombudsman Monthly/Quarterly Worksheet, most ombudsmen use a contact log with basic information. The contact log helps ombudsmen:

★ See trends in the types of calls, such as the number of requests for emergency financial assistance, child care resources or spousal employment.

★ Follow up with people who need information or had a problem.

NOTE:
See Chapter 3 of the *Navy Family Ombudsman Program Manual* for further information on contact logs.

★ Note when repeated information to the same individual is provided.

★ Document workload.

Per the OPNAVINST 1750.1 series, active-duty ombudsmen are required to submit a monthly worksheet and Reserve ombudsmen are required to submit a quarterly worksheet:

★ Active-duty ombudsmen must submit their monthly worksheets no later than the 15th of each month following the end of the reporting month. For example, June worksheets must be submitted no later than July 15.

★ Reserve ombudsmen must submit their quarterly worksheets no later than the 15th of each month following the end of the reporting quarter. For example, worksheets for October through December must be submitted no later than Jan. 15.

An excerpt of the Ombudsman Monthly/Quarterly Worksheet can be found in *Appendix A, Form 2*.

CHAPTER 6 OMBUDSMAN ASSEMBLY

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."
— Margaret Mead

KEY TERMS/ABBREVIATIONS

AOR: Area of responsibility

Assembly Chairperson: Selected by the sponsoring command and must be a current ombudsman whose spouse is an active-duty or Reserve member of a command that is a member of the assembly

DD Form 2606, *Department of Defense Child Development Program Request for Care Record:* Form to request Navy-operated child care programs at no cost

Ombudsman Assembly: Forum for sharing successful ombudsman practices and may serve as a venue for ongoing training

Ombudsman Monthly/Quarterly Worksheet: Includes information on the types of ingoing and outgoing contracts between ombudsman and families; can be used to determine training topics at ombudsman assembly.

ROAB: Region Ombudsman Advisory Board

The local ombudsman assembly is an important component of the Ombudsman Program. The assembly supports the local, appointed command ombudsmen. It is not a policymaking or supervisory entity but a forum for sharing and exchanging successful ombudsman practices. It may also serve as a venue for ongoing training.

The assembly meets monthly, bimonthly or quarterly. All command ombudsmen in a given region are members of the assembly and should attend to represent their commands and their families' interests. Command leadership (i.e., commanding officers [COs], executive officers [XOs], command master chiefs [CMCs] and chiefs of the boat [COBs], chaplains) and their spouses are also encouraged to attend.

The sponsoring command (i.e., base commander, CO, region commander or area coordinator) establishes the ombudsman assembly in support of tenant commands, and it functions only under the supervision and guidance of the sponsor. Each sponsoring command has a local instruction that governs its assembly's operation and describes its functions. The base or region commander appoints an ombudsman as chairperson and may also appoint an advisory group to run the local assembly.

NOTE: An example of a local instruction can be found in the appendix of the *Ombudsman Program Manual*.

The ombudsman assembly:

- ★ Serves as a resource for professional development of local ombudsmen by providing topical, relevant training.

- ★ Serves as a forum for policy discussion and clarification by appropriate local authorities regarding issues of interest to ombudsmen and command family members.

- ★ Provides such functions as peer mentoring and sharing of information of interest to all commands.

- ★ Provides assistance to commands to recognize and show appreciation to their ombudsmen. For example, it is appropriate to recognize new ombudsmen at their first assembly meeting.

- ★ In the absence of a local Fleet and Family Support Center (FFSC), maintains a current roster of all area ombudsmen.

- ★ Performs other functions as directed by the sponsoring command (e.g., provide resource materials, publish newsletters, distribute assembly meetings minutes and maintain a calendar of events).

NOTE: Assemblies are not policymaking or supervisory bodies and do not interfere with the operation of individual command family Ombudsman Programs; however, they may make recommendations about community matters affecting the well-being of area command family members.

Because of the structure and diversity of Navy communities and installations, there may be more than one assembly within a geographic area. Each assembly must have an assembly instruction that governs its operation and describes its functions. Assemblies are not hierarchical, and one does not have authority over another regardless of the rank of the sponsor. Local commanders may decide that one area assembly consisting of all ombudsmen within the geographic location is sufficient.

6.1 ASSEMBLY CHAIRPERSON

Assembly leadership, including the chairperson, is selected and appointed in writing by the sponsoring command. The chairperson must be a current ombudsman whose spouse is an active-duty or Reserve member of a command that is a member of the assembly. The term of office is one year, but the appointment as chairperson may be renewed for another term at the discretion of the sponsoring command. The duties of the assembly chairperson include, but are not limited to, the following:

NOTE: Although the FFSC supports the assembly, the ombudsman coordinator cannot serve as the chairperson.

General duties:

- ★ Practice and enforce application of the Ombudsman Code of Ethics during all assembly meetings and activities.

- ★ Serve as a member of all standing committees and special committees deemed necessary by the issuing command.

- ★ Review all assembly correspondence before distribution and maintain copies on file.
- ★ Ensure the assembly is represented at meetings pertaining to quality-of-life (QOL) issues that directly affect family members, per approval of the CO.
- ★ Represent the sponsoring command as a member of committees, boards or groups. The assembly should be represented at meetings pertaining to QOL issues that affect Navy families.
- ★ Liaison with other military and community organizations.
- ★ Provide input and feedback to the Region Ombudsman Advisory Board (ROAB).
- ★ Coordinate with the FFSC to ensure that all newly appointed ombudsmen receive an orientation.
- ★ Provide information and referral and support to the area ombudsmen.

Assembly duties:

- ★ Team with the ombudsman coordinator to plan and schedule monthly training to meet the needs of the assembly. Make sure that prospective speakers/trainers have the necessary education and experience to meet training requirements. This includes a clear understanding of the OPNAVINST 1750.1 series as it relates to the topic.
- ★ Prepare and distribute an agenda for all meetings.
- ★ Preside over all meetings of the assembly, including the preparation and distribution of an agenda for all meetings.

6.2 WORKING WITH ASSEMBLY CHAIRPERSONS

The OPNAVINST 1750.1 series states that the ombudsman coordinator serves as an adviser to the assembly. The ombudsman coordinator and assembly chairperson must work together to determine each other's roles and responsibilities, and it is recommended that they meet to establish guidelines describing their respective roles and how to work together. The following suggestions offered by current ombudsman coordinators should be considered:

NOTE:
FFSP Certification Standards require documentation in the form of ombudsman assembly minutes.

- ★ Remember that both parties share a common goal — the support and training of ombudsmen.
- ★ Follow current guidance — instructions, position descriptions and certification standards.
- ★ Obtain input from the sponsoring command regarding their expectations for the assembly and for specific responsibilities.
- ★ Form a partnership. Develop a written, detailed list of expectations and duties, including how each party can help and support the other.

6.3 OMBUDSMAN COORDINATOR ASSEMBLY DUTIES

The ombudsman coordinator supports the ombudsman assembly as an adviser. The OPNAVINST 1750.1 series requires that the ombudsman coordinator:

★ Provides logistical support to the assembly chairperson. This may include providing office space, making copies of documents and/or performing other administrative support as directed.

★ Provides space for assembly meetings, if available.

★ Maintains and provides an up-to-date ombudsman roster to the chairperson.

In addition, the ombudsman coordinator supports the ombudsman assembly in the following ways:

★ Coordinates training that supports ombudsmen educational and informational needs.

★ Helps train a new assembly chairperson. Provides one-on-one training and consultation on program administration tasks, such as how to write an agenda, conduct meetings or deal with difficult people. Share how the ombudsman coordinator and assembly chairperson have worked together in the past; use this as a starting point to establish a new relationship.

★ Offers program guidance and policy clarification.

★ Provides information about local resources.

★ Assists in promoting assembly meetings using the ombudsman roster, Ombudsman Registry, FFSC website and newsletters.

> **NOTE:** The ombudsman coordinator should avoid becoming involved in assembly chairperson business or disagreements. If requested, the assembly chairperson should be referred to FFSC staff, ROAB or others who can help.

6.4 PLANNING ASSEMBLY MEETINGS

Scheduling and planning assembly meetings should be a team effort using the skills and knowledge of the ombudsman coordinator, the assembly chairperson and selected ombudsmen. The following tasks all need to be completed for a successful assembly meeting; determine who will complete each:

★ **Schedule meetings.** Meetings should be scheduled for the same day/time or for alternating times to accommodate all ombudsmen. For example, the first Thursday of the month at 9 a.m., alternating with the first Thursday of the month at 6 p.m. If possible, the location should remain the same. Schedule in advance for at least six to nine months.

★ **Reserve and set up room.** Who will obtain keys, arrange for audiovisual equipment and ensure that the room is ready?

★ **Inform ombudsmen about child care.** Ombudsmen are encouraged to use Navy-operated child care programs at no cost by completing DD Form 2606, *Department of Defense Child Development Program Request for Care Record.* However, when Navy-operated child care is unavailable, reimbursement for child care or babysitting may be paid with available command funds. Ombudsmen should check with their command point of contact (POC) about the availability of funds and the reimbursement rate (there may be reimbursement caps based on local commercial child care market rates).

★ **Manage the meeting.** Presiding over the meeting is the responsibility of the assembly chairperson. However, individuals are needed to meet and greet, take notes, and ensure ombudsmen sign in. *Appendix A, Form 3* contains a sample Meeting Attendance Sheet.

6.4.1 ASSEMBLY MEETING TOPICS

The assembly meeting should be used to meet the needs of the attendees. The ombudsman coordinator may work in conjunction with the assembly chairperson to determine topics for meetings. If the chair decides to use meetings for advanced training, the ombudsman coordinator is tasked with helping to arrange and provide speakers and trainers. *Chapter 7* includes details on providing advanced training. The ombudsman coordinator should consider the following additional items when advanced training is provided at an assembly meeting:

★ Suggest that the assembly chairperson solicit input from ombudsmen to propose training topics. Topics also can be considered based on the Ombudsman Monthly/Quarterly Worksheet contacts in specific categories such as child care, deployment and financial management. Many contacts in a given category could mean more education on these topics would be beneficial to family members

★ Training may need to be adjusted to accommodate pertinent and timely information. For example, if a natural disaster has occurred, the assembly meeting may need to focus on how ombudsmen may assist in the recovery process.

★ Ensure that speakers/trainers provide information pertinent to the ombudsman community. Provide information about the Ombudsman Program and/or offer to review content to ensure if it is applicable.

NOTES:

CHAPTER 7 OMBUDSMAN TRAINING

"It's all to do with the training: you can do a lot if you're properly trained."
– Queen Elizabeth

KEY TERMS/ABBREVIATIONS

Advanced training: Ombudsman training occurring after completion of OBT or eOBT

COT: Certified ombudsman trainer; an individual qualified to teach OBT

eOBT: Electronic Ombudsman Basic Training — an online alternative to OBT

Hot Topic webinars: CNIC-provided online training on topics of interest to ombudsmen

LMS: Learning Management System; a software application for the administration and delivery of electronic courses or training programs

OBT: Ombudsman Basic Training; required training that must be taken within six weeks of appointment and available as two training options: classroom and online (eOBT)

Ombudsman On-Demand Orientation: Interim training designed for ombudsmen who are unable to take OBT or eOBT within six weeks of appointment

RTTs: Region train the trainers; qualified to teach the certified ombudsmen trainers (COTs)

Ombudsmen must be well trained to provide Navy families with high-quality services. The ombudsman coordinator provides support, coordination and management to the required Ombudsman Program trainings. Trainings include:

★ **Ombudsman On-demand Orientation:** Designed for ombudsmen who are unable to take OBT or eOBT within six weeks of appointment.

★ **Ombudsman Basic Training (OBT):** Required training that must be taken within six weeks of appointment, available in the classroom or online.

★ **Electronic Ombudsman Basic Training (eOBT):** The online alternative to OBT.

★ **Advanced trainings:** Include Commander, Navy Installations Command (CNIC) Ombudsman Hot Topic webinars and other virtual or in-person trainings.

★ **Certified Ombudsman Trainer (COT) Training:** Training to become certified to teach OBT.

For all ombudsman training events, the ombudsman coordinator should ensure that the following elements are addressed:

★ **Scheduling.** Training schedules, including descriptions and prerequisites, should be published well in advance. CNIC posts OBT and COT training schedules on its website: www.ffsp.navy.mil (Ombudsman Program Training) and on the Ombudsman Registry at https://ombudsmanregistry.cnic.navy.mil/ for the upcoming fiscal year. Limited changes are made to the schedule during the year; ombudsman coordinators should plan accordingly and allow enough time for any schedule changes to be made on the CNIC site.

Whenever possible, offer training throughout the year, including day, evening and weekend classes. For OBT, ensure that prospective ombudsmen and command leadership are given training options that include the classroom and electronic versions. Ombudsmen should select the option that best fits their schedule and the command's ability to support their ombudsmen.

NOTE: When scheduling and promoting OBT and eOBT, be sure to note that the training is required within six weeks of being appointed an ombudsman and that Ombudsman On-Demand Orientation may only be taken as a stopgap measure.

★ **Promoting training.** Training should be targeted to the potential attendees. Promotion of ombudsman training should be done through the Fleet and Family Support Center (FFSC), commands, ombudsman assembly and other installation promotional methods. The message should focus on how ombudsmen will benefit from the training. OBT should be advertised not only to new ombudsmen but to the entire command support team. The FFSC newsletter and website, the CNIC Fleet and Family Support Program (FFSP) website, emails and fliers are all dependable ways to promote OBT. The ombudsman coordinator should distribute fliers at all ombudsman trainings and events, including the ombudsman assembly.

★ **Registration.** The easier the registration process, the more likely it is that a participant will register. The registrar should track registrations and remind all participants of training dates and needed supplies. For all online Ombudsman Program trainings, including eOBT and webinars, the ombudsman must have an account on the Learning Management System (LMS). This is a separate account from the Ombudsman Registry account. LMS accounts can be created at http://learning.zeiders.com. After creating an account, participants may log in to register for the desired training.

NOTE: Further information on promoting programs can be found in *Chapter 5* of the *Ombudsman Program Manual* and *Chapter 11* of the *Ombudsman Coordinator Desk Guide*.

★ **Trainers.** Securing qualified trainers will ensure the success of the training. Trainers should be asked well in advance of the training and a commitment secured. It is suggested that a backup plan be made in case of a last-minute cancellation by a trainer. (Per the OPNAVINST 1750.1 series, only CNIC-qualified certified ombudsman trainers [COTs] are authorized to teach OBT.).

★ **Classroom logistics.** A comfortable classroom with good acoustics will greatly enhance training. Ensure that all necessary supplies are available and that all of the technology has been tested and works.

★ **Evaluation.** All trainings should be evaluated for content and quality of the presentation. (See *Chapter 12* for further information on program evaluation.) A presentation can always be improved or modified to better meet the needs of the participants.

NOTE: If making content updates based on evaluations, be sure to update the *Ombudsman Basic Training Instructor Guide* and PowerPoint slides to reflect these changes. For OBT, ombudsmen should note any changes in their *Ombudsman Program Manuals*.

7.1 OMBUDSMAN ON-DEMAND ORIENTATION

An on-demand orientation has been developed for newly appointed ombudsmen who are unable to attend OBT or eOBT within the first six weeks of appointment. This online training provides new ombudsmen with an overview of the program, including a review of the instruction, reporting requirements and the Ombudsman Code of Ethics. At the completion of the Ombudsman On-Demand Orientation, the participant receives a certificate of attendance. However, ombudsmen are not considered trained until they complete OBT or eOBT.

The ombudsman coordinator should ensure that commands and new ombudsmen are aware of the online orientation and how to access it. Schedules and links to registration are available online at www.ffsp.navy.mil and https://ombudsmanregistry.cnic.navy.mil. An LMS account is required as described above.

Occasionally, someone wants to learn more about the Ombudsman Program before volunteering to serve as the command ombudsman. Ombudsman On-Demand Orientation is a great resource for someone who is looking for information only.

NOTE: If a potential ombudsman is unable to complete OBT/eOBT or the Ombudsman On-Demand Orientation, discuss their ability to manage the responsibilities of serving as an ombudsman. Perhaps other volunteer work would be a better choice.

7.2 OMBUDSMAN BASIC TRAINING (OBT)

OBT provides information for command ombudsmen to properly execute their duties. The training is also open to commanding officers, executive officers, command master chiefs/chiefs of the boat, chaplains and their spouses.

OBT is standardized, and any ombudsman, active-duty or Reserve, can attend any training as approved by their commanding officer. Newly appointed ombudsmen are required to complete OBT within six weeks of their appointment. Per the OPNAVINST 1750.1 series, if a former ombudsman is reappointed at the current command or assigned to a new command, the OBT course must be completed if more than 18 months have passed since the last assignment or if more than three years have elapsed since attending the OBT course.

OBT is offered in two formats: the traditional classroom training referred to as OBT and the online training known as eOBT. Both options fulfill the training requirement outlined in the Navy Family Ombudsman Program instruction.

7.2.1 FACE-TO-FACE OBT

Face-to-face OBT takes place in a classroom or meeting space. It includes the following training modules:

* Module 1: Ombudsman Introduction and Overview (1.5 hours)
* Module 2: Managing Your Responsibilities (2.5 hours)
* Module 3: Ombudsman Registry and Code of Ethics (2.5 hours)
* Module 4: Command Relationships (1.5 hours)

★ Module 5: Communication Skills (2.5 hours)

★ Module 6: Information and Referral (2 hours)

★ Module 7: Crisis Calls and Disasters (2 hours)

★ Module 8: Deployment and Mobilization (1.5 hours)

★ Module 9: Course Review and Summary (Capstone) (1 hour)

NOTE: All ombudsman coordinators should be familiar with the contents of the *Ombudsman Basic Training Instructor Guide*. Thorough information on required materials and equipment as well as detailed content of each module is included.

7.2.2 ELECTRONIC OMBUDSMAN BASIC TRAINING (EOBT)

eOBT is a blended-learning solution; the modules are a combination of live, instructor-led webinars and self-paced, on-demand modules that may be completed online at the ombudsman's convenience. The training modules mirror OBT. eOBT includes the following training modules:

★ Module 1: Ombudsman Introduction and Overview (webinar)

★ Module 2: Managing Your Responsibilities (self-paced, on-demand module)

★ Module 3: Ombudsman Registry and Code of Ethics (webinar)

★ Module 4: Command Relationships (self-paced, on-demand module)

★ Module 5: Communication Skills (self-paced, on-demand module)

★ Module 6: Information and Referral (webinar)

★ Module 7: Crisis Calls and Disasters (webinar)

★ Module 8: Deployment and Mobilization (self-paced, on-demand module)

★ Module 9: Course Review and Summary (Capstone webinar)

NOTE: eOBT is available to all command ombudsmen, senior leadership and spouses and FFSC/RCC staff.

Module 1: Ombudsman Introduction and Overview (webinar) must be completed before the other eOBT webinars or on-demand modules can be accessed. Certificates of attendance will be available on the LMS after each webinar is completed.

Modules 1 through 8 must be completed in order to take Module 9, Course Review and Summary (Capstone). Once the entire course is completed, a certificate of completion is available.

7.3 OBT MANAGEMENT

The ombudsman coordinator has extensive responsibilities in coordinating and managing OBT. Duties include scheduling, securing classroom space, advertising, scheduling facilitators, registering participants and setting up and managing the sessions.

7.3.1 SCHEDULING

There are many options available when scheduling OBT. Gauge the needs of participants and establish schedules that best meet their needs. The ombudsman coordinator should consider the following:

- ★ **Number of participants.** The number of potential participants will dictate the frequency of OBT. It is recommended that the class size be limited to 30 with no fewer than two instructors whenever possible. Consideration should also be given to a minimum size class; however, there may be times when teaching as few as two ombudsmen would benefit the program. Enrollment guidelines should be discussed with the FFSC director and/or region program director (RPD).

- ★ **Flexible training schedule.** Rotate times throughout the year and times of day — daytime, evening and/or weekends. Keep in mind school schedules, local events, holidays and other base or ombudsman events. Training is approximately 17 hours, not including breaks and meals. Sample training schedules include:

  - **Training Option A (2 days).** Participants attend classes for approximately eight to nine hours per day for four days (8 a.m. to 6 p.m., including lunch).

  - **Training Option B (5 evenings).** Participants attend classes for four days from 5 to 9 p.m. or 5:30 to 9:30 p.m.

    - Day 1: Modules 1 and 2 (4 hours)

    - Day 2: Modules 3, 4 and the beginning of Module 5 (4.5 hours)

    - Day 3: Modules 5 and 6 (4 hours)

    - Day 4: Modules 7 through 9 (4.5 hours)

  - **Training Option C (weekend).** Participants attend classes over the course of a weekend.

    - Friday evening: 5:30 to 9 p.m., Modules 1 and 2 (4 hours)

    - Saturday: 8 a.m. to 5 p.m., Modules 3 through 6 (8.5 hours, plus lunch)

    - Sunday: 8 a.m. to 1:30 p.m., Modules 7 through 9 (4.5 hours, plus Capstone)

Training may be offered monthly, annually or on any schedule that meets the needs of local commands. Ombudsmen may attend training at another site if local training is not available within a reasonable time after their appointment, or they may attend eOBT.

NOTE: Detailed information about training schedules, agendas and seating arrangements can be found in the *Trainer Introduction* section of the *Ombudsman Basic Training Instructor Guide*. Please consider commute times, breaks, meals and the graduation ceremony when scheduling OBT.

7.3.2 SECURING CLASSROOM SPACE

An FFSC may have space available to accommodate a training group of up to 30 individuals. If not, locations on base such as training rooms at the chapel or clubs may be used. The space should be easily accessible, comfortable, have chairs and tables that can be moved, have a whiteboard, accommodate the necessary electronic equipment and have access to restrooms.

If space is available at the FFSC, schedule the training well in advance because other programs will be competing for that space. If space is not available at the FFSC, check with staff who regularly conduct training to identify alternate locations. Staff who often conduct large trainings include financial educators, relocation specialists and those who work with transition assistance or family member employment.

7.3.3 SCHEDULING FACILITATORS

The ombudsman coordinator schedules facilitators to teach each module of OBT. FFSC/RCC staff COTs and when available, ombudsman COTs, should facilitate. It is suggested that COTs facilitate different modules each time so that they are familiar with the entire training and can facilitate any module as needed. See *Section 7.6.2* for further information on working with COTs.

7.3.4 REGISTERING PARTICIPANTS

Ombudsmen can find scheduled OBT dates/locations on the FFSP webpage or in the Ombudsman Registry and are directed to contact the FFSC/RCC ombudsman coordinator at their installation for more information and to register for training. The ombudsman coordinator should use a registration form with basic identifying and contact information. A sample form can be found in *Appendix A, Form 4*. The form can be emailed, faxed or mailed at the request of an ombudsman or command. If possible, a link to the form should be accessible from the local FFSC website.

All participants must be sponsored by the command. Before accepting a registration, the ombudsman coordinator should verify with command leadership that the command is sponsoring the participant. Commands should be aware of and endorse all who will be attending from their command, including leadership spouses.

NOTE: At some sites, centralized scheduling may be used to register participants for OBT. (See *Chapter 12* for information on centralized scheduling.)

The ombudsman coordinator should send a registration confirmation email to the ombudsman with a copy to the sponsoring command. The confirmation should include:

★ Training information — date, time, required materials and appropriate dress.

★ Map and parking information.

★ Command-supplied materials (including the *Navy Family Ombudsman Program Manual*) and graduation information (for commands).

★ A sample OBT confirmation email can be found in *Appendix A, Form 5*.

NOTE: Ombudsman coordinators should send a reminder email or call the participants approximately one week before OBT. If leaving a phone message or emailing, be sure to ask participants to confirm their attendance by calling back or replying to the email.

The ombudsman coordinator can track registrations by compiling the request forms and using an OBT class registration matrix. The matrix should include the following information:

★ Name.

★ Phone numbers.

★ Email.

★ Command.

★ Command point of contact (POC) name and number.

★ Role (i.e., ombudsman, commanding officer's spouse, etc.).

★ Date appointed.

NOTE: If someone asks to attend OBT for informational purposes, this should be allowed if space is available. The individual will not be an appointed ombudsman but may receive a certificate of completion. These individuals also may be referred to the Ombudsman On-Demand Orientation rather than committing the time to the full training class.

7.3.5 TRAINING MATERIALS AND EQUIPMENT

Each module of the *Ombudsman Basic Training Instructor Guide* contains a list of required materials and equipment. The ombudsman coordinator should review these lists with the COTs assigned to teach the modules and ensure that all required materials and equipment are available.

7.3.6 MANAGING OBT SESSIONS

The ombudsman coordinator is responsible for ensuring that training sessions go as smoothly as possible. The ombudsman coordinator should plan in advance and take the following steps:

★ Set up the training room in advance — the day before, if possible.

★ Have enough materials for all registered participants, plus a few extras.

★ Post "welcome" and directional signs.

★ Provide comfort items such as coffee and/or water. Post an emergency telephone number, ensure restrooms are adequately stocked and that all equipment is available.

★ Be in the training space at least 15 minutes before training is scheduled to begin.

★ Smile, greet and chat with participants as they arrive.

★ Respect participants' time. Begin on time or ask permission from the participants who are on time to wait for latecomers. Allow adequate time for breaks and be sure to end on time.

★ Prepare opening remarks that include a welcome message and introductions.

★ Begin the first day with a "welcome" from the base commanding officer or other high-ranking official, if possible.

★ At the conclusion of OBT, maintain class rosters and participant evaluations.

★ Send a list of COTs who taught OBT to CNIC ombudsman training coordinator.

NOTE: It is recommended that the ombudsman coordinator use a checklist to track OBT tasks, use a daily sign-in sheet and maintain a module completion form. Sample forms can be found in *Appendix A, Forms 6*, *7* and *8*.

7.3.7 OBT GRADUATION

A short (approximately 30 minutes) graduation ceremony takes place at the conclusion of training. Command leadership and participants' families are encouraged to attend. A graduation speaker may be invited for a brief speech (less than 10 minutes) on the benefits of the Ombudsman Program. Speakers may include admirals, commanding officers, executive officers or command master chiefs.

NOTE: In addition to the certificate, the ombudsmen should receive their ombudsman pin from their command representative.

The ombudsman coordinator should have the signed certificates prepared. Each participant, accompanied by any command representatives, should go forward and receive the certificate. The ombudsman's command support team should be invited to the graduation ceremony. A sample email invitation can be found in *Appendix A, Form 9*.

Be sure to determine the exact name/spelling the ombudsman wishes to have printed on the certificate. A certificate of completion list can be circulated at OBT to obtain the correct information. A sample can be found in *Appendix A, Form 10*. The certificate can be found in *Appendix A, Form 11* as well as in the *Ombudsman Basic Training Instructor Guide.*

An option for the graduation ceremony is to hold it at the next ombudsman assembly meeting with the ombudsmen and commands in attendance. This gives everyone the opportunity to recognize the new ombudsmen.

7.3.8 NONCOMPLETION OF OBT

On occasion, a participant may not complete OBT training or the ombudsman coordinator or COTs may have reason to believe that an individual may not be an appropriate candidate for the position. Reasons for noncompletion of OBT may include an ombudsman who:

★ Exhibits unprofessional behavior during OBT.

★ Repeatedly schedules and cancels classes.

★ Does not attend all of the training (e.g., arrives late, leaves class for long periods of time or leaves early).

The ombudsman coordinator should confer with the supervisor as well as the CNIC ombudsman training coordinator to determine an appropriate course of action. If the decision is made to not certify the ombudsman, the ombudsman coordinator must document all actions and report to the ombudsman's sponsoring command.

7.4 ADVANCED TRAINING

Advanced training for ombudsmen is all training that occurs after the completion of OBT. The purpose of advanced training is to support ombudsmen's ongoing educational and informational needs. The ombudsman coordinator is tasked with helping to arrange and provide speakers and trainers.

The ombudsman coordinator, in coordination with the assembly chairperson and other key ombudsmen personnel, should set a yearly schedule including content of trainings, locations, dates and times. Options for advanced training include:

★ Hold in conjunction with ombudsman assembly meetings.

★ Provide half-day or full-day trainings that provide in-depth information on topics of interest.

★ Promote online or webinar training.

★ Provide information on training given by other service branches.

NOTE: CNIC offers Ombudsman Hot Topic webinars monthly, via the LMS, on topics of particular interest to ombudsmen. These webinars are recorded and may be viewed on the LMS under the tab for self-paced trainings within a week of the offered date.

Consistency in location and schedule (e.g., the second Wednesday) for advanced training can help with attendance. Providing child care may also increase attendance. Work with the local Child and Youth Program to establish child care for training events. Child care may be provided at no charge for ombudsmen performing their official duties.

Additional advanced training topics are determined locally and should reflect area needs. The ombudsman coordinator should work cooperatively with the assembly chairperson and other ombudsmen to help determine training topics:

★ Survey ombudsmen to identify the types of training and topics they want/need. This can be done by email or by surveying assembly members.

★ Review Ombudsman Monthly/Quarterly Worksheets to establish the "hot" or relevant issues.

★ Highlight a topic that ties in with other military initiatives, such as offering training on deployment and children during Month of the Military Child.

★ Respond to the needs of the commands. For example, if there are commands ready to deploy or with a large number of individual augmentees, offer training that addresses these topics.

★ Invite military and community organizations and programs, such as Military OneSource, Navy-Marine Corps Relief Society (NMCRS), TRICARE, Casualty Assistance Calls Program (CACP) and the American Red Cross.

★ Include FFSC staff from various programs:

  ▪ Sexual Assault Prevention and Response (SAPR) Program.

  ▪ Family Advocacy Program (FAP).

  ▪ Personal Financial Management (PFM).

  ▪ Exceptional Family Member Program (EFMP).

  ▪ Crisis management, including suicide prevention.

  ▪ Military lifestyle, including cycle of deployment.

  ▪ Life skills.

★ Offer training on ombudsman responsibilities such as writing newsletters and responding to the media.

The ombudsman coordinator has knowledge of and access to organizations and guest speakers. When working with guest speakers or trainers, the ombudsman coordinator should:

★ Schedule them well in advance.

★ Prepare them by informing them of the ombudsman's roles and responsibilities as well as the ombudsman's general familiarity with the subject matter.

★ Request to preview the training materials the guest speaker plans to use.

★ Follow up and thank them. Share evaluation results, if applicable.

The ombudsman coordinator should also promote advanced training. This can be done by:

★ Distributing fliers at ombudsman events.

★ Sending emails to all ombudsmen.

★ Sending bulletins via the Ombudsman Registry.

★ Posting on the FFSC website.

★ Advertising in the base newspaper.

The ombudsman coordinator can also facilitate advanced training for ombudsmen by:

★ Finding out whether FFSC classes, such as Command Financial Specialist training, have space available and whether ombudsmen may attend. If this is not an option, ask whether the instructor will offer a similar training especially for ombudsmen.

★ Obtaining information on military or community trainings and encouraging ombudsmen to attend. For example, an NMCRS budgeting class or communication classes offered through local community schools or recreation department programs may benefit ombudsmen.

★ Providing information on COT requirements and other educational and/or career progression within the ombudsman community.

The provision of advanced training is required by the OPNAVINST 1750.1 series, and ombudsmen are encouraged to attend. Certification standards require that the FFSC document ongoing support and coordination for advanced training. In support of these requirements, the ombudsman coordinator should:

★ Maintain all advanced training materials including promotional materials, rosters and evaluation forms.

★ Issue certificates of attendance to participants (when appropriate) and keep copies.

7.5 CERTIFIED OMBUDSMAN TRAINERS (COT)

A certified ombudsman trainer (COT) is certified by CNIC to instruct Ombudsman Basic Training. To be certified, a trainer must complete the three-day training. Applicants must be one of the following:

> **NOTE:**
> Ombudsman COT candidates should be in compliance with the completion of the Ombudsman Monthly/Quarterly Worksheets.

★ Experienced ombudsman (active-duty or Reserve).

★ Professional FFSC staff.

★ Command leadership spouse (officer or enlisted).

★ Others may be considered on a case-by-case basis.

NOTE: As required by the OPNAVINST 1750.1 series, COTs should include a blend of FFSC/Reserve Component Command (RCC) staff and ombudsmen as eligible.

Applicants must demonstrate commitment and have completed OBT. Ombudsmen must have two years of experience as a command ombudsman. All candidates must demonstrate in-depth knowledge of the Ombudsman Program and have training/facilitation experience. After completing OBT, FFSC/RCC staff should have several months of experience working with the Ombudsman Program before applying to become COT certified.

Letters of recommendation are required, including one from the commanding officer and one from the FFSC Ombudsman Coordinator or site manager/director, as appropriate. Recommendation letters should demonstrate knowledge of the applicant's skills and involvement with the Ombudsman Program. The letters should provide personal knowledge of the applicant that endorses their willingness and capability to be a COT.

Ombudsman coordinators should encourage and support ombudsmen who want to become certified trainers. This is an excellent opportunity to recognize talented ombudsmen and to allow ombudsmen who have a desire to give back to their ombudsman community the chance to do so.

Approval is determined by CNIC and is based upon review of the COT application package submitted to CNIC's ombudsman training coordinator via the FFSC/RCC ombudsman coordinator. The package must include:

★ Form CNIC 1750/2, *Commander, Navy Installations Command Certified Ombudsman Trainer Course Application*. The application must be completed in full, with as much detail as possible to demonstrate that the applicant has in-depth knowledge of the Ombudsman Program.

★ Letter(s) of recommendation.

★ Copy of OBT/eOBT certificate of completion.

★ Confirmation that the applicant is registered in the Ombudsman Registry, as applicable.

Only complete packages will be reviewed. The ombudsman coordinator is responsible for ensuring that all required information is included before submitting the application package to the CNIC Ombudsman Training Coordinator.

Funding to attend COT training is a separate issue and must be addressed within the applicant's region and/or chain of command.

NOTE: Further information and the COT application is available on the CNIC website at: www.cnic.navy.mil/ffr/family_readiness/fleet_and_family_support_program/ombudsman_program/ombudsman_coordinators.html.

Training is held at locations throughout the world. If training is held at their site, ombudsman coordinators have multiple responsibilities related to COT training. Responsibilities may include:

★ Submit training schedules to the CNIC Ombudsman Training Coordinator to be posted on the CNIC/FFSP website.

★ Publicize the class in conjunction with the region train the trainers (RTTs). All ombudsman coordinators should help promote COT training taking place in their region.

★ Provide applications or refer applicants to the FFSP website for download.

- ★ Write a letter of recommendation, if required.

- ★ Assist with classroom logistics and record keeping. Keep a class roster and provide evaluations to participants.

- ★ Assist with berthing arrangements and local-area information, if required.

- ★ Issue completion certificates.

- ★ Keep copies of class rosters and evaluation forms.

- ★ Submit a copy of the course roster and evaluation forms, and update the COT master list with the CNIC Ombudsman training coordinator. See *Chapter 12* for information on evaluation.

If, during COT training, it becomes apparent that the participant is not yet ready to be a COT or does not support the program requirements, the trainer should discuss the situation with the ombudsman coordinator and speak with the student to discuss their concerns. If it still appears that the participant should not be certified, the trainer should privately explain the reasons, and if the reason is inexperience, the participant may be encouraged to try again at a later date.

NOTE:
The CNIC ombudsman training coordinator may be contacted for consultation at any point in this process.

7.5.1 WORKING WITH COTS

The OPNAVINST 1750.1 series states that OBT will only be provided by CNIC-qualified trainers using the approved curriculum. Each site should have enough qualified trainers to teach OBT. If necessary and with permission from local and region directors, trainers may teach throughout their regions.

NOTE: Installation COTs should include a mix of FFSC staff and ombudsmen trainers. Relying too heavily on one or the other may be detrimental to the training and decrease the benefits that both groups may offer to the ombudsmen.

Although COTs have been trained to teach all modules, many are more comfortable teaching specific ones. If possible, allow the instructors to request which modules they would like to teach. However, COTs should be able to teach all modules and encouraged to do so. Cancellations occur, and every COT should be able to step in as needed.

NOTE: Ombudsman coordinators should encourage each instructor to observe modules that they have not taught before volunteering to teach that module.

Compromise may be necessary. If there are modules that no one wishes to teach or ones with too many volunteers, it will be necessary to establish who can most effectively teach which module. Once it is determined who facilitates which module(s), the ombudsman coordinator should do the following:

- ★ Assign modules and have the instructors confirm their availability. This should be done several weeks in advance. See *Appendix A, Form 12* for an instructor tracking form.

- ★ Send instructors the training schedule at least two weeks in advance.

★ Be available to review OBT modules with instructors before training. If this is the first time the instructor will teach that particular module, encourage a practice session.

★ Ensure that instructors are aware of any resources they need to teach OBT. All materials listed in the *Ombudsman Basic Training Instructor Guide* will be provided by the FFSC, but an instructor may request additional materials.

★ Email reminders to instructors.

NOTE: All new COTs must teach their first OBT with an experienced trainer. If an experienced COT is not available, the site manager/director or their designee will observe the new COT.

7.5.2 COT TRANSFER POLICY

COTs are a valuable resource to the Ombudsman Program. If the COT relocates and wants to teach OBT at the new location, the ombudsman coordinator should take the following steps:

★ Contact the ombudsman coordinator at the gaining site and provide the following information about the transferring COT: COT training dates, a copy of the COT certificate, last dates the COT taught OBT and a letter of recommendation from the FFSC site manager or director and ombudsman coordinator. (Ombudsmen should have a letter of recommendation from their commanding officers.)

★ The receiving FFSC site manager or director should review the information and inform the CNIC Ombudsman training coordinator whether they approve the prospective COT to teach within their region.

★ Contact the CNIC Ombudsman training coordinator and request assistance with the transfer, if needed.

7.5.3 DECERTIFICATION OF COTS

A trainer's certification should be based on their ability to teach. Whether the trainer is FFSC/RCC staff, an ombudsman or a leadership spouse, they must be able to effectively present the information and engage the participants. Toward that end, trainers should:

★ Immerse themselves in the Ombudsman Program to maintain the in-depth knowledge of the program expected of COTs.

★ Teach a minimum of once every 18 months.

★ Attend any scheduled training meetings to discuss lessons learned, class scheduling and evaluations.

★ Avail themselves of opportunities to enhance their presentation and facilitation skills.

Decertification of a COT is a serious action and must be given careful consideration. Decertification may be necessary for instructors who:

★ Have not taught OBT for 18 months. These trainers may take COT training again to renew their certification.

★ Have let their skills deteriorate to the point they cannot instruct OBT effectively.

- ★ Knowingly teach outside the parameters of the standardized course, or offer misinformation or poor guidance to the detriment of the participants.
- ★ Do not support or comply with the OPNAVINST 1750.1 series.

If course evaluations and direct observation of the trainer indicate that the COT is not performing to standards and cannot adequately teach OBT, remedial measures should be taken. The ombudsman coordinator should contact the CNIC Ombudsman Program Coordinator or CNIC ombudsman training coordinator to discuss the situation. Remedial measures may include the following:

- ★ Meet with the trainer to share evaluations and observations.
- ★ Determine a specific plan targeted at areas in which the trainer needs to improve. This may include the trainer taking classes, observing presentations or co-teaching OBT.

If, despite remedial efforts the trainer fails to improve, or if the trainer refuses to comply with suggestions, the situation should be discussed with the Ombudsman Program coordinator. If it is determined that the decertification is necessary, the sponsoring command should submit a decertification letter to the CNIC Ombudsman Program Coordinator.

7.5.4 REGION TRAIN THE TRAINERS (RTTS)

RTTs teach the COTs, who then teach ombudsmen at OBT. The CNIC Ombudsman Program Coordinator certifies the RTTs. Depending on the size and scope of the region, two to eight trainers should be available to teach COT training.

The nomination criteria for an RTT include the following:

- ★ Be a current COT with a minimum of two years' experience and having taught a minimum of five classes.
- ★ Submit OBT evaluations from the most recently taught classes.
- ★ Have a proven track record of training as confirmed by a region director or site manager.
- ★ Be nominated and have a letter of recommendation from the region program director (RPD).

CNIC reviews the nomination package and determines if the candidate meets the criteria for RTTs. Upon approval, new RTTs should shadow an experienced RTT during a COT training. They may teach a section of the training under the supervision of the experienced RTT. If this is not possible, the site manager or director should observe new RTTs the first time they conduct COT training.

The ombudsman coordinator does not have a specific responsibility related to RTT training. They may be asked by an RPD if they would recommend a specific candidate. An ombudsman coordinator may also decide that they would like to apply to be an RTT.

CHAPTER 8 DISASTER AND CRISIS RESPONSE

"The Ombudsman's critical role in educating members of the Navy Family on being prepared prior to an emergency and reminding them to register their needs following a disaster cannot be overstated."
– Meg Falk, former FFSP Emergency Response program manager

KEY TERMS/ABBREVIATIONS

Crisis Response Plan: Plan that describes roles and responsibilities during a disaster

EFAC: Emergency Family Assistance Center

NFAAS: Navy Family Accountability and Assessment System

FIC: Family Information Center

POC: Point of Contact

Ready Navy: Navy's Emergency Preparedness Program sponsored by CNIC

The importance and value of a strong Ombudsman Program has been demonstrated by the caring and supportive response of ombudsmen to recent disasters and crisis situations. The OPNAVINST 1750.1 series requires that ombudsman participate in disaster preparedness and assistance.

The ombudsman coordinator should be knowledgeable about disaster plans and the ombudsman's role within those plans. The OPNAVINST 1750.1 series describes the ombudsman's role in region and command disaster plans.

★ **Region.** Each region ensures that appropriate roles for ombudsmen are included in region and installation plans for disaster preparedness (especially in the establishment of emergency community support centers and/or family assistance centers) and that ombudsmen are included in disaster preparedness exercises.

★ **Command.** Each command ensures that appropriate role(s) for the operational unit ombudsman are included in the operational unit disaster preparedness plan and in installation plans for disaster preparedness. This includes roles for ombudsmen in the establishment of emergency family assistance centers (EFACs) or community support centers. All command ombudsmen should be included in disaster preparedness exercises.

In addition, each Fleet and Family Support Center (FFSC) has a crisis response plan in support of the region plan. The plan is used as a guide for FFSC staff in responding to a crisis. It should include the types of crisis for which FFSC staff may be called to action and explain the types of response and support that may be required. Each FFSC staff member is assigned one or more roles based on local need.

8.1 OMBUDSMAN ROLE IN CRISIS OR DISASTER

Ombudsmen are required to play an active role in their command's crisis or disaster plan. It is important that they understand the plan the command has put into place and are part of the command's preparations and training exercises.

An ombudsman's role will differ depending on the nature of the crisis, the involvement of the ombudsman's command and the ombudsman's assigned role in the command's crisis response plan. To determine their exact duties, ombudsmen should contact their command POC in the event of a command crisis or natural disaster.

Generally, an ombudsman's responsibilities directly relate to the knowledge and skills they have developed during their appointment. These responsibilities before, during and after a crisis may include the following:

- ★ Educating Sailors and families on readiness and preparation for potential disasters.

- ★ Identifying affected families during a crisis. With a current command roster, the ombudsman should be able to search for affected families by ZIP code. (The Red Cross will know which ZIP codes have been affected.)

- ★ Serving as the point of contact (POC) for affected family members. The ombudsman is often the first person families turn to following an emergency.

- ★ Providing accurate information and updates between the command and the command families.

- ★ Ensuring that Navy families have reliable sources of information and referral.

- ★ Answering information or crisis phone lines.

- ★ Staffing EFACs. The installation may open an EFAC to serve as a gathering place where information and services such as food and shelter are provided.

- ★ Supporting Sailors and families during the recovery phase, including coordinating food and clothing drives.

NOTE: Remember that when helping during a disaster, all actions must be authorized by and coordinated through the command. Additional information about preparing families for dealing with emergencies can be found at the Ready Navy website: www.ready.navy.mil.

8.1.1 TRAINING OMBUDSMEN FOR CRISIS RESPONSE

One of the ombudsman coordinator's primary responsibilities is to provide training that will prepare ombudsmen to participate in crisis response plans and to fulfill their role in a disaster or crisis situation. Training should ensure that ombudsmen have a clear understanding of what they are to do in an emergency.

Training may be provided via OBT/eOBT (See Module 7: Crisis Calls and Disasters of the *Ombudsman Basic Training Instructor Guide* and the *Navy Family Ombudsman Program Manual*), guest speakers at ombudsman assembly meetings and advanced training opportunities. The

following are suggested topics to prepare ombudsmen to effectively respond in a disaster or crisis situation:

★ Family communication plans and emergency kits.

★ Navy Family Accountability and Assessment System (NFAAS).

★ Resources including American Red Cross or Navy-Marine Corps Relief Society.

★ Command disasters, natural disasters and man-made disasters.

★ Ready Navy (Commander, Navy Installations Command).

★ Helping children cope with disasters.

★ Navy procedures such as mustering, evacuation routes and notification system.

8.2 OMBUDSMAN COORDINATOR RESPONSIBILITIES

The ombudsman coordinator's overall responsibility to ombudsmen includes ensuring that they are prepared to respond in a crisis or disaster. In addition to training, the ombudsman coordinator should provide information and support before, during and after a crisis. The ombudsman coordinator's responsibilities include:

★ Ensuring that ombudsmen are trained via OBT/eOBT and advanced training. Work with the assembly chairperson to provide additional training related to disaster preparedness.

★ Ensuring commands understand the role of ombudsmen and the ombudsman coordinator/FFSC in a disaster or crisis. Invite the command support team to attend ombudsmen training on crisis response. Include the topic in Ombudsman Program briefings for commands.

★ Keeping commands and ombudsmen updated on information and resources.

★ Providing timely and accurate information to all ombudsmen via informational emails and situational updates.

★ Assisting ombudsmen of affected commands and contacting ombudsmen who may need extra help. Additional ombudsmen may be recruited to help affected commands as needed.

★ Ensuring that Ombudsman Program staff at CNIC are kept apprised of the disaster situation so information can be distributed to all Navy ombudsmen. Family members and friends can then contact their local ombudsman for information on affected commands.

In addition to the responsibilities listed above, the ombudsman coordinator should offer support and guidance to ombudsmen during a crisis or post-disaster situation. The ombudsman coordinator must be ready to provide not only direction but emotional support.

During a crisis, it is important that ombudsmen can carry out their responsibilities without becoming overwhelmed or experiencing burnout.

NOTE:
Add CNIC Headquarters Ombudsman Program staff to email distribution lists to keep them informed during emergencies.

Ombudsman coordinators can support ombudsmen by:

★ Assuring them that ambiguity and unpredictability are normal in these situations. Flexibility is required.

★ Normalizing the chaos that often occurs. Help focus on what is being accomplished, not on what needs to be done.

★ Allowing them to vent and express their feelings/emotions. It is important to have a place where they can express concerns and reactions.

★ Ensuring that they take care of themselves, including taking the time to eat and taking breaks.

★ Providing recognition and appreciation. A simple "thank you" goes a long way.

★ Offering "debriefings" once the crisis is over so that ombudsmen can process their feelings and concerns. FFSC counselors and chaplains have the skills to provide group and/or individual sessions.

NOTE: The Ombudsman Registry enables contact with ombudsmen from commands that are affected during national disasters or emergencies in order to provide support to families that need assistance.

8.3 NAVY FAMILY ACCOUNTABILITY AND ASSESSMENT SYSTEM (NFAAS)

In an emergency, including disasters, it is vital that ombudsman coordinators are familiar with the Navy Family Accountability and Assessment System (NFAAS). Task Force Navy Family (TFNF) developed NFAAS following the major hurricane season of 2005. TFNF identified the need for a single reporting system for Navy family members to inform the Navy regarding their status after a declared emergency.

NFAAS standardizes a method to account for, assess and monitor the recovery process for Navy personnel and their families affected by a widespread catastrophic event. It provides valuable information to all levels of the Navy chain of command, allowing commanders to make strategic decisions that facilitate a return to stability.

NFAAS allows personnel to do the following:

★ Report their accounting status.

★ Update their contact/location information.

★ Complete a needs assessment.

★ View reference information.

NOTE:
NFAAS is used for muster and assessment when the Navy has declared a disaster or emergency. Following a declared disaster, Navy families should muster with their command and complete an NFAAS needs assessment.

The system allows families to identify their needs, including, but not limited to:

- ★ Medical.
- ★ Missing family locator.
- ★ Transportation.
- ★ Housing and personal property.
- ★ Financial.

If the assessment indicates that a family needs assistance, a case manager will contact them. The information provided by the affected member or their family will be used by helping professionals working on their behalf in recovery efforts. Details of their survey are confidential and will not be shared without the permission of the affected member or their family.

8.3.1 NFAAS GOALS AND BENEFITS

The goal of NFAAS is to ensure that help is available for Navy families after a declared emergency. The ombudsman coordinator can support NFAAS by informing ombudsmen that they should encourage families to register in NFAAS and to keep their information current.

These NFAAS benefits should be emphasized to ombudsmen and families:

- ★ Allows families to report their current location, update emergency personal contact information and request assistance.
- ★ Assists the Navy in knowing where families are located, how they are doing and to coordinate with appropriate agencies in responding to needs.
- ★ Enables commanders and supervisors to account accurately for all assigned personnel and their family members.
- ★ Allows case managers to contact families to provide important information and assist in recovering from a crisis.

NOTE: To access the NFAAS website, families may go to https://navyfamily.navy.mil. There is also an NFAAS app that can be downloaded on a mobile device and used for accountability reporting. For routine questions, call 1-866-827-5626. During an event, 1-877-814-5358 may be called for mustering.

NOTES:

CHAPTER 9 EFFECTIVE COMMUNICATION

"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."
– Tony Robbins

KEY TERMS/ABBREVIATIONS

Active listening: The act of hearing and attempting to understand the meaning of words spoken by another person

Briefing: Military informational meeting

COA: Course of action

"I" messages: Using "I" rather than "you" to avoid judgment of the sender of the message

MFR: Memorandum for the record

Open-ended questions: Questions that require more than a "yes" or "no" response

Paraphrasing: Summarizing what a speaker says

Social media: Websites and applications that enable users to create and share content or to participate in social networking

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Communication is defined as the process by which information is exchanged between individuals through a common system of symbols, signs or behavior (*Merriam-Webster*). Effective communication skills enable a person to convey information so that it is received and understood. It is critical that ombudsman coordinators possess excellent written and verbal communication skills.

9.1 COMMUNICATION PROCESS

Communication is a two-way process that includes:

★ A sender: the person who initiates communication.

★ A message: the information being transmitted.

★ A receiver: the person who is trying to understand the message.

Communication may be affected by:

★ Environmental factors; for example, outside noise or room acoustics.

★ Expectations or perceptions. People often hear what they expect or want to hear rather than what is being said.

★ Emotions; sadness, fear, excitement and other strong emotions can affect what one says and what is heard.

★ Status; one may have difficulty communicating with people perceived as having higher or lower status.

★ Skill level; individuals may lack the methods to communicate effectively. Techniques, such as active listening, can be used to improve communication.

9.2 VERBAL COMMUNICATION

Verbal communication is a collaborative give-and-take between the speaker and the listener which happens in real time. Among the most important communication skills, especially when meeting with co-workers or speaking to individual ombudsmen or customers, is the ability to actively listen and to effectively send messages.

9.2.1 ACTIVE LISTENING

Active listening is the act of hearing and attempting to understand the meaning of words spoken by another person. It is a way of listening and responding to another person that improves mutual understanding. Often when people talk to each other, they don't listen attentively. They are often distracted, half listening or half thinking about something else. Listening to a person's words and their meaning requires one's full attention.

Active listening:

★ Builds trust and positive relationships.

★ Encourages others to share information.

★ Allows the receiver to check their understanding of complex or significant information.

Ombudsman coordinators can, with practice, develop and improve the following active-listening techniques:

★ **Open-ended questions.** These begin with words such as "what" and "how." Examples of open-ended questions include: "What did you do then?" and "How did that make you feel?" Statements also can be open-ended. An example of an open-ended statement is, "Tell me more." You can use open-ended questions and statements to clarify the speaker's message.

★ **Encouragers.** Encouragers are words and sounds that indicate one is listening. Examples of encouragers include "Uh-huh," "I see," "Yes" and "Oh." Because encouragers are brief, they will not interrupt the speaker's thoughts.

★ **Door-openers.** There may be times when speakers will need additional encouragement to talk about their feelings or concerns. Door openers are similar to encouragers in that they are statements or questions that leave the door open for the person to continue to discuss the issue. Examples include:

- Would you like to talk about it?

- I am interested in your thoughts on that.

- Do you want to say anything more about that?

- I am wondering how you feel about that.

★ **Silence.** Unlike a casual conversation in which silence can be awkward, silence can be valuable in a helping or professional conversation. Silence allows speakers time to pause and compose their thoughts. It also gives one the opportunity to reflect to fully comprehend the message.

★ **Paraphrasing:** Paraphrasing is similar to reflective listening, except instead of repeating exactly what the speaker says, the listener summarizes what was said.

> Speaker: I've been an ombudsman for three months and I thought I would be better organized by now.

> Listener: You're concerned that it is taking you too long to become organized in your new volunteer position.

> **NOTE:**
> Additional information on communication is found in *Chapter 5* of the *Ombudsman Program Manual*.

9.2.2 SENDING MESSAGES

In addition to listening, one must be aware of the messages sent when speaking. The following are ways to send messages that will improve communication skills.

★ **Choose words carefully.** Specific words greatly affect the way information is received. Although the sender understands the message to have one meaning, those same words may have a different meaning to the receiver.

★ **Use "I" messages.** Rather than using the word "you," use the word "I" when communicating with others. This method provides a nonjudgmental description of the situation or of the other person's behavior. For example: "I am concerned that your ombudsman responsibilities are overwhelming you. If you would like to brainstorm some solutions, we could talk about ways to delegate or set boundaries."

★ **Clarify.** Even with active listening, not all messages are clear the first time. Clarify any messages that are not understood. Listeners feel valued when their thoughts and feelings are recognized. For example, "Could we go back to something you said earlier? I'm not sure I completely understood."

★ **Refocus.** Sometimes, it may be necessary to refocus the conversation. One may become distracted, lose the train of thought or may focus on unrelated information. For example, the sender may refocus by saying, "There are many ombudsmen who feel as you do and wish the ship would return early, but that probably will not happen. What can we do to help you cope with the needs of the families?

★ **Contract.** Contracting is getting the other party to agree to do something, then following up to confirm that the tasks have been completed. For example, "I'm concerned that we won't have a speaker for the ombudsman assembly. Would you be able to call the installation chaplain and see if he is available? I will then check with you at the end of the week."

9.3 WRITTEN COMMUNICATION SKILLS

For ombudsman coordinators, successful written communication skills include being able to write clearly and concisely, and being cognizant of style and requirements when writing for a Navy audience. Written communication has some advantages over verbal communication; the writer can review it before sending and it is an effective way to document information. Ombudsman coordinators may use written communication in letters, meeting minutes, emails, program presentations and social media.

When preparing written communications, the ombudsman coordinator should keep in mind that the content should be short and to the point without rambling or ambiguity. Know exactly what the communication should accomplish, and consider factors such as format, references, enclosures and the type of communication that best suits the requirements.

Due in part to technology, some written communications have become increasingly informal. However, proper professional communication is indicated by the correct use of grammar and language. Written communication should follow Navy and FFSC guidelines. It is always helpful to have important communications reviewed by a peer or supervisor.

NOTE: Ombudsman coordinators should be able to read and interpret a Navy message, including understanding of the format, terms and abbreviations. For assistance with reading/writing Navy messages, the ombudsman coordinator should work with the base administrative personnel. Further information can be found in the *Navy Correspondence Manual* at https://doni.daps.dla.mil/SECNAV%20Manuals1/5216.5%20(2015).pdf.

9.3.1 EMAIL

Email has become the most commonly used form of written communication. Some of the advantages of email include:

★ Convenience and ease of use.

★ Speed of correspondence.

★ Information can be easily stored for future reference.

★ Can be used to contact large numbers of people at one time.

While email has many advantages, it can also have disadvantages such as:

★ It can be impersonal—the receiver cannot see or hear the sender to interpret what is being said.

★ It is meant to be a brief form of communication and is not necessarily useful for communicating complex messages.

★ It can be overlooked or ignored.

★ It can lead to Operations Security (OPSEC) issues. (See *Chapter 5* of the *Ombudsman Program Manual* for OPSEC information.)

Ombudsman coordinators should include the following to ensure that email is in an acceptable and professional format:

★ Use a professional email address and signature. Consult a supervisor about any site-specific regulations concerning appropriate signature lines.

★ Keep the writing simple, using complete sentences and clear, short paragraphs.

★ Select a standard font. Decorative fonts in a business email are inappropriate, make text less readable and the recipient's computer will convert nonstandard fonts to a core font if the receiving computer does not have the same typeface.

★ Use appropriate salutations and respect the military chain of command.

Best practices for professional email include:

★ Consider whether email is the best way to communicate the information. Do not use email to send confidential information.

★ Include "For Official Use Only" (FOUO) in the subject line, followed by the subject, when emailing sensitive information.

★ Use the "return or read receipt" function sparingly. Overusing it is not only annoying to the recipient, but it can be seen as intrusive.

★ To ensure clarity, write out abbreviations and acronyms, especially the first time they are used.

> **NOTE:**
> Ombudsman coordinators should encourage all ombudsmen to use a professional email and follow these rules.

9.3.2 SOCIAL MEDIA TOOLS

Social media tools are a popular way to share information and promote programs and services. Fleet and Family Support Centers (FFSCs) differ in which social media tools they use, but ombudsman coordinators should be familiar with the following tools because ombudsmen, depending on the preferences of commands and families, may use any or all of them. Current options include:

★ **Facebook.** Facebook is currently the most widely used social media site. Many FFSCs and commands have Facebook pages, through which they share information and upcoming events. Facebook provides an opportunity for followers to ask questions and communicate with others. Become familiar with Facebook privacy settings (i.e., Public, Closed and Secret) and how they can be used to share information.

★ **Twitter.** Twitter may be used to send brief messages (140 characters) to a wide group quickly. Twitter users can respond to "tweets" and ask or answer questions. It can also be used to share links to articles or videos.

★ **Instagram.** Instagram is based on sharing of images and short videos. Users can upload pictures and apply filters to adjust the image. Followers can comment on the pictures, and one can reply to those comments.

★ **Pinterest**. Pinterest is another social media site centered on image sharing. Pinterest operates much like an electronic bulletin board, where users "pin" images and post comments about the image. One advantage to Pinterest is that viewers do not need to create a Pinterest account to view a board; a direct link can be sent to bypass the login page.

- ★ **Snapchat.** Snapchat allows one to share images, video clips and messages with friends. The unique feature about Snapchat is that the messages disappear after only a few seconds. A note of caution about Snapchat: Do not assume that because Snapchat messages are temporary that there is no record of the content. Many people save screen captures of Snapchat messages; these can then be made public.

The credibility of ombudsmen, FFSC staff and ultimately the Ombudsman Program depends upon the image that is presented. When using social media, it is essential to create a professional profile that reveals limited personal information. To accomplish this, one should have a separate social media account for one's professional role. Follow these basic steps when creating a professional social media profile:

- ★ **Choose images carefully.** Use a scenic shot from your photo collection or check out the Web tools for creating cover images.

- ★ **Review privacy settings.** Review the privacy setting instructions for each social media site carefully. Establish strict controls for who can view personal content.

- ★ **Use caution when following or "liking" other pages.** Remember that information posted on these pages may then be linked to yours.

> For more guidance on the Navy's social media policy, see the *Navy Public Affairs Guide for Ombudsmen* at http://www.navy.mil/ah_online/OPSEC/docs/Policy/Navy_Public_Affairs_Guide_for_Ombudsmen.pdf.

Although social media provides limitless opportunities to communicate, consider the following:

- ★ Keep personal and professional social media and communications separate.

- ★ Consult an FFSC supervisor or site manager/director before creating social media accounts that promote work-related information.

- ★ Some bases may have social media restrictions. Discuss access with a supervisor and the installation Public Affairs Office.

- ★ Be careful with the content posted. Remember to abide by OPSEC regulations.

NOTE: For more information on OPSEC, including training videos, see the Navy Operations Security Support Team (NOST) website at www.navy.mil/ah_online/OPSEC.

9.4 ARTICULATION AND DIPLOMACY

Every FFSC staff member is a representative of the FFSC, Commander, Navy Installations Command (CNIC) and the Navy. Each time an FFSC employee speaks to a customer or outside agency, that employee is presenting an image to the customer of the reliability and credibility of both the employee and the organization.

Ombudsman coordinators should be diligent in ensuring they portray a proper image of the FFSC and the Ombudsman Program by correctly articulating their message, and by using diplomacy and tact in all forms of communication. With the speed and scope of today's communications, the following guidelines help ensure that the appropriate "message" is sent to FFSC customers and partners:

★ Actively listen to the customer to gain an understanding of the customer's needs.

★ Learn to ask the right questions to get at the core of the customer's issues and concerns.

★ Communicate professionally. Proofread written correspondence, articulate spoken comments carefully and always provide accurate, truthful information.

9.5 PRODUCTIVE MEETINGS

Approximately 25 million meetings take place every day in the United States. To hold a productive meeting, it is necessary to use techniques to keep the meeting on track, ensure that everyone has a chance to speak and clarify how decisions will be made. It is often through meetings that decisions and actions are determined. The following suggestions and tips on designing and facilitating meetings should help ombudsman coordinators hold successful meetings.

Meetings should be held judiciously. Before holding a meeting, consider the following factors:

★ Is a meeting necessary? What is the purpose?

★ What are the desired outcomes?

★ Who should attend the meeting?

★ What is the meeting agenda and timeframe?

★ What preparatory work is needed both by the facilitator and the participants?

★ Are there alternatives to meeting? For example, could an email asking for input suffice?

If after reviewing these factors holding a meeting seems necessary, the ombudsman coordinator should consider the following suggestions and guidelines:

★ Start and stop the meeting on time.

★ Have an agenda and adhere to it. (See the next section.)

★ Encourage everyone to participate.

★ Begin with something positive. For example, ask participants to share something new they learned or something they have accomplished since the last meeting.

★ Challenge ideas, not individuals. Separate the idea from the person.

★ Define the issues, encourage brainstorming, synthesize the discussion, narrow the options and then call for a decision.

Knowing how to solicit information that guides the group toward results will increase meeting productivity. The following are suggested phrases that the ombudsman coordinator may want to try:

★ Proposing—ask, "How about?"

★ Seeking information —say, "Please describe" or "What's your reaction?"

★ Providing information—say, "We found that …"

★ Giving an opinion —say, "In my opinion …"

- ★ Disagreeing—say, "Perhaps we can look at this from another perspective …"

- ★ Testing consensus—ask, "How many agree?"

- ★ Setting standards —say, "We need to decide by …"

- ★ Relieving tension —ask, "Why did the chicken cross the road?" or some other attempt at humor.

It is important to minimize any negative participant activities. For a meeting to be productive, the ombudsman coordinator should deal with these issues quickly and effectively. Try the following:

- ★ Start on time—respect those who arrived on schedule.

- ★ Late arrivers—don't update.

- ★ Side conversations—must relay discussion to group.

- ★ Nonparticipating members—directly solicit input.

- ★ Rambling—focus on agenda and document other items for later discussion.

- ★ Negativity—ask participants whether they agree/disagree.

The ending of a meeting is as critical as the beginning. The ombudsman coordinator should review the following and then send minutes with this information to all participants:

- ★ Decisions that were made.

- ★ Actions needed and who will be responsible for each task.

- ★ Issues that still need to be resolved.

- ★ Date for the next meeting and agenda topics.

(The above information was adapted from Massachusetts Institute of Technology's Human Resources at http://hrweb.mit.edu/learning-development/learning-topics/meetings/articles/basics.)

> **NOTE:** For a successful meeting, "know" the audience. For example, it is not enough to know that attendees are ombudsmen; are some Reserve ombudsmen? Or, if meeting with command leadership, are they from Navy commands or are some from joint commands? Knowing this enables the content to reflect the needs and issues of everyone present.

9.5.1 PREPARING AN AGENDA

When organizing agenda items, the ombudsman coordinator should take the following into consideration:

- ★ **Priority.** Identify the most important issues that must be discussed and order them.

- ★ **Desired outcome.** A desired outcome is the preferred result for the item. Clarifying the desired outcome helps determine priority, time, person responsible and process. Some examples of desired outcomes include "an agreement about X" or "a list of Y."

- ★ **Time.** Estimate how much time is needed to achieve a desired outcome. Participants will likely be more satisfied by participating in a lengthy, meaningful discussion than by taking part in a short conversation that does not allow for meaningful input.

★ **Person responsible.** The meeting organizer does not necessarily need to introduce or guide the discussion of all agenda items. For example, it may be appropriate for one participant to guide the discussion so another may listen carefully and take additional notes.

★ **Process.** What techniques will be used (i.e., brainstorming, presentation or feedback on specific questions). Will decisions be made by a majority vote, unanimous consensus or by the leader?

(The above information was adapted from the Massachusetts Institute of Technology's Human Resources at http://hrweb.mit.edu/learning-development/learning-topics/meetings/articles/agendas.)

A sample Agenda Form can be found in *Appendix A, Form 13*.

9.5.2 DOCUMENTING THE MEETING

The ombudsman coordinator may be responsible for ensuring that meetings are documented by recording minutes. Minutes are the official record of what happened at a meeting. The ombudsman coordinator may be the individual taking the minutes or may assign the role to another participant. In either case, the meeting minutes should include the time and date of the meeting, an outline of the issues discussed during the meeting and a summary of any follow-up items assigned during the meeting.

Minutes may be recorded through note-taking or with a recording device, provided consent for the recording is given by all in attendance. Do not attempt to record every single comment but concentrate on the general meaning of the discussion. Take enough notes to summarize.

Outlining the minutes in a coherent, well-organized way is crucial. Using bullet points or headings with subheadings are effective, concise ways that key issues discussed during the meeting may be covered. (Prepare an outline based on the meeting agenda in advance and leave space for your notes.) The minutes should be transcribed after the meeting and distributed to both attendees and absentees.

NOTE: Prepare a list of expected attendees and check off the names as people enter the room. Or, pass around an attendance sheet for everyone to sign. Noting where participants are sitting can help ensure accuracy as to who said what.

(Adapted from www.effectivemeetings.com/meetingbasics/minutes.asp)

9.6 MILITARY BRIEFINGS

At most military commands, briefings are a regular part of staff interactions. Depending on the size of the command and the seniority of the commander, staff meetings can be as informal as a series of quick oral reports taken from around a table to a long and highly formal agenda for which inputs in a standard format must be submitted weeks in advance. At a commander's discretion, briefings may also be requested one-on-one or in hard copy, either in lieu of an oral presentation or in addition to one.

As civilians, ombudsman coordinators will typically have more latitude when conducting a briefing. However, knowing, anticipating and conforming to the general outline of how briefings are conducted in a military setting reflects situational and cultural awareness.

9.6.1 BRIEFING TYPES

Military briefing types include:

- ★ **Information:** The purpose of an information briefing is simply to disseminate information. The focus is something that needs immediate attention (e.g., an approaching deadline or observance, such as Ombudsman Appreciation Day) but not a conclusion, recommendation or decision.

- ★ **Decision:** This is the most common form of military briefing, especially on high-level staffs. The purpose of the decision briefing is to provide a firm basis for the commander to choose a course of action (COA, pronounced "KOH-uh"). Two or more COAs are usually presented, along with a recommendation from the briefer and the rationale for selecting the recommended COA.

- ★ **Mission:** Mission briefings are similar to informational briefings, except they report the progress of a previously selected COA toward its anticipated goal. If an information briefing promotes ombudsman appreciation and a decision briefing recommends a command-level luncheon, a mission briefing might report that the date, location and speakers have been chosen, fliers placed, etc.

- ★ **Staff:** At staff meetings, persons in charge of different functional areas present their current tasks and challenges, for the situational awareness of others and for coordination purposes. In a staff briefing, the action officer for ombudsman awareness might learn that the CO will not be available, which might change elements of the plan.

9.6.2 ELEMENTS OF BRIEFINGS

There are three elements to a briefing: the introduction, the main body and the closing.

1. **Introduction.** Briefers should always identify themselves by name, title and organization. If an ombudsman coordinator conducts an Ombudsman Registry briefing, the function of the Ombudsman Program should also be stated briefly. Briefers should address the highest-ranking person in the room by name but provide a general acknowledgement and welcome to others, too.

   The briefer should succinctly summarize the purpose and scope of the briefing that will follow. This provides context and structure for the audience and lets them focus on what they are hearing rather than wondering what the briefing will be about. Military briefers use the abbreviation BLUF – bottom line up front – for this part of the introduction.

> ### Sample Introduction for an Information Briefing
>
> "Good morning, Captain Gray, and good morning to the wardroom of the USS Bestshipever. My name is Jane Smith. I am the ombudsman coordinator here in Charleston. I support ombudsmen and the Ombudsman Program, including coordinating training and assisting with the ombudsman assembly.
>
> Today I will be addressing 'Ombudsman Appreciation Day.' This observance is coming up on September 14th. I will be highlighting some opportunities that can help make this meaningful to your Cruiser ombudsman, Sailors and families."

2. **Main Body.** The ideas in the main body should be presented in a logical sequence with clear transitions from one to the next. Key ideas can be reinforced with visual aids (e.g., PowerPoint, posters and handouts). The briefer should be prepared to answer questions at any time.

   In decision briefings, options should be clearly and objectively stated before the briefer elaborates on the pros and cons of each and recommends one of the options. The briefer must highlight why the chosen option was selected over other possibilities. Where assumptions must be made, they should be identified as such. Where facts are stated, the briefer should be prepared to identify their sources.

3. **Closing.** During the closing, the briefer should ask for and answer any questions not previously addressed. The briefer should summarize the main points of the briefing and repeat any recommendations, then close with thanks to the audience.

9.6.3 PRINCIPLES OF EFFECTIVE BRIEFING

Following these principles should ensure an effective briefing:

★ Nothing ensures success like a rehearsal with a live "audience" who can give feedback on how to improve content, clarify transitions or polish briefing techniques.

★ Briefings include the word "brief" for a reason. They should always be as short and direct as possible, especially in the introduction.

★ Conclusions and recommendations should be reached by traceable logic and be based on facts, not assumptions.

★ A briefer must always be ready for interruptions and questions and be able to get smoothly back on track once they have been resolved.

After a briefing, it is a good practice to prepare a memorandum for the record (MFR), especially after a decision briefing that leads to commitment to a proposed course of action. An MFR should:

★ State the subject, date, time and place of the briefing and the ranks, names and positions of key participants.

★ Summarize the contents of the briefing, including recommendations, and should record whether they were approved, disapproved or approved with modification. The decision maker's instruction, guidance and directed actions should be included, along with the staff and action officer(s) responsible for any further required action.

It is also a good practice to submit a draft of the MFR to the decision maker for review and correction before complete, and file the final version. The final MFR should be copied to the individuals, units, staff sections or other organizations that must act on the decisions it contains and those whose operations or plans it may influence.

CHAPTER 10 PRESENTATION AND FACILITATION SKILLS

"Tell me and I forget. Teach me and I remember. Involve me and I learn."
– Benjamin Franklin

KEY TERMS/ABBREVIATIONS

Active-learning techniques: Activities and exercises to engage learners and help them retain information

Adult learning: Ways in which adults learn based on identified characteristics

Auditory learners: Learn by listening to and discussing information

Facilitation: Guiding a group to accomplish goals

Kinesthetic learners: Learn by doing.

Presentation: Providing needed information to a group

Visual learners: Rely on sight to learn and process information

WIIFM: "What's in it for me?"

Ombudsman coordinator duties include facilitating workshops and conducting training. An understanding of adult learning and presentation and facilitation skills are essential to success.

10.1 ADULT LEARNING

Being an effective presenter/facilitator involves understanding how adults learn. Adults have unique needs as learners, and these needs are very different from the needs of young learners. Researcher Malcolm Knowles identified six characteristics of adult learners that form the foundation for adult-learning theory. These include:

1. **Need to know:** Adults need to know why, what and how before they engage in learning.

2. **Self-concept of the learner:** Adults are relatively self-directing and want to have some control over their learning.

3. **Previous experience:** Adults have a rich background of experience and knowledge; this is their greatest resource for learning. They need to connect new information to their existing knowledge and experience.

4. **Readiness to learn:** Adults generally are ready to learn something when they recognize a need for new information to deal with new challenges or situations.

5. **Orientation to learning:** Adults' orientation to learning is problem-centered; they want to learn things in the context that it will be applied.

6. **Motivation to learn.** Adults are motivated primarily by internal factors. They seek to learn for intrinsic value and look for a personal payoff to their learning.

To put these principles into practice, an ombudsman coordinator should:

* ★ Tap into participants' experiences that are relevant to the material being presented.

* ★ Respect differing beliefs, religions, value systems and lifestyles.

* ★ Allow participants to discuss and challenge ideas.

* ★ Use auditory, visual, tactile and participatory teaching methods.

* ★ Assess the learning needs of the group at the beginning of the presentation.

* ★ Allow participants to admit confusion or fear.

* ★ Let participants learn by doing. Do not "spoon-feed" them.

10.1.1 ADULT LEARNING — INSTRUCTOR SKILLS

Training excellence is achieved by developing subject-matter expertise, increasing knowledge of the fundamentals of training and facilitation, and recognizing and tapping into the expertise the adult learner brings to a training session.

Ombudsman coordinators must consider how they can capitalize on adult learning characteristics and most effectively reach their audiences. R.J. Wlodowski, in the book *Enhancing Adult Motivation to Learn*, suggests a model of instructor characteristics and skills that are particularly relevant to adult learners. He groups these characteristics into four categories of skill:

* ★ **Expertise — the power of knowledge and preparation.** Expertise is a function of knowing something that is beneficial to adults and knowing it well. It involves the preparation needed to convey that information through an organized learning event. For example, ombudsman coordinators should be thoroughly familiar with ombudsman training options and know where to obtain additional information.

* ★ **Empathy — the power of understanding and consideration.** Empathetic instructors continuously consider the participants' perspectives and have a realistic understanding of their needs and expectations. A demonstrated sense of empathy includes adapting the instruction to the participants' level of experience and skill. For example, an ombudsman coordinator may go into more detail on a subject when the group is made up of experienced ombudsmen.

* ★ **Enthusiasm — the power of commitment and passion.** Enthusiastic instructors value what they teach. They express commitment with appropriate degrees of emotion, animation and energy. Some individuals are naturally more enthusiastic and expressive. However, all ombudsman coordinators can learn techniques to help present material in an interesting and passionate manner.

* ★ **Clarity — the power of language and organization.** Clarity involves presenting information in a way that can be followed and understood by most participants. The facilitator should prepare and adapt the presentation to the specific needs of the audience.

NOTE: These four categories of skill can be developed through study and practice—they are ineffective if they appear to be insincere. Look at these as "things" you carry into the classroom.

10.1.2 ADULT LEARNING STYLES

A key to motivating participants to engage in learning is to understand adult learning styles and preferences. Differing aptitudes, abilities and experiences have caused individuals to develop a preference for how they learn and process information. Most individuals prefer auditory or visual input; however, some people have a preference for kinesthetic learning (learning that involves movement). Learning preferences may be seen in the following ways:

Visual learners. Visual learners rely on sight to learn and process information. They prefer, enjoy or require visual aids such as:

★ Graphic illustrations — bar graphs, charts or photographs.

★ Color codes to highlight salient information.

★ Maps to find their way.

★ Drawings or designs, such as PowerPoint slides, to illustrate presentations.

★ Sitting near the front to better see the presenter's face, gestures or visuals.

Auditory learners. Auditory learners learn by listening to and discussing information. They prefer, enjoy or require:

★ Oral presentation of new information, such as a lecture.

★ Group discussions to hear other points of view.

★ Fast-paced verbal exchanges of ideas.

★ A good joke or story that they can repeat to others.

★ Verbal cues or mnemonics to help them remember information.

Kinesthetic learners. Kinesthetic learners learn by doing. They prefer, enjoy or require:

★ Movement, such as rocking or shaking a leg during a lecture.

★ Hands-on experience to learn a task.

★ Gestures from the instructor.

★ Role-play exercises.

★ Trying new things without a lengthy explanation of the activity.

While it is thought that people have developed a preference for, or have greater skill in, processing one type of input, most people simultaneously process information through multiple senses. In fact, the retention of learned material is enhanced if the learner is asked to process information using more than one sense. Presentations that are multisensory (using visual and auditory components) in combination with interactive activities will increase learning and retention for most adults.

NOTE: Ombudsman coordinators must be aware of their personal learning style because it is generally reflected in the way they deliver training. Strive to strike a balance among all three learning styles and be aware of how learning style influences training style.

10.2 PRESENTATION AND FACILITATION SKILLS

Ombudsman coordinators fulfill many roles that require professional presentation, public speaking and small-group facilitation skills. They should be able to command the attention of a small group or a full auditorium, as well as be able to deal with difficult presentation situations and challenging participants.

A presentation should be a two-way interaction, somewhat like a conversation. It requires gaining participants' attention, meeting their needs and giving a presentation that is understandable, significant and memorable.

Facilitation, as defined by the International Association of Facilitators, is helping people participate more actively in their own futures. Facilitation means guiding, not just informing. As a facilitator, one helps or makes it easier for an individual or group to accomplish goals.

To work effectively with small groups, especially, ombudsman coordinators will need not only to present but also to facilitate. There are many differences between facilitation and presentation:

★ **Facilitators coach, whereas presenters are the stars.** Facilitation focuses on content and the group process. Facilitators are flexible and adaptive. They have a fluid agenda and are willing to modify activities during the session. They stay focused on the balance between process and results and are willing to take on different roles as needed. They may be in the background, remain neutral, take on a consultant's role or, if needed, take on a leadership role. Presenters, remain the center of attention and focus more on the content. Although they try to be flexible, they focus on the information that needs to be provided to the audience.

★ **Facilitators ask, whereas presenters tell.** Facilitators keep the discussion on track and flowing by using questions or activities to lead the group or redirecting questions to the group. Facilitators encourage the learners and support them as the learners take the lead. Presenters may lecture and/or use various activities and demonstrations to reinforce learning, but the focus remains on the presenter.

★ **Facilitators build relationships, whereas presenters accomplish tasks.** A goal is to have participants communicate not only with the facilitator but directly with each other. Facilitators assume that the learners have knowledge and experience to share, and by building relationships the group will accomplish tasks. They are concerned about group and individual needs but focus on group needs unless an individual's needs are emergent. Presenters prefer to accomplish the task at hand – delivering a lecture or covering a set amount of information.

★ **Facilitators find energy from within the group, whereas presenters get energy from within themselves.** Facilitators invite feedback from others and are most energized when the group is able to function well with minimal input from the facilitator. Facilitators are resilient; they accept whatever happens as valuable data and continue smoothly. Presenters prefer to share their information in the manner that they prepared it.

10.2.1 AUDIENCE CONNECTION

Whether an ombudsman coordinator is giving a formal presentation or facilitating a training or small-group discussion, it is important to be able to connect with the audience. A connection must be established for the audience to engage and learn.

Before the event:

- ★ Research the audience. Learn their demographics, level of knowledge and familiarity with the concepts being presented. Ask the program organizer for details about the audience so that appropriate activities can be prepared.

- ★ If appropriate, call or email participants in advance and tell them what to expect and how to prepare (e.g., what to bring, things to think about).

- ★ Arrive early and mingle with the participants.

NOTE: To help identify the participants' needs and expectations for the training, options include conducting an opening exercise or providing an activity for the participants to do while they wait to get started that focus on expectations for the training.

During the event:

- ★ Ensure your body language, facial expressions and voice communicate enthusiasm and convey that, "I am glad to be here."

- ★ Greet and acknowledge the audience. Make sure the audience can hear and see. Begin on a positive note without apologies.

- ★ Give details about the training, including the learning objectives and the length of the session.

- ★ Try to make eye contact with each person in the room. Let everyone feel as though you are talking to them.

- ★ Encourage audience participation. Promote participation by asking questions. They may be rhetorical, answered by participants or by a show of hands.

- ★ Try to avoid reading from notes.

- ★ Use humor. Interjecting humorous examples is an excellent way to connect with the audience.

- ★ Thank the audience for their participation and enthusiasm.

10.2.2 ACTIVE-LEARNING TECHNIQUES

Adults learn best when they are engaged in critical, extended conversation about things that matter to them. However, attention and retention improves the more active the training. Active-learning techniques engage learners and help them retain the information. They should be used frequently with adult learners; facilitators are encouraged to engage learners in active-training techniques throughout any presentation. According to Ruth C. Clark and Ann Kwinn in their book *The New Virtual Classroom: Evidence-based Guidelines for Synchronous e-Learning*, active learning helps achieve learning objectives because it supports six learning events:

★ **Supports attention.** Forces social presence and prevents participants from dividing their attention between two or more activities.

★ **Builds new mental models.** Assists in the construction of new mental models necessary for learning.

★ **Supports the transfer of learning.** Active-learning techniques support the transfer of learning from the brain's working memory to long-term memory, where the information can be retained.

★ **Manages cognitive load.** Research has demonstrated that there is a limit to the amount of information the human brain can assimilate at one time before it reaches its cognitive load. Keeping participants engaged and focused through active-learning techniques prevents learners from reaching their cognitive load too quickly.

★ **Activates prior knowledge.** Active-learning events cue information already stored in long-term memory, which then expedites the learning process.

★ **Motivates learners.** Active-learning techniques motivate participants by providing ways to apply their learning.

10.2.3 ACTIVITIES TO ENHANCE LEARNING

Activities can be an effective way to engage participants in training. It is important to select activities that enhance learning and meet the needs of the audience. When choosing an activity, ask yourself the following questions:

★ What is the purpose of the activity? Will it promote learning? Does it contribute to meeting the learning objectives?

★ Which activity is most practical and effective?

★ Is there time for the activity to be completed and processed?

★ Are the logistics suitable? Is there enough space, are there enough materials, etc.?

★ Will you be able to maintain control and monitor the activities?

When introducing an activity to a group, be sure to do the following:

★ State the purpose. What will the group gain from the experience?

★ Rearrange the room and regroup the participants as required.

★ Get everyone settled and then provide clear directions. If the activity has multiple steps, post written directions.

★ Solicit questions. Be sure everyone understands the expectations.

★ Demonstrate or clarify rules and procedures, if necessary.

During the activity, it is important to:

★ Expect some confusion or resistance. People have different levels of experience that may affect their willingness to participate.

★ Resist giving answers. Encourage participants to work with each other and to do the best they possibly can.

★ Keep track of time. Do not let activities go on too long. Give the group periodic time checks so they can finish the task.

★ Debrief: This wrap-up enhances learning as the participants process what they experienced.

When processing an activity:

★ Ask participants what they experienced: What did they do, and what were their reactions?

★ Ask participants what they gained from the experience. For example, after participating in a role-play activity about responding to a disaster, participants may realize they had not considered the roles of other responders.

★ Ask participants how they can apply what they learned to the real world.

NOTE: Nothing is wrong with a lecture as long as it is presented in short segments and includes active-learning techniques.

The following chart illustrates types of activities with general examples for training sessions.

Icebreakers	Short exercises or activities used to introduce the topic, to acquaint and encourage interaction among learners or to build cohesiveness. With a large group, break the group into several smaller ones, or ask questions and have learners stand up or raise their hands in response. This information can be used to help format discussions and emphasize or supplement various content areas.	*Example: Ask new ombudsmen to stand if they have been in the position at a previous command.*
Small-group Interaction	Divide a larger group into several smaller ones and assign a task for them to do together. This is good for getting learners who are hesitant to contribute to a large-group discussion or for potentially sensitive topics.	*Example: Small groups of ombudsmen are asked to discuss how they address frequent callers.*
Brainstorming	Encourages creativity and a wider view of possible solutions to a problem. A time limit for brainstorming (e.g., 5 minutes) usually is set. This gives learners an opportunity to share information and ideas, contribute, and share expertise.	*Example: Ask learners to brainstorm ideas on how ombudsman can update resources.*
Panels	Consists of a small group that leads a guided and informal discussion before an audience. They may volunteer facts, give opinions and answer questions.	*Example: Ask seasoned ombudsmen to describe the challenges and rewards of the job.*
Role-plays	Learners have an opportunity, in a supportive environment, to try out a role about which they may be apprehensive. It is learning by doing. Role-playing can be extremely effective in illustrating or demonstrating a point that involves person-to-person communication. Role-playing can include an observer whose job is to take notes or make objective comments about a role-play interaction.	*Example: Role-play how an ombudsman can reassure a distraught spouse dealing with her first deployment.*

10.2.4 ENGAGING RESISTANT OR DISRUPTIVE PARTICIPANTS

Focusing on the needs and learning of the group can be difficult if an individual exhibits challenging behaviors. It is important to respect each individual but still to move the group forward. The following are commonly seen behaviors with tips on how to manage them:

* **Rambling — going-off topic and "wandering."** To respond to this behavior refocus attention by restating a relevant point, ask how the topic relates to the current discussion or ask ramblers to summarize their main point.

* **Silence — lack of participation from group members.** Silence is extremely challenging if the entire group is quiet. To encourage participation, ask everyone the same question, call on a particular participant to respond to a nonthreatening question or acknowledge the silence and ask for a solution.

* **Talkativeness — everyone is talking and no one is listening.** To handle a talkative group acknowledge that you want to hear what each person is saying but that it is difficult when everyone is talking. If only one or two people are monopolizing the group, allow limited time for them to express their ideas and move on; or, acknowledge that it is an interesting point but you are also interested in what others have to say.

* **Arguing — disagreeing with everyone and everything that is said.** To respond to an argumentative individual redirect the person's comments or questions, recognize his/her feelings and move on or offer to talk with the participant after the meeting.

* **Side conversations — a problem if they interfere with the group.** Do nothing if the conversations are minimal or focused on the topic, engage the side-talkers in the main discussion, or remind the group that everyone has important comments and all would like to hear them.

Occasionally, participants may be resistant to learning, attempt to dominate the discussion or presentation, or resist participating. The following techniques address challenges with participants:

* **Create buy-in.** Resistant participants can often be pulled into the training by engaging them and helping them to understand how they will benefit. Most adult participants walk into a training session wondering, "What's in it for me." If that question is answered at the beginning of the training, participants will become more open to learning. Better yet, give participants the opportunity to determine how they will benefit from the training. For example, post several flip charts with headings pertinent to the topic and ask participants to generate training outcome benefits that fall under each heading. Participants' buy-in will be stronger if they—not the presenter—determine the benefits.

* **Talk one-on-one.** If a participant continues to cause problems, try talking with the participant one-on-one during a break. Individual conversations can help open the door to more effective communication.

* **Throw the challenges back to the group.** If a participant continues to challenge the facilitator and it detracts from the learning process, consider throwing the comment,

question or issue back to the group. For example, ask, "Do any of you have any thoughts on this?" or "What do the rest of you think about that?" Encourage participants to take a step back and consider their answers and then have the group dialogue or debate.

★ **Address heckling.** Ignore participants who heckle. Often all the heckler wants is attention. Giving them attention in more productive ways will meet their personal needs without excessive classroom disruption. For example, stand near them, make eye contact, listen carefully and acknowledge positive points.

★ **Expect participation.** Set the expectation that everyone is to participate from the onset. Make eye contact and demonstrate nonverbal cues that indicate they are looking for a response. Additionally, use direct questions to specific participants to help engage them. Ask whether they agree or disagree with certain statements, whether they have something to add or if they could provide an example. Strong positive reinforcement should be given for any contribution.

10.2.5 EFFECTIVE POWERPOINT PRESENTATIONS

Many ombudsman coordinators may give presentations and training sessions using PowerPoint slides as a training aid. PowerPoint slides can be an effective and powerful way to get information across to an audience. But beware of "death by PowerPoint," which occurs when a presenter reads the slides to participants or there is too much information on the slides for learners to fully process. To avoid this, follow these guidelines.

When planning a PowerPoint presentation:

★ Start with solid content appropriate for the audience. Develop a logical flow to the content and jot down ideas about visuals that will enhance the content. Be sure content drives visual elements.

★ Think of the entire presentation as an opportunity to tell a story. Good stories have interesting, clear beginnings; provocative, engaging content in the middle; and a clear, logical conclusion.

★ Time the presentation. Allow enough time for questions from the audience.

Effective PowerPoint slides should support and reinforce the presenter's words, not repeat them. To do this:

★ Only design slides after the content is written and the activities have been selected.

★ Use design templates.

★ Standardize the position, colors and styles of text.

★ Include only necessary information. Limit the information to the essentials. Use colors that contrast.

★ Be consistent with effects, transitions and animation. Limit the use of these special effects.

★ Limit the number of slides. Too many slides can outlast the attention span of the audience.

When selecting text and graphics, consider the following:

★ Use larger fonts to indicate more important information.

★ Be sure the text contrasts with that background. Dark text on a light background is the easiest to read.

★ Align text either left or right. Centered text is harder to read.

★ Do not use all capital letters; they are hard to read.

★ Limit the amount of text on your slides. Generally use no more than six words per line and no more than six lines per slide. (Note: To truly have the slide reinforce the presenter's words, aim for no more than six words per slide.)

★ Use graphics to illustrate a main point.

★ Balance the slide — images and words.

★ Use quality graphic images. Poor-quality graphics detract from the content and undermine credibility.

NOTE: After the presentation, provide the participants with a handout containing the key points. Not only does this eliminate the need for word-heavy slides, but the participants will be more attentive because they will not need to take notes.

10.2.6 PRESENTATION CHECKLIST

Ombudsman coordinators may use the following Presentation Checklist to ensure they are adequately prepared.

PRESENTATION CHECKLIST

Presentation

☐ Your introduction captures the learners' attention and explains your objectives.

☐ You follow your objectives by clearly defining the points of the presentation.

☐ The main points follow a logical sequence.

☐ The main points flow well.

☐ The main points are supported with active-learning techniques and visual aids.

☐ Your closing summarizes the presentation clearly and concisely.

☐ The conclusion is strong.

☐ The conclusion is tied to the introduction.

Delivery

☐ You are knowledgeable about the topic covered in your presentation.

☐ You have practiced the presentation using your notes and visual aids.

☐ You know where you will present (indoors, outdoors, standing, sitting, etc.).

☐ You have visited the presentation site. If not, you have found out as much as possible about the space.

☐ You have interspersed active-training techniques that appeal to all types of learners.

☐ You have checked to ensure visual aids work and know how to use the equipment.

☐ You can present without the use of visual aids, if necessary.

Appearance

☐ You are dressed and groomed appropriately and in keeping with the learners' expectations.

☐ You have practiced your presentation standing (or sitting, if applicable), paying close attention to your body language and posture, both of which will be assessed by the learners.

Visual Aids

☐ The visual aids, including handouts, are easy to read and easy to understand.

☐ The visual aids are tied into the points you are trying to communicate.

☐ The video, slides, etc., can be easily seen from all areas of the room.

NOTES:

CHAPTER 11 PROMOTING THE OMBUDSMAN PROGRAM

"Without promotion, something terrible happens ... nothing!"
– P.T. Barnum

KEY TERMS/ABBREVIATIONS

Customer segmentation: The practice of dividing customers into groups that have similar wants and needs

FRG: Family Readiness Group

PAO: Public Affairs Office

POD: Plan of the day; information put out daily at a command

POW: Plan of the week; information put out weekly at a command

PSA: Public service announcement

Publicity plan: Written plan describing promotional goals and methods

PR: Public relations

WIIFM: "What's in it for me?"

The success of the Navy Family Ombudsman Program depends on the ability to effectively promote the program and its benefits to the stakeholders it is designed to serve — the Navy, commands and the Sailors and families. The ombudsman coordinator's role in promoting the Ombudsman Program is twofold:

★ Increasing awareness of the Ombudsman Program and its benefits.

★ Training and supporting ombudsmen in their direct efforts to promote their services.

All prospective customers want to know how a service will make their lives better. Customers want to know, "What's in it for me (WIIFM)?" Promotion of the Ombudsman Program should emphasize exactly how ombudsmen and the Fleet and Family Support Center (FFSC) can assist commands, service members and their families.

When promoting the Ombudsman Program, it is necessary to:

★ Keep updated distribution and contact lists of key target audiences, such as command leadership, ombudsmen and guest speakers.

★ Work with the installation public affairs officer to make the best use of installation publicity tools.

★ Know the program. Be an expert not only about the Ombudsman Program but all FFSC programs.

★ Build a relationship with key partners, including command leadership, chaplains, ombudsmen and Family Readiness Groups (FRGs).

★ Establish direct, personal contact with potential customers by attending briefings and installation events.

11.1 PUBLICITY PLAN

Promoting the Ombudsman Program requires advertising and delivering the goods and services that stakeholders want and need. A solid publicity plan that guides these promotional efforts is needed to achieve this goal.

Although program promotion is a day-to-day, continuous effort, it is important to have a plan with identified goals to guide the efforts. For example, what will success look like for the FFSC and specifically for the Ombudsman Program? Will it be an increased number of commands with ombudsmen, better-trained ombudsmen or increased awareness of services? Goals may vary from site to site depending on the current status and effectiveness of the program.

An effective publicity plan should include:

★ Targeted communication strategies. Who are the specific target audiences, and what is the best way to reach each one?

★ A distribution plan for promotional materials to keep commands, ombudsmen, service members and their families informed.

★ Identified processes to review the effectiveness of publicity.

The publicity plan is a written document that helps the FFSC implement the publicity process by defining goals, timetables, strategies and tactics. The FFSC publicity plan serves as a guide for the programs and services the center plans to highlight at specific times during the next year. It should:

★ Support strategic planning goals and needs-assessment data. Services should be reflective of the needs and interests of FFSC customers.

★ Represent the big picture. The FFSC's publicity plan includes strategies and campaigns for each of its programs. Following a system ensures that publicity endeavors among programs are not overlapping or repetitive.

11.2 SOCIAL MARKETING

Before considering specific ways to promote the Ombudsman Program to target audiences, ombudsman coordinators should have a general understanding of publicity concepts. In particular, it helps to look at the promotion of FFSC programs and services in terms of social marketing.

The primary focus of social marketing is on the customer and learning what they want and need. Promotion must speak not just about the product but about how the product will fill a customer's wants and needs. Social marketing considers the customer's point of view by addressing the "Four Ps" of marketing: product, price, place and promotion.

1. **Product.** A practical and workable Ombudsman Program "product" is one that customers are convinced will serve a perceived need. A product may deliver education such as OBT, support in the form of a one-to-one meeting or printed information, such as a brochure.

2. **Price.** "Price" can refer to the cost to commands or families that do or do not use the Ombudsman Program's services. The "price" can be decreased stress for families or increased mission readiness for commands that use the Ombudsman Program.

3. **Place.** "Place" describes the way the product reaches the customer. For the Ombudsman Program, place refers to how the training, information or products reach commands, ombudsmen and families. For example, the ombudsman assembly is one "place" where commands and ombudsmen can obtain information and training.

4. **Promotion.** "Promotion" consists of the integrated use of advertising and public relations with a focus on creating and maintaining demand for the product. Research is crucial to determining the most effective and efficient ways to reach commands, ombudsmen, Sailors and their families. Once those are determined, the Ombudsman Program should be promoted using media that will reach the intended customers.

11.3 CUSTOMER SEGMENTATION

Segmentation is the practice of dividing customers into groups that have similar wants and needs in order to promote a product or service. It focuses on identifying customer groups based on demographics and specific attributes.

Customer segmentation can be useful in developing customized promotional plans and campaigns. The key is to be aware of potential customers, clarify their needs, segment them and tailor the message to each segment. For example, when promoting the Ombudsman Program to commands, the market can be segmented further by mission, size of command or deployment status.

Focus on the following when segmenting and developing strategies for specific target audiences:

* ★ **Identification:** Who are the specific target audiences?

* ★ **Needs:** What does this specific audience need from the FFSC and the Ombudsman Program?

* ★ **Clear messages:** What will motivate the audience to listen or to help them to understand?

* ★ **Effective presentation:** How and where should the message be delivered to the specific audience? Publicity must be relevant, credible and promoted via appropriate tools and strategies.

* ★ **Realistic benefits:** How can the Ombudsman Program assist? How can the FFSC support the command and its ombudsmen?

To engage the FFSC's customers, it is necessary to identify the various groups and develop messages that address the needs of each. For the Ombudsman Program, these customers are command leadership, Sailors and families, and new and potential ombudsmen; and each may have different needs and concerns. Specifically addressing their needs will encourage participation in the Ombudsman Program.

★ **Command leadership.** The primary focus for command leadership is a consistently mission-focused and mission-ready Sailor. Their interest in and support of the Ombudsman Program depends on how it can help their command members contribute to the mission. Appealing to the command's need for efficiency and mission excellence is the best way to engage these leaders in promoting program awareness and supporting their ombudsmen. The approach should cite statistics and facts that show how having a visible and active command Ombudsman Program helps to support family members and assists Sailors in being mission-ready.

★ **Sailors and families.** Sailors and families may not be aware of the Ombudsman Program and how it can help them. Program promotion should include testimony from other families to illustrate that the program benefits all Sailors and family members. It is important to understand that within this audience are many smaller target audiences, including young families, first-time deployers, new spouses and parents.

NOTE: One of the best ways to reach service members is through their command's plan of the week (POW) and/or plan of the day (POD). Most commands are willing to include ombudsman contact and program information. Command indoctrination (INDOC) programs and sponsors of newly relocated service members also provide a means to reach service members.

★ **Potential and new ombudsmen.** The ombudsman coordinator must reach out to potential and new ombudsmen. The training and support FFSC provides makes a critical difference in ombudsmen's ability to carry out their responsibilities. FFSC ombudsman support can be promoted at assembly meetings and trainings.

11.4 PROMOTIONAL STRATEGIES AND TOOLS

Once the target audiences have been identified, efforts will need to address the most effective communication and promotional strategies.

Promotional strategies and tools fall into three broad categories: audiovisual, print media and digital. Regardless of which tools are selected, there are some basic principles to consider:

★ Develop and use a consistent "look." Colors, fonts, logos and taglines should work together to easily identify the FFSC as well as the Ombudsman Program.

★ Use a constant and positive message. Publicity should be consistent with Ombudsman Program goals.

★ Include a call to action. Target audiences should have a way to respond or contact the FFSC. Use terminology such as "call us" or "register now."

★ Repeat, repeat, repeat! Communications research states that people need to "hear" new information at least six times before they remember it.

The following tools and strategies can be used to promote deployment support services. For each option, consider which would be the most effective way to reach customers.

11.4.1 AUDIOVISUAL TOOLS

Audiovisual tools include radio, television, videos and CDs. While some may be expensive, these can be very effective.

★ **Public service announcements (PSAs).** Television and radio stations are required to air PSAs. An FFSC PSA should highlight various programs and services, including the Ombudsman Program. Before investing time and effort into developing PSAs, research the target audience to determine whether this will reach them. Broadcast audio PSAs through the Exchanges and commissaries; video PSAs can be shown at base movie theaters.

★ **Base Public Affairs Office.** The Public Affairs Office covers newsworthy events and can obtain local TV or radio coverage. Personal stories are a memorable and effective way to promote the role of ombudsmen.

> **NOTE:**
> Be sure to consider budget, return on investment and ease of implementation when choosing specific tools and strategies.

★ **PowerPoint, video or slide programs.** These are inexpensive and fairly easy to produce. A presentation can be looped to play repeatedly in the FFSC waiting area or in other appropriate locations. Highlight the Ombudsman Program benefits and tie them into current promotional campaigns.

★ **Base or FFSC marquees.** These may be used to promote the Ombudsman Program. The content must be brief and to the point. This can be a particularly effective way to publicize a specific training or program.

11.4.2 PRINT MEDIA

Print media includes fliers, brochures, posters, newspapers and newsletters as well as program materials. Any printed material with FFSC and/or Ombudsman Program identifying information can be considered a promotional tool. Be sure that the print product immediately draws the reader's attention; a fundamental premise of advertising is that readers will decide in a second or two whether the material is worth their time.

There are several key elements in the production of quality print materials:

★ Accurate and current information. This establishes credibility.

★ High-quality graphic design. This should integrate words and images that represent the product.

★ Products that grab the reader's attention. They should be attractive, professional and easy to read. Digital photography is readily available and gives a polished look to print media.

NOTE: Stock photos are licensed, not purchased or sold. When stock photos are licensed, the purchaser has the rights to use the photos only in certain ways. The use of photos in advertising that are not "stock" photos, including photos of deployment support customers, requires a legal release from the subjects as well as permission from the photographer or the owner of the copyright.

11.4.3 DIGITAL STRATEGIES

The digital world is a critical element in today's promotional environment. People watch less live television, buy fewer magazines and newspapers, and spend increasing amounts of time online. Digital-promotion technologies include "pull" and "push."

★ Pull digital-promotion technologies involve the user having to seek out and directly grab (or pull) the content via Web searches. Websites, blogs and streaming media (audio and video) are good examples.

★ Push digital-promotion technologies involve the promoter as well as the recipients. Email is one example; the sender has to push the messages to the users for the message to be received.

Digital strategies include:

★ **Installation websites.** The majority of FFSCs have webpages that are used to share information about programs and services and to connect customers to useful articles and resources. The best webpages are user-friendly and updated frequently. Each FFSC webpage should have a section on the Ombudsman Program.

★ **Email outreach.** Email is a form of direct outreach that uses electronic messages to communicate. In its broadest sense, every email sent to a customer or potential customer could be considered email publicity. Email can enhance the relationship of an FFSC with its current customers and help develop increased loyalty and future interactions.

Customized email is an excellent way to keep in contact with military commands, ombudsmen, and military and community partners. All email communication must be kept professional and within the guidelines set by the Navy, the local installation and the FFSC. Distribution lists can be created and used to send relevant information on a regular basis. Training announcements, the FFSC newsletter and resource information are among the items that may be sent via email. Graphics and color can enhance an email, but the security settings on many Navy computers may not accept these.

★ **Mobile devices.** Cellphones and tablets create a unique opportunity to reach potential customers, particularly via text messaging. The current generation of Sailors and their families are much more likely to use text messaging than email. For example, a text message could contain dates and times for ombudsman training or a link to a helpful website. Text messages can be sent to customers directly from an FFSC email account. To take advantage of this option, the cellphone numbers of recipients as well as the name of their cellphone provider is required.

Using this information, create distribution lists that will be delivered as text messages from one's email account. Simply type in the 10-digit cellphone number (no hyphens or spaces) and the @ information for that cellphone provider. A sample list of the more popular cellphone services and their text messaging addresses follows:

★ AT&T   number@txt.att.net

★ Boost Mobile   number@myboostmobile.com

★ Cricket   number@sms.mycricket.com

★ Metro PCS   number@mymetropcs.com

★ Sprint   number@messaging.sprintpcs.com or number@pm.sprint.com

★ Tracfone   number@mmst5.tracfone.com

★ T-Mobile   number@tmomail.net

★ U.S. Cellular   number@email.uscc.net

★ Verizon   number@vtext.com

★ Virgin Mobile   number@vmobl.com

NOTE: It may not be possible to have an FFSC presence in all digital markets, but ombudsman coordinators should be aware of their potential and that ombudsmen will use many of these strategies to reach family members.

11.5 TARGETED RESOURCES

Promotional tools may be targeted to reach various segments of the Ombudsman Program stakeholders and customer populations. Using these targeted strategies, the FFSC can tailor the message and the delivery method. For example, the FFSC website could have separate sections specifically for families, command leadership and ombudsmen. The tools and their target audiences include, but are not limited to, the following:

Tools	Target Market
FFSC website	Sailors, command leadership, families, ombudsmen, FRGs
FFSC newsletter	Sailors, command leadership, families, ombudsmen, community organizations
Navy messages	Sailors, commands
POW/POD messages	Sailors, commands
FFSP displays in high-traffic areas	Ombudsmen, Sailors, families
Military and civilian newspaper articles	Commands, ombudsmen, Sailors, families, community organizations,
Brochures and fliers	Sailors, families, commands, military and community organization
Email	Ombudsmen, Sailors, families, commands, special-interest groups, community organizations
Social media	Sailors, families, community organizations
Specialized messages for specific groups	Ombudsmen, community organizations

11.6 PUBLIC RELATIONS

Developing public relations (PR) requires a continuous effort to ensure a strong public image. PR is rooted in the delivery of information to target audiences through direct contact. Contact methods include personal networking, briefings, personal correspondence and attendance at installation or community functions. Effective PR occurs when time and effort are invested in having customers and community members understand FFSC programs and services.

Public-relations strategies for the Ombudsman Program include:

★ **Identify and meet with the "key" communicators.** These are others who can "sell" the Ombudsman Program and include command leadership, other FFSC staff and ombudsmen. These individuals have the ability to directly reach potential customers.

★ **Network.** Set up meetings with community organizations and others who support the Ombudsman Program. Personal networking helps others understand the importance of ombudsmen services.

★ **Briefings and meetings.** Identify groups and set up brief meetings to explain the Ombudsman Program.

★ **Installation and community events.** These are a good way to gain visibility. For example, attend meetings of professional associations or pre-deployment programs. Volunteer to give a short presentation, or set up a booth or table and distribute program information.

Regardless of which tools and strategies are implemented to publicize the Ombudsman Program, the most effective promotion stems from the program's success and reputation.

11.7 COMMUNITY OUTREACH

Ombudsman coordinators should work closely with other community organizations—such as the base housing office, the school liaison officer (SLO), Morale, Welfare and Recreation and the American Red Cross—to ensure that customers have access to vital programs and services. Publicity aimed at these diverse organizations must focus on WIIFM — they must understand the advantages of working with or supporting the Navy Family Ombudsman Program.

Community organizations provide vitally important services for Sailors and their families. The intent should be to determine how the FFSC and the organization can work together to benefit Navy families. Consider the following when partnering with community organizations:

★ Schedule meetings with the organizations that may benefit ombudsmen and Navy families.

★ Determine how the FFSC and the organization can work together to meet customers' needs.

★ Establish a point of contact with whom to exchange up-to-date information.

★ Provide the organization with promotional materials, such as FFSC brochures, that they can give to military families.

★ Obtain the organization's promotional materials to distribute to FFSC customers.

Publicizing FFSC programs and services is the mission of all FFSC staff. Effective promotion ensures that service members and their families have knowledge of, and access to, the support programs that increase resiliency and enhance their quality of life.

NOTES:

CHAPTER 12 PROGRAM ADMINISTRATION

"If you are going to achieve excellence in big things, you develop the habit in little matters. Excellence is not an exception, it is a prevailing attitude."
– Colin Powell

KEY TERMS/ABBREVIATIONS

Centralized scheduling: "One call serves all" approach to scheduling appointments for FFSC programs and services

Certification: Impartial process to assess whether FFSCs meet accepted standards

FFSMIS: Fleet and Family Support Management Information System; official information management system for the FFSP

QA: Quality assurance; systematic monitoring and evaluation of programs/services

SOP: Standard operating procedures; internal working documents that describe how a program or service will be implemented and delivered

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For the ombudsman coordinator, program administration includes planning, implementing and evaluating their functions and responsibilities. To do this efficiently and effectively, the ombudsman coordinator must have knowledge and skills in the following areas:

- ★ Program standards and Fleet and Family Support Program (FFSP) certification standards.
- ★ Standard operating procedures (SOPs) including Ombudsman Registry Instruction Guide for Ombudsman Coordinators and RCC Warrior and Family Support Specialists.
- ★ Documentation and Fleet and Family Support Management Information System (FFSMIS).
- ★ Centralized scheduling.
- ★ Program evaluation.
- ★ Administration, including customer service, time management, safety and event planning.

12.1 PROGRAM STANDARDS

Quality assurance (QA) consists of the systematic monitoring and evaluation of programs, services and staff to ensure that standards and requirements are being met. For the FFSP to achieve and maintain the quality of its programs and services, staff must incorporate quality practices and excellence into all aspects of their work and throughout the organization.

Each site/region must develop and implement a system that promotes continuous quality improvement. The Fleet and Family Support Center (FFSC) culture should promote excellence and focus on customer satisfaction and positive outcomes. To do so, the FFSC should have a

comprehensive, written plan (updated annually) that includes procedures for assessing and modifying programs and services.

On a regular basis, the ombudsman coordinator should consider:

★ How well is the FFSC supporting the Ombudsman Program overall, as well as supporting individual ombudsmen and commands?

★ How is quality being measured?

★ What could be improved? What would need to change in order to provide better services?

★ What additional training and resources are needed to provide quality services?

★ Are outcomes emphasized (e.g., better-trained ombudsmen, increased attendance at events, etc.)?

★ How satisfied are the stakeholders — ombudsmen, families and commands?

12.1.1 FFSP CERTIFICATION STANDARDS

FFSP certification standards have been developed and implemented to apply program excellence through continuous process improvement. Certification provides an external, impartial process to assess whether FFSCs meet accepted standards for organizational strength and quality of service. Ombudsman coordinators should be knowledgeable about and maintain compliance with the certification standards.

The FFSP certification process is designed to facilitate continuous performance and quality improvement (PQI) and ensure consistent, high-quality services in support of the Navy's mission, values, personnel and families. Certification is at the core of each FFSC's QA plan, because it provides an impartial process to assess whether the FFSC meets accepted standards for organizational strength and quality of service, as required by DoDI 1342.22, *Military Family Readiness*, and SECNAVINST 1754.1B, *Department of the Navy Family Support Programs*.

Certification is a two-phase process consisting of a self-study assessment and a site visit by a certification team every three years. The self-study assessment provides each site the opportunity to demonstrate compliance with the standards. These assessment materials are submitted to the certification team in advance of the site visit.

The Navy uses the National Military Standards for FFSP certification and has adapted them to ensure applicability to FFSP programs and services. The standards are organized into two sections: administration and management, and service.

Each standard identifies an aspect of services or administrative/management functions that must be provided, as well as the self-study evidence, on-site evidence (documents that are reviewed during site visits) and the on-site activities that will be reviewed to determine compliance.

> **NOTE:**
> Ombudsman coordinators should check with their supervisor for information on applicable certification standards.

To provide services in accordance with these standards, ombudsman coordinators must be familiar not only with the Ombudsman Program Certification Standard N-MIL-MLSE 11 but with the administration and management standards that apply to all FFSC activities and staff.

N-MIL-MLSE 11: OMBUDSMAN PROGRAM SUPPORT

Self-Study Evidence	On-Site Evidence	On-Site Activities
★ Ombudsman Registry Data ★ Ombudsman training schedules and documentation/record of Ombudsman training (OBT, Advanced, COT if applicable) ★ Course evaluations/comment sheets	★ Ombudsman Assembly Minutes ★ COT Certificates ★ Updated AOR Ombudsman Roster reflects assignments as listed in the Ombudsman Registry. ★ Emails/correspondence with commands and ombudsmen illustrating support being provided	★ Interview: a. Supervisors b. Staff

N-MIL-MLSE 11.01

Ombudsman coordinator support is provided in accordance with current DoD and Navy policy guidance.

Additional Elements to Validate N-MIL-MLSE 11.01:

A. Review of documentation verifies the ombudsman coordinator:

   a. Is an FFSP staff member and serves as an advisor and/or consultant to local ombudsmen, the Ombudsmen Assembly and to commands.

   b. Is registered in the Ombudsman Registry and provides assistance, if needed, to command designees and ombudsmen to complete Ombudsman Registry registration.

   c. Has access to the commands in their area of responsibility (AOR) and provides assistance to AOR commands and ombudsmen to facilitate appropriate registration in the Ombudsman Registry. FFSP maintains an updated list of AOR ombudsmen. The roster shall be reflective of assignments as listed in the Ombudsman Registry.

B. Training is only provided by CNIC qualified trainers/Certified Ombudsman Trainers (COT) utilizing the current CNIC *Ombudsman Program Manual* and standardized training curriculum.

C. Ombudsman support including contacts, referrals and training is completed in accordance with FFSMIS guidance.

NOTE: Only RCC Warrior and Family Support Specialists can view the Reserve ombudsmen listed in the Ombudsman Registry. Ombudsman coordinators should ensure that all other commands in their AOR are included on the roster.

12.1.2 STANDARD OPERATING PROCEDURES (SOPS)

SOPs are internal working documents that describe how a program or service will be implemented and delivered. The development and maintenance of SOPs are guided by DoD; Navy, Commander, Navy Installations Command (CNIC); certification; and site-specific directives. An SOP defines the purpose, background, objectives, format and quality assurance measures for each program. Procedures are described to ensure a consistent quality standard at all FFSCs.

The FFSC certification team will review site SOPs to ensure they address all services required in the standard. The SOP should include the following items as appropriate:

* Title.
* Date.
* Background and purpose.
* Target population.
* Program objectives.

* Data collection system.
* Procedures.
* Evaluation process.
* Required materials.
* References (instructions and guidance).

NOTE: It is recommended that the ombudsman coordinator develop a local SOP for ombudsman support functions. It should include enough detailed information that a new ombudsman coordinator would understand how the program is carried out on the local level.

12.2 DOCUMENTATION AND REPORTS

Accurate record keeping is necessary to successfully manage and ensure quality services as well as to meet certification standards. Clear documentation is needed to determine whether the FFSC's Ombudsman Program meets the criteria set forth in the certification standards. The following should be kept to comply with certification standards:

* Ombudsman training schedules.
* Documentation/record of ombudsman training (OBT, advanced, COT if applicable).
* Course evaluations/comment sheets.
* Ombudsman assembly minutes.
* COT certificates.
* Updated AOR ombudsman roster.
* Emails/correspondence with commands and ombudsmen illustrating support being provided.

Each FFSC may require its own individual reports and/or metrics. Ombudsman coordinators should check with their supervisor/director to determine reporting requirements for their region and/or center.

12.2.1 FLEET AND FAMILY SUPPORT MANAGEMENT INFORMATION SYSTEM (FFSMIS)

FFSMIS is the official information management system for the FFSP. It supports the program management and reporting needs of CNIC headquarters personnel, regional staff and FFSCs. A

secure, Web-based application, FFSMIS allows providers and supervisors to enter and update data on customers, programs and services. Documentation in FFSMIS is required for all Ombudsman Program services. The *Fleet and Family Support Management Information System Handbook* provides detailed information.

> **NOTE:** Include a block of time daily to complete FFSMIS updates. This ensures accuracy and keeps the task from becoming overwhelming.

FFSMIS contacts fall into three categories: information and referral (I&R), one-on-one and group. Each has its own reporting requirements:

★ I&R customer contacts are generally those that last less than 15 minutes. A tally of these contacts should be entered daily using FFSMIS I&R forms. Check the I&R category on the form when basic information, referral and/or materials are provided that relate to ombudsman support. General I&R information may also be entered as an I&R contact. Statistics are kept about the referrals of every customer, whether referred within the FFSC or to other organizations.

★ One-on-one customer contacts usually last longer than 15 minutes and involve more in-depth consultation services.

★ Group contacts fall into the following four categories: customer, command, outreach and collateral. All group contacts are documented on the group programs form under the correct program category and then the group type and program type. Be sure to document the time spent on the training and include participant details, where applicable.

> **NOTE:** Be sure that all data recorded in FFSMIS is accurate and complete. These numbers are used to allocate program staffing and funding each year. Inaccurate or incomplete numbers may result in insufficient personnel or money to meet program needs.

12.2.2 CENTRALIZED SCHEDULING

Centralized scheduling offers a "one call serves all" approach to scheduling appointments for FFSC programs and services. Each region has a toll-free phone number that connects the caller to a center within that region. During regular business hours, callers receive an immediate response to their request to schedule, cancel or reschedule an appointment with an FFSC staff member. Centralized scheduling ensures timely services that best meet the needs of the military community. Benefits of centralized scheduling include:

★ Streamlining scheduling for active-duty service members, family members and commands.

★ Appointment coordination when multiple services are requested.

★ Reminders of appointments via phone or email as requested (available at many centers).

★ Scheduling appointments from anywhere; appointment requests can be made from a ship at sea.

> **NOTE:** Talk with a supervisor for guidance on centralized scheduling procedures at your site.

12.3 PROGRAM EVALUATION

Ombudsman training, ombudsman appreciation events and other programs should be evaluated to ensure that they are of the highest caliber as well as to determine ways to improve them. It is important to evaluate both new and routine trainings and programs.

For programs or trainings for which they are responsible, ombudsman coordinators should, at a minimum, observe the training or program and review the written evaluations. If possible, the ombudsman coordinator, certified ombudsman trainers (COTs), the assembly chairperson and/or others who helped plan and organize a program or event should meet to evaluate the training or event. Criteria to consider when evaluating a program or event include the following:

- ★ Did the event fulfill its goals and objectives? Why or why not?

- ★ Was the event well attended? Why or why not?

- ★ Was the program well promoted?

- ★ Was event feedback positive? Review written program evaluations and share comments and/or concerns expressed by participants.

- ★ Did the presenter do a competent job? Was the content relevant? Was it presented well?

- ★ What worked and what needs fine-tuning? Would you use the same presenter, trainer or vendor again?

- ★ Was there a good return on investment? Was the time and energy invested worth the outcome?

Using the information obtained through the evaluation process, the ombudsman coordinator should determine whether it is practical and possible to implement the suggested improvements. If a change is made, it should then be evaluated to determine whether it had a positive outcome. Continual evaluation of programs and services is needed to ensure quality.

For purposes of quality assurance, customer surveys should be used by all FFSC programs and services. These surveys are designed to evaluate participant perceptions, instructor competence and content relevancy. There should be surveys for customer satisfaction with overall services as well as to evaluate workshops and trainings.

> **NOTE:**
> Ombudsman Basic Training has its own program evaluation. See *Ombudsman Basic Training Instructor Guide, Module 9 (Capstone)*, or *Appendix A, Form 16*.

- ★ Overall satisfaction surveys should be distributed to customers on a regular basis, semi-annually for a two-week period. These can be made available at the front desk, handed to customers or set up electronically.

- ★ Workshop and training surveys should be distributed at all programs, classes and briefs given both on and off-site.

Questions should be a mix of demographics and opinion. Some questions should be scaled for easy tabulation; others should be open-ended so that customers can share comments and concerns. Surveys should be concise; if too long or detailed, most customers will not complete

them. Ombudsman coordinators should check with their supervisor/director for the survey forms used locally. Sample surveys can be found in *Appendix A, Forms 14* and *15*.

12.4 ADMINISTRATION

Administrative tasks are the responsibility of all FFSC personnel. Attention to these details helps ensure that FFSC customers receive the highest-quality service and that the FFSP certification standards are being met.

12.4.1 CUSTOMER SERVICE

Customers who are pleased with the service they receive at the FFSC are more likely to return and will recommend services to others. When customers are provided with the information and services they need, they become more resilient and able to cope with the challenges of the military lifestyle. This enhances mission readiness and supports Sailor retention.

Excellent customer service is demonstrated when FFSC staff:

★ Have a "service" mindset.

★ Pay attention to detail.

★ Seek out information relevant to customer needs.

★ Stay up-to-date on programs and services in your area.

★ Match resources to customer needs.

★ Educate customers about other FFSC services.

Poor customer service has wide-reaching effects. Studies show that customers who are dissatisfied with the service they receive will tell eight to 10 people; they are much more likely to talk about a bad experience than a positive one. Some of the most common customer service "don'ts" and how to make them "dos" include:

★ Speaking too quickly or in a manner the customer cannot understand: Speak slowly and distinctly. Do not mumble.

★ Using too many military abbreviations and/or acronyms: Explain any military or technical terms. Check with the customer to ensure that they understand.

★ Giving abrupt or rude answers: Being patient and polite is key to providing outstanding customer service.

★ Saying, "I don't know." If an ombudsman coordinator doesn't know an answer, the best response is, "Let me look into that and get back to you."

12.4.2 TIME MANAGEMENT

Ombudsman coordinators need time management skills to accomplish the numerous responsibilities of their position. Time management tips and skills help to optimize efforts and to concentrate as much time and energy as possible on the high-payoff tasks.

There are many factors that affect how one manages time. These simple and practical techniques can help ombudsman coordinators improve their time management:

★ Make a realistic "to do" list every day.

★ Identify daily/weekly/long-term goals. Write them down.

★ Prioritize tasks. Check with your supervisor to be sure your priorities are in alignment.

★ Assess when you function best. Schedule the most challenging tasks for the times of day when your energy is highest.

★ Avoid multitasking. Studies show that multitasking reduces efficiency and the quality of work.

★ Stay on task. Schedule blocks of time for important tasks and responsibilities.

★ Build time into your schedule to allow for emergent tasks.

★ Identify "time-busters," those things that interrupt the day, such as chatting with colleagues. Adopt a strategy to overcome these.

★ Break a large task into a set of smaller, more manageable tasks.

12.4.3 SITUATIONAL AWARENESS AND SAFETY

FFSP certification standards mandate that the FFSC must endeavor to ensure the safety of both personnel and customers. It is a staff responsibility to be aware of the environment and know the policies and procedures in place to ensure safety. To minimize risk, an SOP should be in place at every FFSC. This should include:

★ Required staff training in recognizing and assessing risk.

★ The role of each staff member.

★ Safe arrangement of offices and office furniture

★ The center's practice for dealing with potentially violent customers.

12.4.4 EVENT PLANNING

Ombudsman coordinators may be responsible for planning events, such as a luncheon for Ombudsman Appreciation Day. Event planning includes determining the purpose of the event, establishing a date and time, budgeting and selecting and reserving the event site. It also may include some or all of the following, depending on the event:

★ Developing a theme or motif.

★ Determining the guest list.

★ Arranging for speakers.

★ Coordinating location support (such as audiovisual equipment).

★ Arranging décor, including setup of tables and chairs.

★ Coordinating event support such as security, signage and cleanup.

The initial planning for an event should start as far in advance as possible. For annual events such as ombudsman appreciation, the date and location should be set as soon as the last event has been evaluated.

Ombudsman events are usually held on base, and venues include the clubs, meeting facilities, the chapel or outdoors, depending on the event. Once the location is set, the event planner needs to address the smaller details, such as food, guest list, decorations, budget and promotion. All of this preparation is needed for an event to run smoothly.

Using a checklist will ensure that details are not overlooked. A sample Event Planning Checklist can be found in *Appendix A, Form 17*.

NOTES:

APPENDIX A: FORMS

Privacy Act Data Cover Sheet

To be used on all documents containing personal information

DOCUMENTS ENCLOSED ARE SUBJECT TO THE PRIVACY ACT OF 1974

Contents shall not be disclosed, discussed, or shared with individuals unless they have a direct need-to-know in the performance of their official duties. Deliver this/these document(s) directly to the intended recipient. **DO NOT** drop off with a third-party.

The enclosed document(s) may contain personal or privileged information and should be treated as "For Official Use Only." Unauthorized disclosure of this information may result in CIVIL and CRIMINAL penalties. If you are not the intended recipient or believe that you have received this document(s) in error, do not copy, disseminate or otherwise use the information and contact the owner/creator or your Privacy Act officer regarding the document(s).

Privacy Act Data Cover Sheet

DD FORM 2923, SEP 2010

Worksheet Detail

Details

Month

Year

Command UIC

	Total Events	Time Spent

Professional Development

Meetings Attended

Command Leadership/Command Support Team, Ombudsman Assembly. etc.

Presentations/Briefs

Command Indoc briefs, deployment, FRG meeting updates, CO/XO/CMC briefs, etc.

Trainings Attended

OBT / eOBT, advanced trainings, Certified Ombudsman Training (COT), webinars, on-demand trainings, etc.

Administrative Duties

Command Newsletter

Research, design, writing, distribution, etc.

Command Social Media Maintenance

Worksheet Detail

Details

	Quarter 1
Quarter	
Year	
Command UIC	0

	Total Events	Time Spent

Quarter 1,

Professional Development

Meetings Attended

Command Leadership/Command Support Team, Ombudsman Assembly. etc.

Presentations/Briefs

Command Indoc briefs, deployment, FRG meeting updates, CO/XO/CMC briefs, etc.

Trainings Attended

OBT / eOBT, advanced trainings, Cerfified Ombudsman Training (COT), webinars, on-demand trainings, etc.

Administrative Duties

Command Newsletter

Research, design, writing, distribution, etc.

Command Social Media Maintenance

Updates, maintenance, research, etc.

FOUO - Privacy sensitive when filled in

OMBUDSMAN ASSEMBLY MEETING ATTENDANCE

DATE: _____

NAME	COMMAND	PHONE	EMAIL

FOR OFFICIAL USE ONLY (WHEN FILLED IN)

OMBUDSMAN BASIC TRAINING REGISTRATION

Name:	Date of Request:

Address:	

Phone: (home)	(work)	Email:

Command:	Command Phone:

Command Address:	

Name/Rank CO:	Current Ombudsman:

WHICH BEST IDENTIFIES YOU?

☐ Ombudsman ☐ CO's Spouse ☐ XO's Spouse ☐ CMC's Spouse ☐ Chaplain's Spouse

☐ FFSC/RCC Ombudsman Coordinator ☐ Other_____

OMBUDSMAN COORDINATOR USE ONLY	
Class Assigned:	
☐ Appointment letter on file	☐ Confirmation letter/email sent
☐ Confirmation:	☐ Graduation email to command

Email the information requested on the form to the
FFSC Ombudsman Coordinator at _____.

OBT SAMPLE EMAIL CONFIRMATION

		Untitled - Message (HTML)	? ⊡ — □ ✕

FILE **MESSAGE** INSERT OPTIONS FORMAT TEXT REVIEW

Paste / Cut / Copy / Format Painter | Clipboard | 11 ▾ A˄ A˅ | B I U | Basic Text | Address Book / Check Names | Names | Attach File / Attach Item ▾ / Signature ▾ | Include | Follow Up ▾ / ! High Importance / ↓ Low Importance | Tags | Zoom | Zoom

To... *Insert name*

Cc... *FFSC Ombudsman Coordinator, Ombudsman's Command POC*

Subject *OBT confirmation*

Send

Dear [insert name],

This confirms your registration for Ombudsman Basic Training on (insert dates of training). The training will be held (insert location). To make this 17-hour training go as smoothly as possible for you and the other participants, we have a few reminders and tips we would like to share.

Ombudsman Basic Training is a nine-module training course written and mandated by Commander, Navy Installations Command. You must attend the entire training to receive a certificate of completion. Please plan on being present during the entire training unless you have made previous arrangements with the staff.

We will begin promptly at [insert beginning time] and end at [insert end time]. The schedule will vary each day depending upon individual speakers, activities and questions from the participants. Meal times and breaks will vary.

You will need to bring the following materials with you:

· A 2-inch (or larger) three-ring binder for the course materials.

· If you have your *Navy Ombudsman Program Manual* and a copy of OPNAVINST 1750.1 series you should bring these to the class.

· You will also need highlighters, pens, pencils, and note paper.

Your attire is expected to be professional. Jeans, t-shirts, shorts, sweats, and other casual attire is not acceptable. You may want to dress in layers since the classrooms are not always comfortable for everyone. We request that any cell phones be set on the "vibrate" setting so as not to disturb the class. We also request that telephone calls be made only on breaks unless it is an emergency.

Please acknowledge receipt of this email. If you find you are unable to attend, please call [insert number] or email [insert email address] as soon as possible so someone on the waiting list can be notified.

On behalf of all of the certified ombudsman trainers on our team, I thank you for your involvement in the Ombudsman Program.

We look forward to seeing you on [insert date[for a productive and interesting training!

Sincerely,
Ombudsman Program Coordinator

OBT TASK CHECKLIST FOR OMBUDSMAN COORDINATOR

ACTION TO BE TAKEN	TARGET DATE	COMPLETION DATE	REMARKS
Select dates and reserve classroom			
Send dates to CNIC for inclusion on website			
Advertise OBT			
Move appropriate names from previous class to new class registration form			
Assign modules to instructors			
Ensure adequate materials and handouts. If not, order or send for printing			
Invite base leadership to kick off OBT			
Meet with trainers to plan			
Prepare opening remarks and housekeeping guidelines			
Email confirmation letters to participants two weeks prior to training; ask for read receipt and confirmation of attendance			
Email command copy of confirmation and information on providing *Program Manual* and attendance at OBT graduation			
Prepare name tags and table tents			
Prepare tracking forms for attendance and certificates			
Send reminder to base leadership to present kick-off message			
Prepare packets of information for each participant			
Coordinate coffee/snacks			
Set up classroom (afternoon before if available)			
Ensure all materials are available and audiovisual equipment is working			
Prepare certificates			
Report noncompletion of OBT to sponsoring command			
Review feedback and evaluations			
Meet with trainers to review "lessons learned"			

FOUO - Privacy sensitive when filled in

OMBUDSMAN BASIC TRAINING SIGN-IN SHEET

DATE: _____
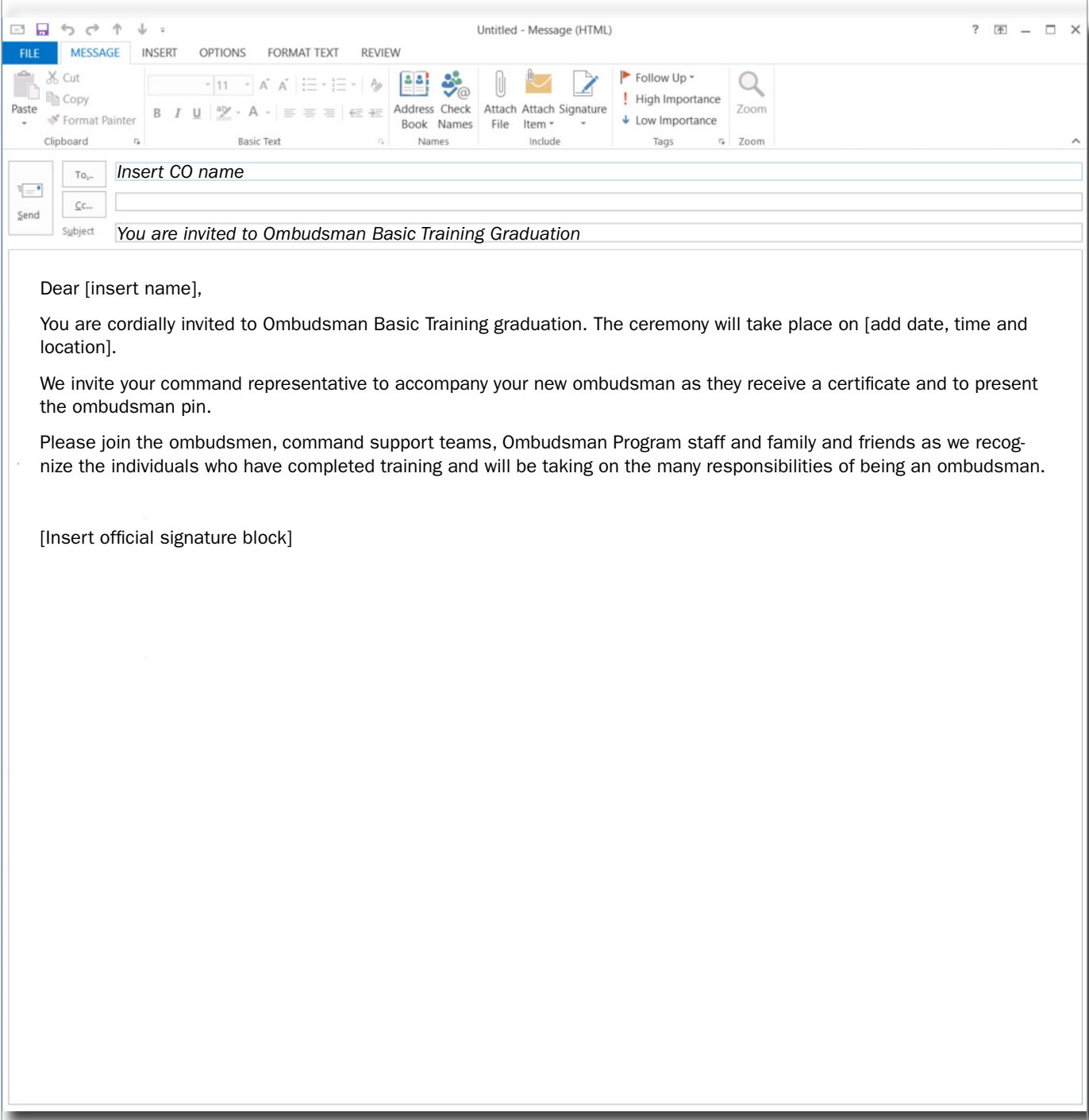
NAME	COMMAND	PHONE	EMAIL

FOR OFFICIAL USE ONLY (WHEN FILLED IN)

OBT MODULE COMPLETION

DATE	MODULE								
PARTICIPANT	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
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20									
21									
22									
23									
24									
25									
26									
27									
28									
29									
30.									

SAMPLE OBT GRADUATION EMAIL INVITATION

Untitled - Message (HTML)

FILE   MESSAGE   INSERT   OPTIONS   FORMAT TEXT   REVIEW

To...   *Insert CO name*

Cc...

Subject   *You are invited to Ombudsman Basic Training Graduation*

Dear [insert name],

You are cordially invited to Ombudsman Basic Training graduation. The ceremony will take place on [add date, time and location].

We invite your command representative to accompany your new ombudsman as they receive a certificate and to present the ombudsman pin.

Please join the ombudsmen, command support teams, Ombudsman Program staff and family and friends as we recognize the individuals who have completed training and will be taking on the many responsibilities of being an ombudsman.

[Insert official signature block]

OMBUDSMAN BASIC TRAINING
CERTIFICATE OF COMPLETION SHEET

After completing Ombudsman Basic Training, a certificate of completion will be awarded. Please print your name and command clearly and legibly in the way you would like them to appear on the certificate.

	NAME	COMMAND
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

CERTIFICATE OF COMPLETION

Commander, Navy Installations Command officially recognizes that

_____
Name

Has successfully Completed all 9 Modules of

OMBUDSMAN BASIC TRAINING

_____
Instructor

_____
Date

INSTRUCTORS FOR OBT MODULES

Date _____

MODULE	TITLE	APPROX TIME	INSTRUCTOR NAME/PHONE/EMAIL
1	Ombudsman Introduction and Overview	1.5	
2	Managing Your Responsibilities	2.5	
3	Ombudsman Registry and Code of Ethics	2.5	
4	Command Relationships	1.5	
5	Communication Skills	2.5	
6	Information and Referral	2.0	
7	Crisis Calls and Disasters	2.0	
8	Deployment and Mobilization	1.5	
9	Course Review and Summary (Capstone)	1.0	

SAMPLE MEETING AGENDA FORM

ITEM	DESIRED OUTCOME	PRIORITY	TIME	WHO	HOW

FFSC WORKSHOP AND BRIEF SATISFACTION SURVEY

Site Location: _____ Date of Service: _____

Name Of Workshop Or Brief: _____

In order to improve our programs and services, please answer the following questions with respect to the workshop you attended.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW/ CAN'T JUDGE
1. Signing up for the workshop/brief was easy.						
2. The location of the workshop/brief was convenient.						
3. The time of the workshop/brief was convenient.						
4. The presenter was knowledgeable.						
5. The presenter was friendly and professional.						
6. Information provided was useful to me.						
7. Audio/visual, handouts and/or other material supported my learning.						
8. The FFSC advertises programs effectively.						
9. I would recommend this class to others.						

How did you hear about the FFSC program/service you are using?_____

What is your preferred way of receiving FFSC program/service information? _____

_____

Comments or recommendations for improvement: _____

_____

_____

May we contact you for additional information? _____ Yes _____ No
If yes, please provide name and phone number or email:_____

Mark one only:

☐ E1–E6   ☐ E7–E9   ☐ W1–W5   ☐ O1–O4   ☐ O5–O9
☐ Retired Military   ☐ Family Member   ☐ FFSC/RCC staff   ☐ Other

FFSC CUSTOMER SATISFACTION SURVEY

Site Location: _____ Date of Service: _____

In order to improve our programs and services, please answer the following questions with respect to the workshop you attended.

In which program area did you receive service? _____

Please answer the following questions with respect to the service you received.	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW / CAN'T JUDGE
1. I received prompt customer service.						
2. The location of the service was convenient.						
3. The time the service was provided was convenient.						
4. The provider(s) had the required knowledge to assist me.						
5. The provider(s) was friendly and professional.						
6. The information provided was useful to me.						
7. The FFSC advertises programs effectively.						
8. I would recommend this class to some others.						

How did you hear about the FFSC program/service you are using?_____

What is your preferred way of receiving FFSC program/service information? _____
_____

What is your preferred way of receiving FFSC program/service information? _____
_____

Comments or recommendations for improvement: _____
_____
_____

May we contact you for additional information? _____ Yes _____ No
If yes, please provide name and phone number or email:_____

Mark one only:
☐ E1–E6   ☐ E7–E9   ☐ W1–W5   ☐ O1–O4   ☐ O5–O9
☐ Retired Military   ☐ Family Member   ☐ FFSC/RCC staff   ☐ Other

Please drop in the customer survey box
Thank you for your participation!

OMBUDSMAN BASIC TRAINING COURSE EVALUATION

Navy Family Ombudsman Program
Standardized Evaluation Form and Critique Sheet
Ombudsman Basic Training

Name: _____ (Optional)

Command: _____ (Optional)

OVERALL RATING OF COURSE (PLEASE CHECK ONE)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My knowledge has increased after attending OBT.					
I found the material easy to understand.					
The activities helped me learn the material.					
The instructor was knowledgeable and competent.					
The instructor encouraged my participation.					
The learning environment was comfortable.					
This course has met my expectations.					
This course has helped prepare me in my role as an ombudsman or member of the command support team.					

Overall Rating of Course (circle one):   1 = Very Poor   2 = Poor   3 = Fair   4 = Good   5 = Excellent

What did you like most about the course? _____

What did you like least about the course? _____

Is there anything else you would like to share? _____

_____

_____

EVENT PLANNING CHECKLIST

BASIC INFORMATION

Name and Format:	
Event Date/Time:	
Event Location:	
Speakers or Special Guests:	
Expected Attendance:	
Expected Budget/Costs:	

NEEDS

What items will be needed?	How many will be needed?
☐ Tables	
☐ Chairs	
☐ Podium	
☐ Other	
What equipment is needed?	**Who will operate the equipment?**
☐ Computer/Internet	
☐ Projector	
☐ Whiteboard	
☐ Microphone	
☐ Other	
Will food or beverages be served?	
☐ Vendor/caterer	
☐ Will a photographer or press coverage be used?	
☐ Other	

PREPARING THE ROOM

How complicated is the set-up?	
☐ Will it require extra time?	
☐ How may the room be accessed?	
☐ Will there be decorations?	
☐ If so, who will decorate?	

GUESTS

☐ What parking accommodations will guests need?	
☐ Will there be seating assignments?	
☐ Will there be gifts for speakers and/or attendees?	
☐ Will there be name tags for guests?	
☐ Will there be guests with disabilities? If so, what special accommodations need to be arranged?	

ADVERTISING

☐ Will invitations be printed and mailed?	
☐ Can email invitations be used?	
☐ Will fliers or advertising posters be printed?	
☐ Will the event be added to calendars/websites?	
☐ Will the event be advertised in local newspapers, via PSAs or newsletters?	

STAFFING:

Who will be needed to assist?	
☐ Registration	
☐ Room set-up	
☐ Master of ceremonies	
☐ Clean-up	
☐ Other	

ADDITIONAL NOTES

APPENDIX B GLOSSARY OF KEY TERMS AND ABBREVIATIONS

Active listening: The act of hearing and attempting to understand the meaning of words spoken by another person

Active-learning techniques: Activities and exercises to engage learners and help them retain information

ADM Elmo Zumwalt: Chief of Naval Operations (CNO) who introduced the Ombudsman Program

Adult learning: Ways in which adults learn based on identified characteristics

Advanced training: Ombudsman training occurring after completion of OBT or eOBT

AOR: Area of responsibility

Assembly chairperson: Selected by the sponsoring command and must be a current ombudsman whose spouse is an active-duty or Reserve member of a command that is a member of the ombudsman assembly

Auditory learners: Learn by listening to and discussing information

Briefing: Military informational meeting

CAC: Common access card

Centralized scheduling: "One call serves all" approach to scheduling appointments for FFSC programs and services

Certification: Impartial process to assess whether FFSCs meet accepted standards

Chain of command: Used to maintain high-quality communications within the military

CIAC: Command Individual Augmentee Coordinator; the link between the parent command and the IA Sailor and their family

CMC: Command Master Chief

CNIC: Commander, Navy Installations Command; establishes procedures for the implementation of the Ombudsman Program

CNO: Chief of Naval Operations — senior ranking officer in the U.S. Navy

CO: Commanding Officer

COA: Course of action

COB: Chief of the Boat

CONUS: Continental United States

COT: Certified ombudsman trainer; an individual qualified to teach OBT

Crisis response plan: Plan that describes roles and responsibilities during a disaster

CST: Command support team

Customer segmentation: The practice of dividing customers into groups that have similar wants and needs

DD Form 2606, *Department of Defense Child Development Program Request for Care Record:* Form to request Navy-operated child care programs at no cost

Deployment: Time a command is away from homeport or at sea

DoD: Department of Defense

DoN: Department of the Navy

ECRC: Expeditionary Combat Readiness Center; provides oversight to individuals who are deploying for nontraditional expeditionary missions

EFAC: Emergency Family Assistance Center

eOBT: electronic Ombudsman Basis Training; an online alternative to OBT

Facilitation: Guiding a group to accomplish goals

FAP: Family Advocacy Program

FFR: Fleet and Family Readiness

FFSC Region: Geographic division of FFSC program areas of responsibility

FFSC: Fleet and Family Support Center

FFSMIS: Fleet and Family Support Management Information System; official information management system for the FFSP

FFSP: Fleet and Family Support Program

FIC: Family Information Center

FRG: Family Readiness Group

FRP: Fleet Response Plan – maintain "presence with a purpose"

GMT: General Military Training

Hot Topic webinars: CNIC-provided online training on topics of interest to ombudsmen

I&R: Information and referral

IA: Individual augmentee; deploy as individuals in support of another command

"I" messages: Using "I" rather than "you" to avoid judgment of the speaker

Installation: Navy base or other activity/facility under the jurisdiction of a command/department

Kinesthetic learners: Learn by doing

LMS: Learning management system; a software application for the administration and delivery of electronic courses or training programs

MFR: Memorandum for the record

NFAAS: Navy Family Accountability and Assessment System

OBT: Ombudsman Basic Training; required training that must be taken within six weeks of appointment. Available in a classroom or face-to-face setting (OBT) or as an electronic online training (eOBT)

OCONUS: outside continental United States

Ombudsman Appreciation Day: Sept. 14 is designated as the official date to recognize ombudsmen

Ombudsman assembly: Forum for sharing successful ombudsman practices and may serve as a venue for ongoing training

Ombudsman coordinator: plans, manages and implements the FFSC responsibilities for the Navy Family Ombudsman Program.

Ombudsman Monthly/Quarterly Worksheet: Automated database within the Ombudsman Registry that tracks hours and contacts completed by ombudsmen

Ombudsman On-Demand Orientation: Training designed for ombudsmen who are unable to take OBT or eOBT within six weeks of appointment

Ombudsman Registry: Centralized system designed to enhance Ombudsman Program reporting

Open-ended questions: Questions that require more than a yes or no response

OPNAV: Office of the Chief of Naval Operations

OPNAVINST 1750.1 series: the instruction that governs the Navy Family Ombudsman Program

PAO: Public affairs officer

Paraphrasing: Summarizing what a speaker says

PCO/PXO: Prospective commanding officer/prospective executive officer

POC: Point of Contact

POD: Plan of the day; information put out daily at a command

POW: Plan of the week; information put out weekly at a command

POW: Prisoner of War

PR: Public relations

Presentation: Providing needed information to a group

PSA: Public service announcement

Publicity plan: Written plan describing promotional goals and methods

QA: Quality assurance; systematic monitoring and evaluation of programs/services

QOL: Quality of Life

RCC WFSS: Reserve Component Command Warrior and Family Support Specialist

RCC: Reserve Component Command

Ready Navy: Navy's Emergency Preparedness Program sponsored by CNIC

ROAB: Region Ombudsman Advisory Board

RPD: Region program director

RTTs: Region train the trainers; teach the certified ombudsman trainers (COTs)

SAPR: Sexual Assault Prevention and Response

SECNAV: Secretary of the Navy

Social Media: Websites and applications that enable users to create and share content or to participate in social networking

SOP: Standard operating procedure; internal working documents that describe how a program or service will be implemented and delivered

UIC: Unit identification code

VIP: Very important person

Visual learners: Rely on sight to learn and process information

Warm hand-off: Facilitated connection of an individual from one resource to another

WIIFM: "What's in it for me?"

Z-gram 24: message that announced the implementation of the Ombudsman Program

APPENDIX C RESOURCES

Ombudsman coordinators should keep current on military issues and resources. Information is available through the government, the military, commercial and nonprofit organizations and publications. These resources can be used to obtain information, solve problems, recommend resources and enhance one's learning and knowledge.

Websites that are commercial or "dot com" (.com) require a "buyer beware" approach. Websites with the address of government (.gov), education (.edu) and organization (.org) are generally more reliable but may have outdated or incorrect information. It is prudent to verify the information. The resources and links listed below do not reflect an endorsement by the DoD or DoN.

2-1-1: www.211.org Easy-to-remember telephone number and accompanying website that connects callers to community services 24 hours a day, seven days a week.

Air Force Crossroads: www.afcrossroads.com The official Air Force website for military family members and the helping agencies that provide support.

Air Force Reserve: www.afreserve.com Information on all aspects of the Air Force Reserve.

Air National Guard: www.ang.af.mil Information on all aspects of the Air National Guard.

American Military Partnership Association: www.militarypartners.org Connecting, supporting, honoring and serving the partners and spouses of America's LGBT service members and veterans.

American Red Cross: www.redcross.org/services Services provided to military members and their families.

Army National Guard: www.nationalguard.com/ Information on all aspects of the Army National Guard.

Army Reserve Family Programs: www.arfp.org Information for Army Reserve families.

Army Reserve: www.usar.army.mil Information on all aspects of the Army Reserve.

Association for Talent Development: https://www.td.org Supports talent development profession by providing research, books, webcasts, events and education programs for trainers.

Child Care Aware of America: www.childcareaware.org Operates child care assistance programs for Navy families.

CNIC Ombudsman Program: www.cnic.navy.mil/ffr/family_readiness/fleet_and_family_support_program/ombudsman_program.html Information on the Ombudsman Program

Commander, Navy Installations Command (CNIC): www.cnic.navy.mil Supporting command to the warfighters and their families.

Defense Finance and Accounting Service (DFAS): www.dfas.mil Provides payment services to the Department of Defense.

Department of the Navy Issuances System: http://doni.daps.dla.mil/allinstructions.aspx All Navy instructions and directives.

DoD Emergency Preparedness Guide: https://www.cpms.osd.mil/Subpage/ EmergencyPreparedness Employee and family readiness guides.

DoD Issuances and Directives: www.dtic.mil/whs/directives/index.html Links to all DoD directives and instructions.

DoD Reserve Affairs: http://ra.defense.gov

Effective Meetings.com: www.effectivemeetings.com/meetingbasics/minutes.asp Meeting resource center

Event Plus: https://www.yellowribbonevents.org/Default.aspx Portal to register for Yellow Ribbon events

Exceptional Family Member Program: www.cnic.navy.mil/ffr/family_readiness/fleet_and_ family_support_program/exceptional_family_member.html Serves military families with special needs, including medical, dental, mental health, developmental or educational requirements.

Families OverComing Under Stress (FOCUS): www.focusproject.org Focus provides resiliency training to military children and families.

Homefront United: www.homefrontunited.com An interactive forum aiming to bridge the gap between Guard, Reserve and active-duty military families.

Human Resources at MIT: http://hrweb.mit.edu/learning-development/learning-topics Articles and resources on designing and facilitating meetings.

Independent: www.in-dependent.org Connecting military spouses to health and wellness resources.

International Association of Facilitators (IAF): www.iaf-world.org/i4a/pages/index. cfm?pageid=1 Resources for facilitators.

Joint Services Support: https://www.jointservicessupport.org National Guard program that addresses the needs of geographically dispersed service members, veterans and their families

Macho Spouse: www.malemilspouse.com Resource and informational hub for male military spouses.

Marine Corps Community Services (MCCS): www.usmc-mccs.org MCCS provides services to help Marines and their family members enhance their quality of life, including counseling, information and referral, and programs/services related to deployment and the military lifestyle.

Marine Corps Reserve: http://www.marforres.marines.mil/ Information on all aspects of the Marine Corps Reserve.

Massachusetts Institute of Technology's Human Resources: http://hrweb.mit.edu/learning-development/learning-topics/meetings/articles/basics Information on productive meetings.

Military OneSource: www.militaryonesource.com Comprehensive source to help service members and their families with life's challenges.

Military Spouse: www.militaryspouse.com Online and print magazine that offers a variety of perspective from the military community.

My Army OneSource: www.myarmyonesource.com Main link to the majority of programs and resources to enable one to make the most of Army life.

National Military Family Association: www.nmfa.org Information and resources including articles and links for military families concerning their rights, benefits and services available to them.

National Speakers Association: www.nsaspeaker.org Research and education for professional speakers.

Naval Criminal Investigative Services (NCIS): www.ncis.navy.mil Primary law enforcement and counterintelligence arm of the Department of the Navy.

Naval Services FamilyLine: www.nsfamilyline.org/ Provides information and resources for Navy families. Publications in the Guideline Series include booklets for command leadership spouses, IA spouses, and Reserve families. Information on emergency preparedness including a Family Emergency Plan.

Navy Chaplain Corps: www.navy.mil/local/chaplaincorps Distance support for chaplain and spiritual support.

Navy Child and Youth Programs: www.cnic.navy.mil/ffr/fleet_readiness/child_and_youth_programs.html Provides developmental child care and recreational programs and services for eligible children and youth ages six weeks to 18 years of age.

Navy Correspondence Manual: https://doni.daps.dla.mil/SECNAV%20Manuals1/5216.5%20(2015).pdf Official guidance on Navy correspondence.

Navy Family Accountability and Assessment System (NFAAS): https://navyfamily.navy.mil
Manage and monitor the recovery process for personnel and their families affected and/or
scattered by a widespread catastrophic event.

Navy Gold Star: www.navygoldstar.com Provides support to family members of Sailors who die
while on active duty.

Navy Housing: www.housing.navy.mil Information on Navy housing, including bachelor
housing.

Navy IA website: www.ia.navy.mil Information pertaining to all Reservists and IAs getting
ready to deploy.

Navy Privacy Act Online: https://www.navy.com/privacy.html Detailed information on the
Privacy Act of 1974.

Navy Reserve: www.navyreserve.navy.mil Information for Reserves, including how to contact
their ombudsman.

Navy-Marine Corps Relief Society: www.nmcrs.org Private, nonprofit organization that
provides educational and financial assistance, including emergency loans and grants, to
Navy and Marine Corps families.

NextGen MilSpouse: www.nextgenmilspouse.com Articles and podcasts by spouses trying to
create a community of military spouses interested in health, fitness and wellbeing topics.

Ombudsman Registry: https://ombudsmanregistry.cnic.navy.mil Access to the online
Ombudsman Registry

OPSEC: www.navy.mil/ah_online/OPSEC Information on OPSEC, including training videos

Personnel Support Detachment: www.cnic.navy.mil/regions/cnrma/installations/ns_norfolk/
about/installation_guide/personnel_support_detachment.html Resource for questions
about the Defense Eligibility Enrollment System (DEERS) and ID cards.

Ready Navy: www.ready.navy.mil CNIC emergency preparedness information.

Ready: www.ready.gov Emergency preparedness guidance from the Department of Homeland
Security.

Region Legal Service Offices (RLSO): www.jag.navy.mil/legal_services.htm Provides legal
services to active-duty Navy, Marine Corps and Coast Guard service members and their
dependents, Reservists on active duty for 30 days or more, and to retirees as resources
permit.

TRICARE: www.tricare.mil DoD-sponsored health care program for active-duty military
families, retirees and their families, survivors and other beneficiaries.

U.S. Department of Defense: www.defense.gov Official web site for the DoD.

U.S. Navy Style Guide: www.navy.mil/tools/view_styleguide_all.asp Addresses common writing requirements and preferred usages for the Navy.

USAF Services Portal: https://www.usafservices.com The USAF Services Portal helps Airmen and their families enhance their quality of life by addressing family issues and concerns.

VA Alternative Dispute Resolution (ADR): www1.va.gov/adr Information on mediation and resolution of workplace disputes through early prevention, minimization and conflict resolution.

LOCAL RESOURCES

Some suggestions for building your library of local resources include:

- ★ Connecting with fellow ombudsmen.
- ★ Attending local ombudsman assemblies and other relevant meetings.
- ★ Interacting with the FFSC staff and attending their programs.
- ★ Contacting local resources such as Chamber of Commerce or United Way.
- ★ Searching the Internet and social media sites.
- ★ Reading local publications and listening to local radio stations.
- ★ Keeping current on Navy publications.

ADDITIONAL RESOURCES

NAME:	TYPE OF CONTACT:	
PHONE:	EMAIL:	
ADDRESS:		
NAME:	TYPE OF CONTACT:	
PHONE:	EMAIL:	
ADDRESS:		
NAME:	TYPE OF CONTACT:	
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APPENDIX D NAVY CULTURE AND LIFESTYLE

NAVY COMMUNITIES

To better understand the nature of the installation where you work and the unique missions of the commands at your installation, it will be helpful to know about the various Navy communities. The Navy's operational forces are grouped into different communities based on types of assets and their functions.

SURFACE COMMUNITY

This community includes surface ships, support and maintenance commands, and commands necessary to coordinate manning, training, equipping and sustaining the fighting forces. Surface ships include surface combatants, amphibious forces, combat logistic forces and mine warfare forces.

SUBMARINE COMMUNITY

The submarine force operates and maintains combat-ready, nuclear-powered deterrent and attack submarines (designated SSN are commonly called fast attacks) and fleet ballistic missile submarines (designated SSBN are often referred to as tridents). Attack submarines are designed to pursue and attack enemy submarines and surface ships using torpedoes. Fleet ballistic missile submarines have the capabilities to carry long-range nuclear missiles.

AVIATION COMMUNITY

The aviation community consists of the jets, planes and helicopters operated by the Navy. Service members in the aviation community include pilots, maintenance crews and other support personnel.


THE NAVY EXPEDTIONARY COMBAT COMMAND (NECC)

The Navy Expeditionary Combat Command (NECC) was established to consolidate the command and control structure for all expeditionary forces. The NECC centrally manages the readiness, resources, manning and training of expeditionary Sailors. NECC is also the parent command for individual augmentees (IAs), both active duty and Reserve. Expeditionary forces include construction battalions (Seabees), riverine forces and explosive ordnance disposal (EOD).

SPECIAL WARFARE COMMUNITY

The naval special warfare community includes small groups of highly trained Sailors operating on highly classified missions. These missions are the most strategic, secretive and dangerous in the Navy and include covert reconnaissance and antiterrorist missions. For security purposes, family members are not aware of the service member's mission or location, and communication is minimal or non-existent. This community includes SEAL teams, SEAL Delivery Vehicle teams, and Special Boat teams.

EMOTIONAL CYCLE OF DEPLOYMENT
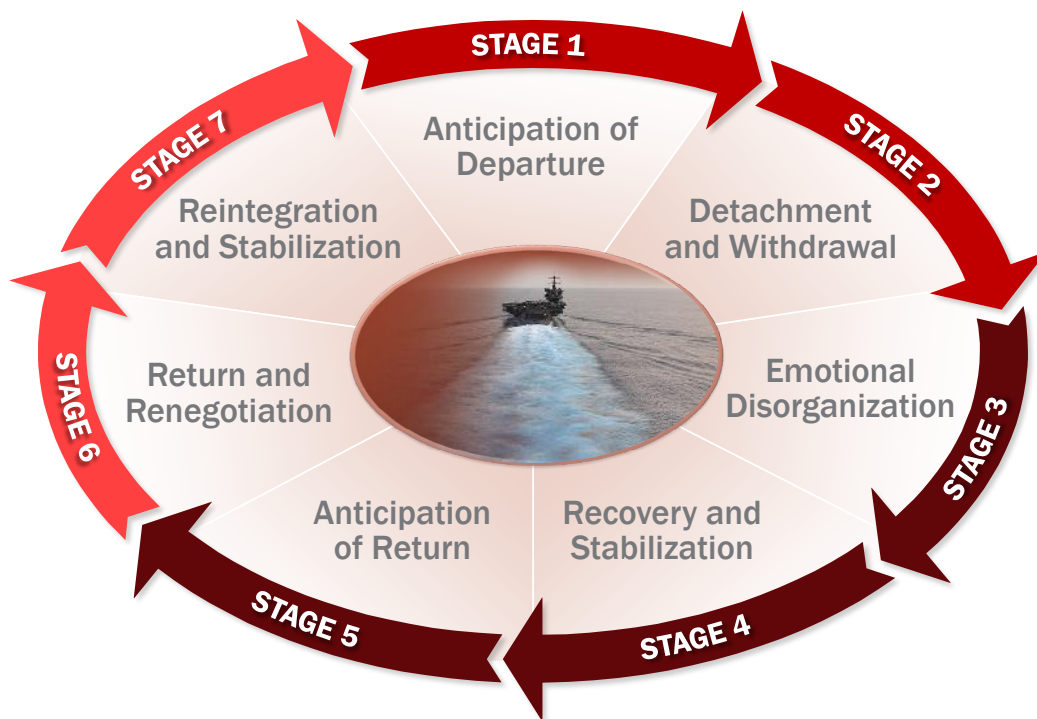
STAGE 1: ANTICIPATION OF DEPARTURE

This stage occurs four to six weeks before a planned deployment. It is a time of tension and conflicting emotions.

STAGE 2: DETACHMENT AND WITHDRAWAL

This occurs in the final days before deployment. In many ways, this can be the most difficult stage.

STAGE 3: EMOTIONAL DISORGANIZATION

This stage begins at the time of deployment and may last up to six weeks after departure.

STAGE 4: RECOVERY AND STABILIZATION

This occurs when new routines are established, usually several weeks after the deployment begins.

STAGE 5: ANTICIPATION OF RETURN

Homecoming preparation begins at different times for those at home and those on deployment. Typically, it is about four to six weeks before the command is due to return home.

STAGE 6: RETURN AND RENEGOTIATION

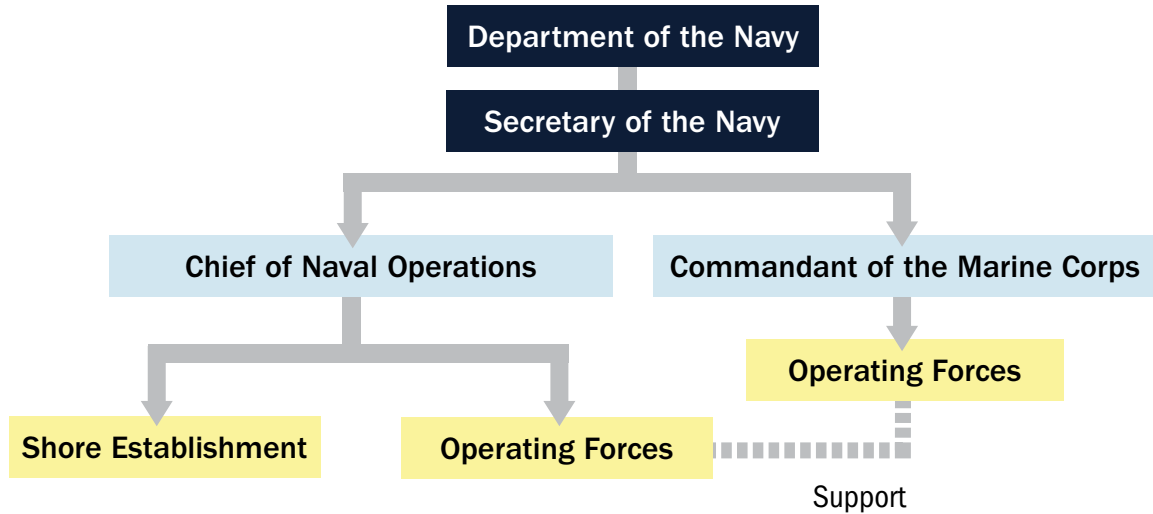After the initial excitement of homecoming has passed, there is a period of adjustment to new roles and routines. Tension and arguments may increase as everyone redefines their roles and responsibilities. Communication is essential to successful reintegration.

STAGE 7: REINTEGRATION AND STABILIZATION

This stage can take up to six months as the couple and family stabilize their relationships.

NAVY ORGANIZATION

Department of the Navy

Secretary of the Navy

Chief of Naval Operations

Commandant of the Marine Corps

Operating Forces

Shore Establishment

Operating Forces

Support

OFFICER AND ENLISTED RATES

Chain of Command—Officer Ranks

O-1	Ensign
O-2	Lieutenant Junior Grade
O-3	Lieutenant
O-4	Lieutenant Commander
O-5	Commander
O-6	Captain
O-7	Rear Admiral—1 star
O-8	Rear Admiral—2 stars
O-9	Vice Admiral—3 stars
O-10	Admiral—4 stars
O-11	Fleet Admiral

W1	Warrant Officer 1
W2	Chief Warrant Officer 2
W3	Chief Warrant Officer 3
W4	Chief Warrant Officer 4
W5	Chief Warrant Officer 5

Chain of Command— Enlisted Rates

E-1	Seaman Recruit
E-2	Seaman Apprentice
E-3	Seaman
E-4	Petty Officer Third Class
E-5	Petty Officer Second Class
E-6	Petty Officer First Class
E-7	Chief Petty Officer
E-8	Senior Chief Petty Officer
E-9	Master Chief Petty Officer
E-9	Master Chief Petty Officer of the Navy
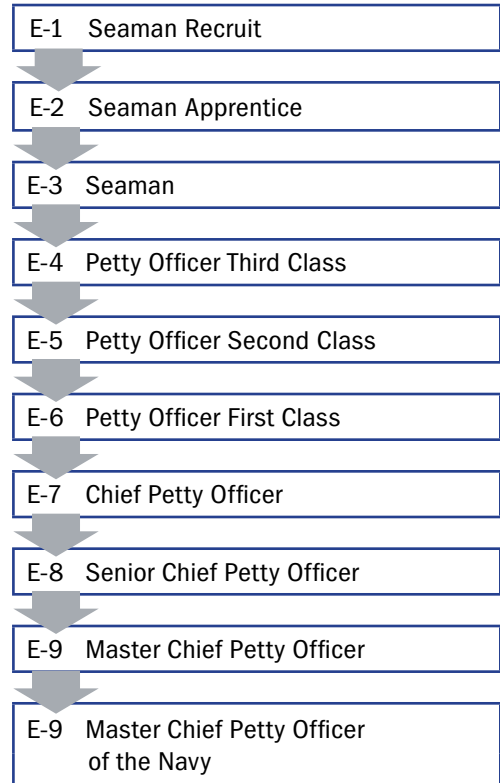
NAVY ENLISTED

E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9			SEA
Seaman Recruit (SR)	Seaman Apprentice (SA)	Seaman (SN)	Petty Officer 3rd Class (PO3)	Petty Officer 2nd Class (PO2)	Petty Officer 1st Class (PO1)	Chief Petty Officer (CPO)	Senior Chief Petty Officer (SCPO)	Master Chief Petty Officer (MCPO)	Force Command Master Chief Petty Officer (FORCM)	Fleet Command Master Chief Petty Officer (FLTCM)	Master Chief Petty Officer of the Navy (MCPON)

NAVY OFFICER

O-1	O-2	O-3	O-4	O-5	O-6	O-7	O-8	O-9	O-10	Special
Ensign (ENS)	Lieutenant Junior Grade (LTJG)	Lieutenant (LT)	Lieutenant Commander (LCDR)	Commander (CDR)	Captain (CAPT)	Rear Admiral Lower Half (RDML)	Rear Admiral Upper Half (RADM)	Vice Admiral (VADM)	Admiral (ADM)	Fleet Admiral (FADM)

OTHER MILITARY BRANCH INSIGNIA

Rank insignia charts for all branches of the military can be found at
http://www.defense.gov/About-DoD/Insignias.

TRAITS AND TRADITIONS

COMMON TRAITS

Patriotism

Service members are motivated by a desire to serve their country. Military families often share this patriotism.

Duty

Service members take an oath to support and defend the U.S. Constitution and to obey the orders of the president. This commitment requires sacrifices, such as irregular work schedules, multiple deployments and relocations.

Resilience

The military lifestyle is ever changing and requires resilience. While this is not always easy, service members and their families learn how to use available resources to adjust to the changes that arise during military service.

TRADITIONS

Salutes

The salute is a time-honored demonstration of courtesy among all military personnel that expresses mutual respect and pride in the service. Military personnel in uniform are required to salute officers entitled by virtue of their rank, except when it is inappropriate or impractical to do so, such as when inside or driving. Salutes are customarily rendered with the right hand.

Bells

Traditionally, bells were used aboard naval vessels to tell time and as a means to sound an alarm. Bells are still used in today's Navy to mark the hours of duty watches. Bells may also be used in ceremonies and to signal the arrival or departure of important persons. When the ship's captain, a flag officer or other important person arrives or leaves, watch standers make an announcement and ring the bell.

Colors

"Colors" refers to the ceremonial raising and lowering of the national flag and is observed daily on military shore installations. This ceremony occurs at 8 a.m. and at sunset. The ceremony is accompanied by a bugle call and followed by playing of the national anthem.

There are specific protocols to observe during "colors." If you are driving a car on a military installation when "colors" sounds, stop the car and wait until the ceremony has been completed. If walking, stop, turn toward the flag and stand at attention with your right hand over your heart.
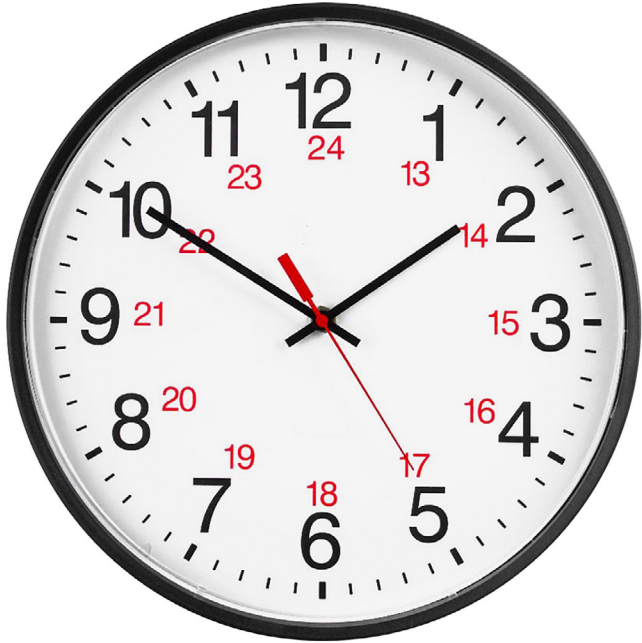
MILITARY TIME

FOR ANY TIME BEFORE 10 A.M.:

★ Add a zero before the hour.

Example: Nine o'clock in the morning would be spoken as "zero nine hundred" and written as 0900.

FOR ANY TIME AFTER NOON:

★ Add 12 to the time.

Example: If the time of day is 3 p.m., you add 12 to 3 and get "fifteen hundred" or 1500.

	Military Time 24-hour	Civilian 12-hour
MORNING (AM)	0100	1:00 am
	0200	2:00 am
	0300	3:00 am
	0400	4:00 am
	0500	5:00 am
	0600	6:00 am
	0700	7:00 am
	0800	8:00 am
	0900	9:00 am
	1000	10:00 am
	1100	11:00 am
AFTERNOON/EVENING (PM)	1200	12:00 pm
	1300	1:00 pm
	1400	2:00 pm
	1500	3:00 pm
	1600	4:00 pm
	1700	5:00 pm
	1800	6:00 pm
	1900	7:00 pm
	2000	8:00 pm
	2100	9:00 pm
	2200	10:00 pm
	2300	11:00 pm
	2400	12:00 am