

TRARONTENINST 1301.2W
50000
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TRAINING SQUADRON TEN INSTRUCTION 1301.2W

From: Commanding Officer Training Squadron TEN
To: Distribution List

Subj: NAVAL AVIATION TRAINING ADVISOR PROGRAM (NATAP)

Ref: (a) CNATRAININST 5351.1B
(b) COMTRAWINGSIXINST 5351.1D

Encl: (1) Class Advisor Guide
(2) Student History Worksheet

1. Purpose. To define Naval Aviation Training Advisor Program (NATAP) duties and responsibilities of Training Squadron TEN staff officers as per references (a) and (b).

2. Cancellation. TRARONTENINST 1301.2V

3. Discussion. The Naval Aviation Training Advisor Program or Class Advisor Program (CAP) provides students the assistance required to more effectively complete the two CNATRA syllabus taught at VT-10. Additionally, the Class Advisor (CA) is a point of contact for students who wish to discuss personal matters, career development or what to expect in the "Fleet." The CA resolves difficulties, expands awareness, gives students a sense of "belonging" and ensures students are provided the best possible training environment.

4. Squadron Mission. To train the world's best tactical leaders for the Air Force, Navy and Marines, and graduate them on time. Instructors will dedicate themselves to ensuring high standards are met, and to providing excellent training to our aviation students. The student's duty is to be the best possible student and officer.

5. Guiding Philosophy for the CAP. Our military's ability to win our nation's battles will rest on these NFOs and Navigators. Our most important responsibility is to make future NFOs and Navigators. Within two years, they will be flying combat missions if not with you, then to protect you and your families. Many of your students will be flying in your fleet cockpits, as

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your wingman, working side by side during combat missions, flying in support of you or leading a strike. Regardless of the relentless pace of technology, these NFOs and Navigators, not machines, will decide the course of future battles. To assist in training the world's best tactical leaders, we will assign Class Advisors to every student. The role of a CA is very important in the development of our future combat leaders. All instructors and civilians will play a significant role in the development and training of our students. Many instructors and civilians will play a significant role in the CAP, even when not assigned as a CA. The Commanding Officer's vision and expectations are stated in the following paragraphs.

6. Vision and End State. Establish and maintain a CAP that improves officer professionalism, enhances future training and provides a means for each SNFO and SWSO to have access to an experienced military officer as a mentor.

7. Student Control Responsibilities

a. Appoint a student control officer who will assume duties as the Class Advisor Program Manager.

b. Advise the Commanding Officer of the current effectiveness of the program by obtaining feedback from instructors and students.

c. Ensure the squadron CAP is properly briefed at check-in.

d. Ensure copies of this instruction are provided to Griffith Hall, the Student and Instructor Ready Rooms, the Student Control Office and bulletin boards for reference.

e. Distribute and collect critiques from the instructors and students about the strengths and weaknesses of the CAP. Use this feedback for improvement.

f. Assign CA (one primary and one alternate) to each incoming class. The goal is for each student to complete training at VT-10 under his primary CA. When assigning Class Advisors, take into account rotation dates, extended TAD, end of active/obligated service, etc..

g. Ensure a fair share of primary and alternate CAs amongst the instructor staff. The CA should have no more than two (2) primary assigned classes and two alternates.

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- h. Reassign CAs when necessary.
- i. Inform the CAs which class they are responsible for.
- j. Keep advisors informed on matters pertaining to their students (e.g., marginal or unsatisfactory performance, graduation dates).

8. Class Advisor Responsibilities. Staff Officers will be assigned as CAs and charged with responsibility for their class similar to that of a division officer to his division. The CAs shall perform the following specific tasks:

- a. Serve as the Commanding Officer's representative and mentor for your assigned class. Take a vested, professional interest in their success.
- b. Be accessible to your assigned class and meet during the first week after initial check-in. After the initial meeting, provide opportunities to meet once a week. Use this opportunity to discuss personal and professional issues, review aviation training jackets, provide advice and monitor progression.
- c. Serve as mentor and role model. Provide similar insight to squadron life that a sponsor would provide to a first tour aviator/squadron mate.
- d. Review aviation training jackets a minimum of once per month. Identify positive and negative trends in order to improve future performance. Ensure completeness and correctness of the ATJ and report discrepancies to Student Control.
- e. Personally meet with students in your assigned class if they receive an Initial Progress Check (IPC) or Final Progress Check (FPC), and in preparation for a Training Review Board (TRB). Provide appropriate comments and recommendations on the counseling worksheet. Interview students whose progress results in an unsatisfactory or marginal event. The advisor should attempt to determine the reason for the student's problem, provide guidance to the student to correct the problem and recommend a remediation program, if necessary.
- f. The alternate CA will assume your duties only during long periods of absence (leave, TAD). You are responsible for conducting the weekly meetings.

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g. Encourage discussions of all potentially significant issues and establish good communication with the student. Be familiar with the personal history of each student including educational background, marital status, previous military or flight experience and hometown. Students should be fully aware of their responsibility to meet performance standards and that failure to do so may result in attrition.

h. Resolve interpersonal difficulties within the command such as miscommunications and provide advice on dealing with the rank structure in an appropriate manner.

i. Monitor student progress and conduct periodic reviews.

j. Counsel students experiencing training or personal difficulties.

k. Counsel any student who is considering drop on request (DOR).

l. Counsel students on officer-like qualities and emphasize Core Values.

m. Inform Student Control of potential student problems that could impact successful completion and inform students of potential alternative training tracks.

n. Inform the Student Control should conditions preclude performance of any or all advisor duties.

9. Student Responsibilities. Since the advisor program is for the student's benefit, it is the responsibility of each student to use this program to aid in the completion of flight training. The advisor is the first link in the chain of command and should be the first person contacted when trying to resolve problems or difficulties that arise either on or off base. Success of the program will depend on initiative and the following areas are the student's responsibility.

a. Contact and schedule an initial interview with your Class Advisor one week after check-in. The goal of this interview is for the advisor to obtain data relating to the student's residence, to discuss the student's flight record and to make the advisor aware of problems that may detract from the student's attention to duties. You are now a fellow squadron

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mate and will be treated with the utmost respect as an officer. Ensure you submit enclosure (2), the Student History Worksheet to your CA during the initial interview.

b. Initiate weekly meetings with your CA and document on your weekly calendar card (CNATRA GEN 1542/12). Keep your CA informed about any personal and/or professional issues. Discussions with your CA can include, but are not limited to the following: ATJ review, syllabus progression, personal and professional advice, childbirth, wedding plans, leave requests, etc. If you have concerns about flight performance, inform your CA. Your CA will contact and link you up with the right person, in order to ensure your success.

c. Initiate an interview as a result of a personal problem, such as emergency leave or illness. It is the student's responsibility to inform the advisor of any personal problem that may affect progression in flight training.

10. Operations

a. Provide venue for CAs and students to formally schedule meetings if requested.

b. Formally schedule CA time, during events such as safety standdowns as requested.

11. Training. Provide opportunities for CA training during training days and safety standdowns as required.

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Distribution
TRARONTENINST 5216.2Y
List I

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CLASS ADVISOR (CA) GUIDE

1. This enclosure provides guidelines and reviews the major items the CA will need to be familiar with in the performance of their duties. Your reference documents are CNATRAININST 5351.1 Series, COMDRAWINGSIXINST 5351.1 Series, and this Squadron Instruction. Use your experiences and discuss anything you may feel is relevant, especially in improving future performance.

2. KNOW YOUR STUDENTS! Take the time to give them the knowledge and support they need. Many questions can be answered by reading this instruction. If you have questions do not hesitate to ask the Flight Commanders, Department Heads, or fellow instructors. **Do not** give your students incorrect information because you have not done your homework! Take the time to read this guide thoroughly and use it as a ready reference. Your students will appreciate your efforts.

3. CAs shall be assigned to students on the day of check-in with instructions to contact you within one week. Your first introductions should include at a minimum:

- a. Your name and aviation community background.
- b. Your home and work phone numbers.
- c. Your job in the squadron and office location.
- d. Collection of the completed Student History Worksheet (enclosure (2)) given to each student during check-in.
- e. Briefly discuss and emphasize good study habits. Many students do not yet realize how easily their careers could abruptly end.
- f. Discuss proper chain of command.
- g. A brief explanation of responsibilities/expectations.
- h. The next time you will meet.
- i. Any questions or immediate problems.
- j. All efforts should be made to keep the students at ease and unafraid to approach you as their personal confidant.

Enclosure (1)

Obviously your impression is a lasting one in their eyes. Be a GOOD and EDUCATED Class Advisor, role model and mentor.

4. Initial Interview. The purpose of this interview is to learn as much as possible about your assigned student. You will be the first to be able to enhance their future training by learning their background, strengths, weaknesses, experiences, and other aspects about their life. You will also be the first to know about and be able to prevent future problems (for example, if an officer came to VT-10 with large financial debts.). Find out some personal information about the student, such as:

a. Motivation for being at VT-10: always wanted to fly, only slot recruiter had for an officer commission, heavily influenced by peers and aviators from The Basic School, USNA, USAFA, ROTC, program change, etc..

b. Commissioning source/college/degree.

c. Previous military background if transitioning (example: USMC infantry officer, Surface Warfare Officer, USAF Missile Officer, etc.), and duty stations.

d. Enlisted background.

e. Marital status. Single, engaged, married with/without children, children's school, children's activities (soccer, ballet, basketball, scouts), spouse's occupation, family with special needs. Does the spouse understand the importance of balancing and dedicating quality time to both the flight program and family?

f. Residence: On base, off base, Navarre, Gulf Breeze, Perdido Key, etc..

g. Major debts: College loans, house, boat, cars, airplane, etc..

h. Extracurricular activities in addition to being a SNFO/SNAV: Athletic coach, Captains Cup, Masters program, Church Deacon, private pilot training (not permitted while assigned as a student to NATRACOM), etc..

5. Weekly meetings. The purpose is to provide opportunities to discuss professional and personal items. Discuss items such as current phase/stage of training, effective study techniques, flight physical requirements, upcoming surgeries, wedding dates, expected birth dates, etc.. Review junk jacket (or ATJ) and document on weekly calendar card at this time.

6. Counseling Guidance. Given the subjective nature of counseling, no two counseling sessions will be exactly alike. However, there are some general guidelines the advisor should consider:

a. The first requirement of any counseling session is to establish a good student-advisor relationship. Students must feel their advisor is genuinely interested in their progress and must feel that they can freely discuss problems.

b. Most student problems are not new. The advisor, particularly the experienced instructor, has probably encountered students with the same problems in the past. They should use personal, accumulated experience in dealing with such problems and their corrective actions must treat each case individually.

c. Advisors should try to get the students to work out their own solutions to problem areas. If the solution is the student's own idea, it is likely to be more successful.

d. For a student experiencing academic difficulty, counseling should lead to some type of academic corrective action.

e. In the normal course of the flight program, procedures and techniques for pursuing qualification are made known to students. The advisor supplements these formal methods with advice based on personal experience.

f. Since counseling involves personnel who may think and act differently, the Student Control Officer must be alerted to problems that may develop as a result of these personal encounters and must be prepared to assign a new advisor to the student.

g. The advisor should make it clear to the student that corrective action as a result of an academic or flight problem is not disciplinary action.

h. For problems outside the scope of the advisor's personal training and experience, the advisor should refer the student to proper authorities for help. This is especially true in areas where professional help may be needed. "Professional help" may include, but is not limited to, flight surgeons and/or clinical psychologists, legal officers, lawyers, marriage counselors and clergy.

i. At the conclusion of the interview, the advisor should ensure the student clearly understands the actions required and any corrective actions that are to be taken by others. This may involve a written schedule of specific items to be accomplished by the student.

7. Aviation Training Jacket (ATJ) Reviews

a. Jacket reviews shall be done on a monthly basis and whenever academic or flight difficulty is experienced.

b. Look for positive and negative trends in your student's performance and address them as appropriate.

8. IPC/FPC Counseling. Students receive counseling if they receive a ready room down, two consecutive unsatisfactory flight grades, an unsatisfactory check flight or two academic exam failures. Depending on the reason a pink sheet was awarded, you should:

a. Always review the student's ATJ at this time.

b. Guide them advice on how to improve their study habits, patterns, techniques, groups, etc..

c. Lend moral support throughout the duration of the IPC/FPC/TRB process, accompanying them as required.

d. After final disposition IPC/FPC, closely track student's future progress.

e. Ask Student Control if you have any questions concerning the student's ATJ and performance.

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STUDENT HISTORY WORKSHEET

All information submitted on this form will be treated as strictly confidential. It is being solicited in order to better know your background, so that we, as Class Advisors may assist you in resolving any future problems.

1. NAME: _____

2. NICKNAME: _____

3. DATE OF BIRTH: _____

4. HOMETOWN: _____

5. MARITAL STATUS: _____ SPOUSE'S NAME _____

6. CHILDREN: _____

7. COLLEGE: _____ MAJOR: _____

8. COMMISSIONING SOURCE/DATE: _____

PRIOR MILITARY EXPERIENCE/BACKGROUND _____

9. OUTSIDE ACTIVITIES: _____

10. PIPELINE CHOICE (Itemize by number)

PANEL NAV ___ AEW ___ STRIKE/FIGHTER ___

11. WHY I WANT TO BE A NFO/WSO: _____

12. POTENTIAL OR CURRENT PROBLEMS (MILITARY OR PERSONAL): _____

13. ANY FURTHER PROBLEMS: _____

14. Debts (college loans, house, boat, car, airplane): _____

15. Previous flight experience/ratings: _____
