

ILYA SAILING DIRECTOR MANUAL WORKING COPY

The purpose of this manual is to educate and support a Sailing Director, program administrator, board member, or interested party, either as a volunteer or a paid position. This manual highlights the importance of being aware of and prepared for all the responsibilities of a Sailing Director. It is our hope that you will use this information to help prepare yourself for what it takes to be a prosperous director.

This manual was created for the use of sailing directors within the Inland Lake Yachting Association (ILYA). The ILYA is committed to helping programs by offering knowledge and experience to new or veteran directors. This working manual was composed by Emlie Barkow Veinot and assembled from various resources from past sailing programs, US Sailing Head Instructor Manual, and her own experiences and knowledge.

Introduction

This manual will help prepare you, as the Director, to manage and oversee a program, and ensure that you have the tools to run a successful program focusing on safety, fun and learning! Do not be overwhelmed with this manual as there is a lot of information presented; use pieces as a resource where you see fit.

The Director has several responsibilities including pre-season tasks, day-to-day management of the in-season program, and post-season duties. Effective day-to-day programming requires the director to have a big picture of how the program is to be organized. A successful program is one that utilizes instructor, student, and parent feedback to help enable sailing program administrators to make informed decisions and to make future improvements on scheduling, curriculum, equipment, and budgeting. The importance of having a well thought out, organized, and comprehensive, yet flexible, plan cannot be over-emphasized. Success requires a preseason plan, consistent monitoring throughout the season, and a post-season review.

For Directors, this guide will provide tools and techniques to help you create, foster, and support an environment for the students and instructors in which they can succeed and grow. Inside are tools to help provide guidance and discipline, organizational support, structure, and policy enforcement. It is designed to be a resource for you, the board, and your staff, ensuring that standards for learning and safety are met. This book is meant to be the training materials for the ILYA as well as persons new to the sailing management world that needs more information on how to plan, prepare, execute, and facilitate a sailing program. We hope that you use this platform as a springboard to learn more about different parts of running a sailing program and seek additional resources after if needed.

The layout of the book is meant to mimic the stages that many sailing programs take; Pre-Season, In-Season, and Post-Season within the ILYA. We realize that each program is different; we have done our best to take as many factors into consideration as possible.

An Overview of a Sailing Director Role

Congratulations, you are a Sailing Director! Now what? Being a Sailing Director of any organization can present many new challenges and responsibilities. Learning never ends when your job (either volunteered or paid) involves dealing with people. You have stepped into a position that requires management skills and an increase in responsibilities. **A good director is a mentor, leader, and cheerleader for their staff.**

A Sailing Director, should focus on:

- Demonstrating best practices (responsibilities, expectations, and boundaries)
- Being in-charge while fostering a cooperative environment (it takes a team to succeed)
- Learning when and how deeply to get involved (managing vs. micromanaging) or let the team proceed (get out of the way)
- Delegating tasks when appropriate; when possible, align team members' (instructors, board members, parents) strengths with relevant tasks
- Managing effectively (making the hard decisions for the right reasons)

- Communicating clearly and positively; proactive communication and confirm the team knows their roles and responsibilities.
- Being present and approachable (“Walk the dock” to learn about your staff and sailors)
- Be organized: draft outlines, set a schedule, create handbooks, and set parameters.

Each organization and program operate a little differently; however, all will depend on effective management skills and leadership. The Sailing Director responsibilities will vary depending on the size and structure of your program, but it is important to understand that your efforts, leadership, and completion of responsibilities are the key to your program’s success.

FUN is FUNdamental!

Make sure that the experience of being at your program and involved with the sailing side of things is fun for the kids, and when appropriate for the instructors. If your instructors are happy, your sailors will be happy. A positive attitude is infectious and usually radiates further when it starts from people in positions of authority.

Mantle of responsibility

Depending on the program, the organizational format, decision-making authority, and specific areas of responsibility most Sailing Directors will find themselves fulfilling some, if not all, the responsibilities outlined below:

- ✓ Oversight of day-to-day operations such as staff schedules, boat maintenance, regatta logistics
- ✓ Keep records of equipment orders and breakdowns, minor and major injury reports, etc.
- ✓ Act as point person for interaction between instructors, parents, other facility, and program staff
- ✓ Be a problem solver; try to anticipate problems and react responsibly when they arise
- ✓ Keep Board of Directors apprised of critical events and information
- ✓ Oversee syllabus implementation and lesson plan development
- ✓ Ensure staff has the tools and equipment needed for weekly activities
- ✓ Support staff during program orientation and training
- ✓ Assist with daily and weekly briefings and de-briefings
- ✓ Act as point person for initial emergency management
- ✓ Implement Emergency Action Plan (EAP)
- ✓ Ensure that there is adherence to safety procedures and protocols
- ✓ Assist with management and storage of equipment and resources
- ✓ Conduct end of season evaluation and reporting

Taking all these responsibilities into consideration, it is easy to understand how important a Sailing Director role is for a well-run program.

Sailing Director= Leadership

(lead-er-ship, noun): The act of influencing or inspiring others to achieve a goal.

A leader should avoid being caught off-guard and be ready to solve problems. The best way to accomplish these goals is by:

1. **Planning in Advance.** Having a plan garners confidence and trust from the coaches, parents, and sailors. Plans almost certainly change or evolve, but having an intelligent starting point allows for better changes when they become necessary. Just like a lesson plan makes for a better lesson, the preparatory work that goes into a plan helps to see and understand potential problems.
2. **Anticipate issues and consider alternatives.** A Sailing Director often has experience in the sailing program. The organization and staff are counting on that experience to help avoid problems and provide an effective program for the students. If you anticipate different problems, it is possible to start thinking about viable solutions. When the problems occur, the leader that has anticipated the problem and implements a good solution allowing things will stay on-track. That is the type of leader people want to follow and support.
3. **Stay up to date.** Gathering the latest information. All informed decisions are better than the alternative. Keep abreast of the current weather, status of classes, allocation of boats and resources, and student or parent's issues. It is the surprises that tend to upend the daily plan.
4. **Knowledge.** There is a saying among some of the most successful leaders in business, "*hire the best people and let them do their job*". While that is not a bad mantra for a sailing program, the reality is often that at least some of the staff members this will be their first job. They are still learning how to be a good employee and haven't achieved the status of "best people" yet-not for want of effort or ability, but usually because of a lack of experience and knowledge. This is all to say, you do not have to be the most knowledgeable in all areas, but it is beneficial to be the best manager. It is fine to admit you don't know everything, but it is a mistake when a director is dependent on their staff. Invest in learning what you do not know and lean on staff to fill in the gaps.
5. **Inclusion/Goals.** Remember that to be successful, the team and every person on the team, needs to succeed. Everyone plays a vital role in the program's success. Make sure everyone is part of the team and avoid cliques. Building a better team, showing staff how to be successful, and how to work together effectively, will make a stronger program in the end.
6. **Group Goal Focus.** If there is any instructor that believes that they can succeed while one of their cohorts is failing, they are mistaken. An organization flourishes or fails as a team. If a program earns a bad reputation, then the students will find alternatives. Those alternatives might be a different sailing program or a different activity altogether. The program needs to ensure the staff stays focused on the collective success and help each other to achieve that goal.
7. **Individual goals supported.** Every individual staff member has personal goals. Perhaps they want to learn how to be a better instructor, or a coach, or a future Head Instructor. One of the best ways a Sailing Director can create an effective bond with their staff is to know what their goals are and support them in achieving their goals. **A good director is a mentor, leader, and cheerleader for their staff.**

Connecting with the Staff

One of the amazing benefits of working in the sailing industry is that you will find yourself working alongside multiple generations. To be a strong Director, you will need to explore the generational differences to better understand how to successfully work with different age groups. Here are some of the many factors to consider when working in a multigenerational workplace.

- Know how the generations differ in terms of preferences, demands and priorities.
- Understand relationships between the physical workplace, work practices and technology needs.
- Create a workplace strategy that begins with goal setting, sets checkpoints, gathers feedback, adjusts, and ends with evolution.
- Develop a vision for the future based on readiness for change.

Understanding the preferences of different personalities helps develop strategy that enables the groups to work together effectively. Here are some suggestions:

- 1) Provide opportunities for success based on understanding different personality types in your staff
- 2) Create settings that accommodate mixed uses
- 3) Develop and implement communication protocols
- 4) Hold regular meetings for collaboration
- 5) Set guidelines and protocols for decision-making and meeting guidelines
- 6) Set regular performance evaluations
- 7) Provide opportunities for mentoring
- 8) Understand that technology preferences are generational, with younger generations leaning towards texting and instant messaging.
- 9) Establish a process for evaluating and improving workplace strategy
- 10) Commit to a culture of evolution in your program where change is anticipated and welcomed.

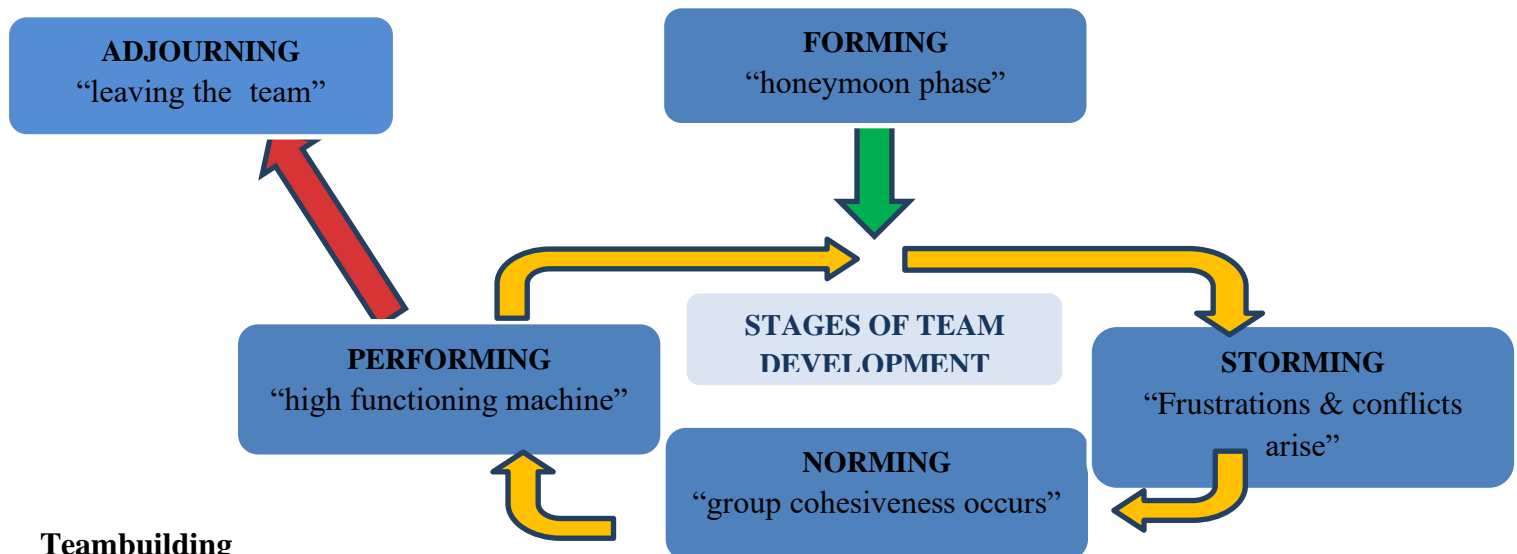
Role Modeling

Experience and exposure to the many facets of sailing and program management is key for a Sailing Director. A successful Director is:

- Professional in their demeanor, appearance, and conduct
- Enthusiastic and exerts a positive influence on those around them
- Well prepared and organized, and good at multitasking
- Technically proficient; understanding the theory and practice of sailing sufficiently well to be able to provide critical feedback and evaluation to instructors
- Knowledgeable of program planning, orientation and staff training, curriculum development and lesson planning for a season as well as day to day
- A strong leader who can motivate, organize, and manage people
- Able to effectively manage all administrative components including schedules and resource allocation
- A great communicator with student, staff, parents, and other constituencies
- Perceptive and able to anticipate where issues/problems may crop up
- Confident and capable of enforcing policies and procedures and providing discipline appropriately when necessary
- Understanding of the big picture in terms of risk management and how to shape and supervise a program so that it is conducted safely and effectively
- Able to maintain composure and focus in the face of a crisis
- Able to seek out additional resources
- Constantly striving to grow, improve, and implement best practices

Stages of Group Development

Group development refers to the process by which members of newly formed work teams learn about their teammates, establish their roles and responsibilities, and acquire the task work and teamwork capabilities required to coordinate their effort to perform effectively as a team. These stages are commonly known as: Forming, Storming, Norming, Performing, and Adjourning. Tuckman's model explains that as the team develops maturity and ability, relationships establish, and leadership style changes to more collaborative or shared leadership.



Teambuilding

Every leader is best served by a team in the Performance stage of development. It may often seem like the leader is a coach, or referee, or counselor to help a team arrive at the Performance stage. The road will often be bumpy and rough, and people will have to learn to trust one-another, learn how to communicate effectively with their co-workers while voicing their positions and feelings in a productive (not destructive!) manner. Rest assured that as a leader it will be impossible to get things right all the time. People are not always easy to read, honest with themselves or others, or able to move on quickly from personal challenges. Practicing teambuilding techniques will help a leader to function at their highest potential, especially if they are able to keep their priorities in the right place.

Managing

Managing is little more than putting employees in a position to be successful, improving the job employees perform, and providing employees with direction and evaluation. It is a challenge, sometimes, for staff to know how to be successful, from professional conduct to job expectations. Until a routine is established staff will test a manager. Employees will show up late for work or have poor interactions with co-workers or parents. It falls upon a manager to be the first line in handling these and similar types of issues.

Coaching Staff

The staff is the biggest asset at a program; they will be the ones in direct contact with the students and bear the responsibility for the safety, fun, and learning that students will experience. It is also important to help guide the growth and development of the staff. Guidance and coaching, whether from general observations or structured class observations, can make stronger instructors. Whenever possible resist the urge to pass judgment on others. We all process things differently and have different methods to achieving similar results. What works for you might not work for an instructor. Allowing instructors the liberty to be creative and develop lesson plans that foster creativity, personal growth, ownership and a larger sense of accomplishment. Fostering growth and professional development will benefit your staff and your program both in the short and in the long term. Some instructors like instant feedback, others need time to digest information and revisit it later.

Feedback and Evaluation of Staff

"Praise in public, reprimand in private" is a common concept. In a similar vein, if a staff member is doing a good job make sure they are recognized for the job. Positive reinforcement and appreciation are likely to keep performance and morale high. On the other hand, if there is something that needs correction, unless it is a whole-group performance issue, be sure to let the staff member know in private if they need to do something better or differently. Sometimes, if a whole group has a performance issue, it may be reasonable to address everyone at once.

A Sailing Director should take the time to make a record entry in every employee's performance. At the end of the season these notes will help to provide perspective on a staff member's job performance for the entire season. These observations should be focused on job specific conduct, or how well they did perform their job and going beyond the job. It is these observations that should be contributed to an end of season evaluation. Raises, bonuses, re-hiring is significantly easier when concrete assessments are available. It is also important to share the evaluation with each staff member. An exit debrief should include input from the employee about the season, what they thought worked well, what improvements they can suggest and an opportunity to discuss the evaluation.

Policies and Discipline

Even though it is often necessary, staff discipline is the biggest distraction and time-sink for a manager. There is nothing that requires the exactitude of staff issues, and yet it will feel like your time could be better spent on just about anything else. The best way to avoid difficult disciplinary situations is to have clear policies, clearly communicated and understood, to hold fast to those policies to avoid confusion, and lastly, correct problems as early as possible before they blossom into big issues. It is not uncommon for more problems early in a season as everyone learns what is expected. The more formalized a routine the faster a staff will adhere to the policies.

The most important resource you will have will be your staff of instructors, junior instructors, volunteers, and parents. Without them, your program would look extremely different and may not even exist. Your leadership will guide these individuals to work as a team, accomplishing tasks at hand, and teaching generations how to sail. Never underestimate your personnel resources and the great things that will come from their teamwork within your program. Make sure to show your appreciation and gratitude to both paid and unpaid staff, letting each one know they are a valuable part of the program. Further in this manual you will read about the different roles each of these personnel resources can have in your program.

Pre-Season, In-Season, Post-Season

The remainder of this manual is broken down into tasks that are best performed during different seasons of a program. Much of the organization and preparation should be done in the Pre-Season (November-May). Day to day oversight, implementation and execution are the primary focuses during the In-season while debriefs and performance reviews are essential in the Post-Season.

Preseason Preparation (November- May)

November/ December

1. Hiring (an ongoing process that should start in the Post-Season)

- Identifying the number of instructor positions that you believe that you will need for your upcoming season.
- Determine which instructors should be returning and his/her class assignment
- Interview process: in person, zoom, phone call, email. Establish what works for you.
Appendix: Interview Questions
- Hiring paperwork: Employee Agreement Form, W4, Direct Deposit
- Consider hiring individuals for certain positions, classes, age groups and/or boat knowledge. Sometimes the best sailor is not the best instructor and vice versa. Don't be afraid to place strong instructors at the beginner level to reinforce proper technique and eliminate behavior issues.
- Prepare and give written job descriptions and positions to instructors. Programs can reward returning staff members with additional perks like better powerboat assignments, preferred class assignments or something similar.
- Varied staffing approaches to consider:
 - Skill balance – Make sure all classes staffed evenly
 - Holes – Bottom-up strategy, eliminate staff shortcomings by creating strong pairings

- **Instructing experience** – Mix newer instructors with veteran instructors
- **Personalities** – Use certain personalities to draw out others, staff or students
- **Mentoring** – Use experience to groom and strengthen new staff skill progression
- **Anchors** – Place strongest instructors in key positions, others are filled in
- **Separation** – On rare occasion, limit certain team members' interactions
- **Timing** – Can create smooth transition for staff that won't be present for entire session

2. **Schedule**

- Evaluate your class schedule from the previous season. Did the times/days/weeks work? Do you need to make changes?
- Working out a schedule of the classes' instructors will be teaching throughout the season provides both you and the instructors with an opportunity to plan ahead. Some programs will hire an instructor to teach one class or level all season, while others will have flexibility to move instructors around throughout the season.
- Staffing is a critical component of your budget, so in doing this ahead of time you will help determine a significant portion of your program expenses.
- If there is flexibility in the schedule, you may want to schedule the season in 2 or 3 week sections. This helps sailors have a bit more freedom and not as big of a commitment for the entire summer.

3. **Budget**

- Review your current years' budget
- Consider any class fee increases
- Consider Instructor salary increases
- Plan and prepare next year's budget

January/ February/ March

1. **Utilizing your team**

- When confirming that all instructor positions are adequately filled, keep in mind, whenever possible it is best to balance instructing experience, skill levels, personalities, interest levels, genders, interests and teaching styles of your instructors. It may make the most sense at times to have certain people teach a class that isn't their forte because it may give another instructor the chance to fill a different role. There may be other times that you give instructors the opportunity to reach outside of their comfort zone to grow.

2. **Communication**

- Communication in the workplace can take different forms. Whether it is text, spoken word or actions, communicating with team members have multiple layers. At times conversations may start in one medium and end in another. Be polite, firm, considerate, and when possible, try to collaborate with others.
- Always speak or write as if other people can monitor everything that is said and/or written. As a person in authority, it is your responsibility to be respectful of everyone that you work with and hold yourself to a higher standard than you have outlined for team members. Strive to be the manager that you would have liked to work with as an instructor.
- Start the proactive communication to your sailors and families regarding registration process, class schedule, regatta schedule, activities, parties, orientations, etc.

3. **Registration**

- Determine when your registration will open and start to communicate how to register.
- Establish and communicate class schedule, class fees, late fees, class minimums or maximums.
- Registration & payment process, keep it simple!

4. **Scheduling**

Confirm season schedule with all dates, times, classes, regattas, events, activities. Communicate schedule

often!

April/ May

1. **Instructor Certifications & Tests**- make sure Instructors have or planning to take some of the following courses based on age and level of class they will be instructing.
 - US Sailing Level 1- Online and In-person certification course
 - 1st Aide, CPR, AED- certification
 - SafeSport- certification
 - ILYA Coaches Clinic- an opportunity for all coaches to come together before, topic changes each year
 - ILYA Sailing Counselor Course- for 1st year or Jun
 - US Sailing Level 2 & 3- Racing and Head Instructor pathways, advanced certifications
 - US Sailing Powerboat Course- proper training for powerboat skills
 - USCG Powerboat Certification
 - Drug Tests- Options: in advance, random, suspicion, after incident

2. Inventory & Maintenance

Taking inventory of the equipment available to you and the program is essential. Make sure to cover the many different aspects an inventory should have, such as: quality, quantity, location, needed materials, and a shopping list. Having an accurate inventory at the beginning and throughout your season will allow your program to operate smoother.

Equipment: it is critical to know what equipment, supplies, and materials you have for your upcoming programs.

- Sailboats- # of boats needed for the season, condition of boats, all parts needed and in working order
- Coach Boats- # of coach boats needed, condition of boats, maintenance need, items/safety for boat
- Lifejackets- # of lifejackets needed, condition of lifejackets, variety of sizes
- Radios- # of radios, condition, working, charging base
- Trailers- condition, road worthy, lights, spare tires, bunks
- Buoys- # of buoys, lines attached, anchors, adjustable
- Borrowed gear, is it still available this year?

Program Materials

- Whiteboards, markers, magnetic boats, and other chalk talk necessities
- Marks
- Games- cones, tennis balls, sponges
- Rainy Day materials- markers, old sailing magazines, coloring paper,
- First Aid Kits- for safety boats on the water and on shore

Maintenance Supplies: most common spare parts

- Tools
- Ring dings, pins
- Electrical Tape
- Universal and Tiller for Laser, 420, Opti
- Sail ties
- Bolt cutters
- Stern Plugs

Boat Set-Up – boats may need to be rigged, repaired, and tested. May happen at staff training, number all boats and equipment, label all parts with name of program

Safety Equipment for Coach boats and Instructors

- ✓ Propeller Guards (if your program chooses to install them)
- ✓ Working/functioning Engine Cut-Off Switch. Lifecord ECOS device is a great product to hold instructors accountable to use it
- ✓ Life Jackets- wearing and extra for throwable
- ✓ First Aid Kit- Waterproof!
- ✓ Fire Extinguisher
- ✓ Emergency Action Plan laminated and taped to easily seen area
- ✓ VHF radios
- ✓ Whistles
- ✓ Loudhailers
- ✓ Wire Cutters

3. Communication

Over-communication is better than under-communication when it comes to program planning and spreading the word about classes offerings, and how to get involved. Communication needs to be often, clear, repetitive, and proactive to everyone involved. Communication can come in different forms, including text, email, spoken, through an app, etc. Set-up a monthly Newsletter in the Pre-Season to keep families thinking about the summer program. Communicate dates as soon as you know them and be repetitive in your announcements. Be proactive in answering questions to the whole group once of you will be caught answering the same question 50 times to everyone. Establish proactive communication on expectations, code of conducts, rules, for families, coaches, and sailors. Establish direct communication with regattas, loading trailers, coaching, fees, and sign-ups. More information on communication can also be found in the In-Season Implementation section.

4. Parents, Use them to Your Advantage

Successful sailing program organizers and instructors find a way to listen to, include and respond to parents. Some of your students' parents are new to sailing and need assistance in understanding what their children are doing and how they can support them. Other parents might be experts in the sport and need to be directed in their involvement working with the instructors. Using a customer service mentality, here are a few suggestions to provide parents with a structure to help, rather than hinder a program.

- Create and then notify parents of the program's policies
- Create a variety of parent activities, volunteer opportunities and events that support the program and/or class. Examples: towing trailers, Parent of the Day, helping coaches at regattas, Fleet Representatives on Boards,
- Inform parents of any needs of the program; examples things to fix, donate, purchase, repair, etc.
- Create social opportunities to strengthen relationships between parents, instructors, program organizers, and sailors

5. Parent/Sailor Orientations

The parents should not be the only participant in understanding the policies and expectations of a program before it starts. It is important for both parents and sailors to receive orientation information prior to the start of the season, to review and to prepare. These policies are the rules and guidelines that define how parents, sailors, instructors, and program organizers will act and interact, and must be provided and understood before participation in the program.

While each program will have their own way of dispersing information, all policy and orientation information must be made available prior to the start of program. The table below demonstrates a variety of models for providing the opportunity to engage parents and sailors, and provide necessary time for orientation, explanation of policies, and expectations of your program.

Parents	Parents & Students	Students
Parent Guide & Sailor Guide sent with Confirmation email	Family Kick-off Event for the season	Sailor Social Kick-off Event
Preseason Newsletter	Preseason Rigging Day	Preseason Rigging Day
Separate Class Orientation Sessions	Weekend Family Open House	Sailor Orientation with Coaches
New Parent Individual Orientation Session	New Parent & Sailor Orientation session	New Sailor Orientation

COMPONENTS OF A PARENT/SAILOR ORIENTATION

There are many components in setting up and executing a well informed and productive parent orientation. The length, material, and activities planned during an orientation will vary from program to program; however, here are some guidelines to make sure to include in your parent/sailor orientations.

The Goals of the Orientation is to introduce the following:

- Culture of the organization
- Professionalism of program and program goals
- Day-to-day expectations & schedule (including regattas)
- Introduce staff (if available). Detail training of staff and skills that make them suitable
- Introduce facility, brief history, Board of Directors and other important people
- Emphasis of safety demonstrated by level of staff, quality of facility, and equipment
- Explain that continued cooperation and support will further the program's success
- Class lists and social interactions with peers
- Questions & Answers: how and whom to contact for additional questions as they arise

Program Logistics:

- Daily Schedule including Drop-off and Pick-up location and time, Absences and Tardiness
- Parking
- Weather policy
- What to Wear/Bring
 - o Required, Suggested, what not to wear/bring?
- Swim Check Policy
- Equipment Care Policy
- Student Code of Conduct
- Discipline Policy
- Personal Item policy
- Class Rosters & Scheduling
- Calendar of Events

How can parents help their sailors?

- Help students arrive on time and prepared
- Make sure students have eaten and hydrated for the day
- Pack a reusable water bottle
- Remind parents to help sailors apply sunscreen thoroughly and often

- Let organization know of any special needs, medical, or learning disabilities

Appendix: Orientation Schedule & Speech

ONGOING PARENT INVOLVEMENT AFTER ORIENTATION

Arrange opportunities throughout the program for parents to participate. These opportunities can include volunteer positions, social events for sailors and families, participating in the end of season meeting to provide input and evaluate the program. The idea is to provide these regular meetings with the parents to get them working with you and for the betterment of the program.

Parent Volunteer Opportunities:

- Parent of the Day
- Writing Newsletters
- Social media
- Photographer
- Regatta Head Parent (assign each parent to a specific regatta)
- Class Fleet Captain/Representative
- Towing trailers (sailboats & coach boats)
- Regatta Chair for home event
- Family Mentors: pair up an experienced parent/family with a new family in same class
- Open House
- Regattas and Race Committee
- Family Cookouts or lunches
- Show What You Know Parent Day
- End of Season Dinner/Awards
- End of season forum for evaluating program and making improvements for next year
- End of season Individual Parent Survey
- Evaluate Student feedback on program

Appendix: Parent of the Day Information

6. Staff Training & Orientation

Be upfront and open about the program, job description, schedules, & expectations! Instructor training is an opportunity to prepare your instructors prior to the sailor's arrival. Taking the time to adequately train and prepare your staff is essential for a safe and successful program. Some programs allow a day or 2 while others dedicate a week of orientation, the more time and diligence in your orientation, the more prepared your staff will be for the entire summer. There are many components in setting up and executing an informed and productive orientation. The length, material, and activities planned during an orientation will vary from program to program; however, here are some guidelines to include in your staff training:

- Discuss the goals of the program? Goals of the instructors?
- An opportunity to acclimate new instructors to the program facility, introduce returning and new staff, and further understand their job responsibilities.
- Help make sure your instructors have all the tools and resources to be ready to teach not only the first day or week, but also ready for the duration of the program.
- Staff training should be a time to make sure that all instructors are informed of the program's priorities.
- Motivate and encourage instructors for the program/ summer ahead.

Remember to balance meetings with hands-on tasks, inside and outside activities, and to be efficient but also have fun with the tasks at hand. Ultimately, the goal of staff training is to get everyone on the same track and excited for the start of the program.

There are two components of staff training. The first portion of an orientation should be comprised of the "nuts and bolts" of the program. This section is mostly comprised of the Head Instructor or Program Director talking about the rules and regulations of the program.

- Introductions
- Program Overview (Rules, Policies, Requirements and Expectations)
- Employee Manual
- Customer Service
- Payroll process & overtime
- Any outstanding paperwork (W2's, copy of 1st Aid/CPR, US Sailing Level 1, etc.)
- Emergency Action & Crisis Response Plan
- Discipline Policy
- Harassment
- Appropriate Relations (socializing, social media)
- Instructor Schedule (Regattas/ Days off)
- Class Calendar (Regattas, fun days, events, field trips)
- Class Lists
- Emergency Contact Information for students, instructors
- Record Keeping (Attendance, Maintenance Log, Incident Reports, Student Progress and Behavioral Issues)
- End of Season Awards
- Local Weather Briefing

It is very helpful to have binders for each instructor or each class with the above materials included. This will help guide these discussions and be a reference point for later in the season should an issue arise. Remember: Always emphasize safety, fun, and learning.

The second portion of staff training encompasses more hands-on and interactive activities such as:

- Icebreakers and Team-Building
- Facility Tour (Meet other employees, flag officers, VIPs)
- Discussion Topics:
 - Program and Personal Goals?
 - What was the best thing we did last summer?
 - What is one thing we can improve upon from last summer? How?
 - What makes a great instructor?
 - We are going to have a great summer because...
 - My favorite memory of being a junior sailor is...
- Motorboat Tutorial (Safety Checklist, Lake Tour, Practice starting, driving, towing, rite a capsized boat, docking)
- Rigging demonstrations and/or go for a sail (Sailing Area)
- Practice EAP and Crises Management plans
- Curriculum and Lesson Plans (Include no wind and rainy-day activities)
- Inventory (Office Supplies, First Aid Supplies, No Wind/Rainy Day Supplies, Toolbox items, Marks, Anchors, and Lines, Coaching supplies, spare parts)
- Radio Protocol (a good time to make sure they all work)
- Meet Junior Instructors and discuss working relationships
- Staff Photo

Icebreakers, social activities, and discussions are all important aspect of staff training and team building. These activities not only help the instructors grow, trust, and learn from one another but also provide examples of team building activities that they can do with their students. This is a valuable tool in which time should be set aside in the beginning or end of each day to help unify your group of staff. To build a cohesive team, your staff needs time to work together, socialize, and communicate with one another for a common goal. This

should be an ongoing process, because your staff will follow the stages of group development discussed earlier: Forming, Storming, Norming, and Performing.

7. Program Logistics

There can be a lot of logistics that happen to make your program run behind the scenes. Logistics are a detailed coordination of a complex operation involving many people, facilities, or supplies. First and foremost, prior to anyone participating in your programs, each participant must have completed the proper paperwork and it that paperwork is filed properly, this can either be online or paper. At minimum, programs need to capture the following from participants:

- Student Name (Nickname)
- Parent contact information
- Address
- Phone
- Email
- Emergency contact
- Photography release
- Medical conditions
- Signature confirming student read code of conduct (if applicable)
- Guardian Signatures authorizing treatment

Think about the other paperwork that you will need to keep track of during your program. The following is also recommended:

- Registration: class, time, session
- Medical waivers
- Attendance sheet
- Drop off and pick up sheet
- Daily activities and weather log
- Curriculum/lesson plans
- Injury logs
- Major accident report
- Maintenance log
- Regattas: trailer lists, towing, hotels, etc

Here is an extensive list of recommended record keeping. Many of these can be done by the coaches:

Liability Forms:

- *Incident/accident Reports:* a system for reporting and tracking incidents that occur on their premises. Whether bullying, fighting, people who shouldn't be around, or petty theft you need to keep track of how you dealt with these things and use the forms to watch for patterns over time.
- *Medical Incident/accident Reports:* should be complete and should list all of the people and things that saw the event, if more than one person you must get a form from each person. You need to have a policy for when to fill out a medical incident/accident form.
- *Emergency Action Plan:* is a training document that should cover the basics of what to do in an emergency. Often a single page EAP in each boat describing what to do in only a few sentences with a map that shows where the best extraction points are for the area.
- *Site Safety Walk:* Detailed site observation to inform and make choices about what to fix, what to report, and what to caution. Should be done prior to start and repeat the walk every week or 2 at your site.
- *Training Records:* Most programs only get 1 or 2 days of staff training. Plan your training well, and on things that are considered most important (either because they are mission critical or working on programs culture). Keep record of who was at training and what was accomplished; sign the Handbook and the EAP

forms as well as any other important forms.

- *Staff Records:* Coaches should give copies of important training events (CPR/1st AID/AED & Level 1). Gather coach emergency contact information, medical information, waivers, signed letter/contract, an IRS Form W-4, background check, paycheck information.
- *Daily Logs:* coaches should get into the habit of writing down a daily log at the end of each day to note what was accomplished, successful/not successful in their lesson, tone of the day, or anything they feel is worth noting.
- *Sailor Waiver Forms:* Every sailor should fill out a waiver that releases the program from liability should there be an injury or accident. Generally, this is done online during the registration process.

General Forms:

- *Inventory:* an important part of managing the program. Boats, life jackets, and other equipment should be monitored frequently. Most programs do a pre- and post-season inventory, also consider doing one a month during the busy season.
- *Photo Release Forms:* it is best to have a photo release from everyone who comes to your program, most add a photo release in the general online waiver during registration.

Education Forms:

- *Lesson plans:* the purpose of a lesson plan is to allow the coach to have the information needed to teach readily available with chalk talk highlights, basic drawings for the chalkboard, land drills and talking points, and water drills both skill and game based. It is considered the instructors most basic risk management tool. Serves in the educational purpose of helping keep coaches teaching the things and the way that you want them to teach.
- *Weather:* have a daily weather form that is posted and kept, instructors will have a better sense of what is coming during the day and be better prepared.
- *Attendance:* Every child should be checked in and out every day, either at a central spot or in their classes.
- *Student History or Evaluation Forms:* Ideally at the end of every program, instructors should fill out a history form on each sailor detailing issues, successes and challenges, and what programs would be right for next season.
- *Field Trip Forms:* Trip permission forms are important if the program takes children away from your site. Children should not ride in a car driven by an instructor; if they have to it is best to have a signed permission slip from the child's parents. These forms should be mini-waivers and it would be a good idea to have them read by a lawyer.

Maintenance Logs/Forms

- *Maintenance Requests:* Maintenance is one of the biggest challenges at most programs; keeping track of what is in need of repair, and how that repair is getting done is a very important task.
- *Weekly Maintenance:* Setting up a maintenance schedule is important. Most programs run their powerboats 6 hours a day, 5 days a week. That means that the oil should be changed every 3 weeks. Boats that are used hard might need an inspection every week. Whenever you do this maintenance, keep a record of it.
- *Maintenance Done:* There is maintenance that isn't requested by anyone but is done. It is worth keeping records of what is done and who did the work. This is important for your budget and for knowing how boats are holding up.

Any form pertaining to classes and to children should be held for at least a few years. In most states the statutes of limitation on tort actions is seven years, and that might be a good length of time to hold the forms.

This is mostly an exercise in Risk Management; having good written records is an important part of controlling liability. Coaches can use these records to both facilitate safety and to demonstrate that staff acts in a professional and safe way. While covering Risk Management is enough for many programs and directors, others want to use

their records to help inform the future direction of the program. This is a much more active form of management and is very useful to programs, especially over the span of a few years.

There are several forms that most programs have, and many programs have specific forms for events that others may not have thought of. It is ok to share most of the forms with different programs, but you need to carefully read over them and be certain that they meet your needs and are doing what you think they are doing. It is always a good idea to have a lawyer look over the forms to be sure you are not making any promises you don't want to keep, and that the forms are doing what you hope they do.

In-Season Implementation (June, July, August)

This section acts as an overview of seasonal evolution from the beginning of a season to end, also incorporating day to day operations. A large part of this section and in-season tasks revolves around staff management and effective communication between staff, families, and board members.

Sailing organizations tend to be “flatter” organizations than other businesses. Often, lines of communication between different levels of management within an organization are open and allow information to easily flow up and down the chain of command. At times this can be a good thing. Advances in, and proliferation of technology such as group text messages, emails, use of social media and picture sharing sites have made it very easy to share information within an organization and to the outside public very quickly. However, not all information should be shared, and it can be a challenge for coaches to differentiate between acceptable sharing and that which crosses the line, especially when that information may originate after hours.

Socialization within organizations can be a positive, but it can also be a negative. The formation of relationships, cliques and sub teams can make an experience better, but they can also have a detrimental effect in certain instances.

Many programs have “check-ins” or staff meetings with their coaches to help keep the channels of communication open on a weekly or daily basis. This is a very effective tool for keeping or refocusing the staff to return to the Performance stage. In addition to daily meetings, it is important to have a mid-season and an end-of-season, longer meeting where ideas and concepts can be exchanged. These meetings should be a follow up conversation to the previously agreed upon evaluation protocols that your organization follows.

Mid-session meetings (either group or individual)

Dos:

- Pre-arranged meetings times and locations
- In view of others or if appropriate, with another manager
- Form created to help guide conversation
- Have points drafted up ahead of time
- Offer lots of positive feedback of what instructor(s) is/are doing well
- Offer critiques and work with instructors to create a plan to improve and overcome
- Allow the instructors to speak, vent or ask questions

Try to avoid when possible:

- Surprise meetings
- Overwhelming negative feedback without a Plan of Improvement
- Excessive postponing of meetings

Instructor Evaluations

Before Orientation, the program should clarify and discuss how the instructors will be evaluated. Teaching sailing is a job for some, hobby, and a volunteer opportunity for others. Having a strong understanding of your team members' motivations for working in your program will help you build rewards, incentives and when necessary,

choose negative repercussions for doing or not doing tasks.

Adjusting the team

Often, the staff's teaching assignments are chosen before the session begins. However, it might become evident that there needs to be some changes to instructor class positions based on skill levels, personality blending, or class sizes that may dictate certain team member's duties be shifted. Make certain that the moves appear transparent. Adjustments should be for the betterment of the sailors or the program. Whenever possible stick to the truth but know when to not over share certain details. There will be times that feelings get hurt, but if you are firm but fair most of your employees will thank you for it. It is OK to reassess the staff placements a few times during the season. At times, it may be necessary to make some adjustments.

At times it doesn't make sense for the best coach of a certain age group or boat be coaching that age group or boat. When managing a team, it is important to what is best for the group. Confirming that certain coaches are where the program needs them to be is part of the first few assessments of a session.

We tend to define quality by advanced technical skill. It is important for a manager to value and recognize that experienced teachers and communicators may be a fundamentally better communicator. Sometimes the best sailors are not necessarily the best coaches and vice versa.

Better Instructors should be placed at the beginner classes or in high-risk groups. It is often a better use of staff resources to place advanced instructors with beginner sailors to capture and build stronger foundations.

A class may be difficult to manage and teach than originally anticipated. Having a wide range of skill level within a small group might be more difficult to manage than a larger group of a similar skill set and temperament. Making recommendations and listening to the thoughts of other instructors is a critical and these conversations should be candid and should be approached from a big picture scenario. Focusing on weaknesses of team members instead of strengths is a pitfall that should be avoided when possible.

Staff

- Reallocating personnel: If an instructor is not getting along with another instructor, it may be required for you to schedule them to teach different classes. If there is tension between instructors, you need to keep them both focused on their students. Moving them to separate classes allows to minimal class disruption and the issue can be discussed and resolved after the students leave. It is extremely important to handle this situation before it escalates into a larger issue, bringing the morale of your team down.
- Shifting instructors: In cases of emergency situations, you will need to shift instructors to supervise another class while the initial instructor is giving assistance to the situation. For a non-emergency situation, shifting instructors between classes can allow them to further develop their teaching and class management skills. Providing your instructors with different opportunities to teach varying age groups, boat types, and skill level will continue to produce stronger instructors.
- Covering for absences: There are going to be times when an instructor is unable to make it to work for personal reasons. It is recommended that you have a list of instructors that could be on an 'On Call' and may be required to come into work on a short notice. This is best handled if you know the night before an instructor's absence, but often there will be little to no notice.

Morale

Team building reinforces relationships, strengthens connections, builds communication and tolerance and improves cooperation. It is a good idea for team building to be practiced, in different forms, throughout the day, week, month and year.

Working daily in potentially stressful and, at times, monotonous and physically demanding job can wear on an instructor. Team building activities such as group meals, friendly competitions, or group outings can help

strengthen bonds between coaches and improve morale and workplace productivity. High levels of morale have strong correlations with lower work-related stress, higher productivity rates and higher job satisfaction. Keep in mind that time lost to conflicts, grudges and poor communication leads to lower instructor retention and less fun on and off the water for instructors and sailors alike.

Aspects of team building will echo throughout the programs period. Strong social ties between staff members and at times, sailors, can help combat burnout.

FUN is FUNDamental!

Make sure that the experience of being at your program and involved with the sailing side of things is fun for the kids, and when appropriate for the instructors. If your instructors are happy, your sailors will be happy. A positive attitude is infectious and usually radiates further when it starts from people in positions of authority. Negative attitudes will do the same but transmit much more rapidly and intensely.

Helping Ostracized Instructors

There are times when even the best team building attempts fail. When they fail, coaches are no longer working to their potential. It is important to make sure that none of your instructors become ostracized from the team. This can show itself in several ways, there could be obvious and intentional exclusion, or the ostracism could be subtle, or unintentional. There are also cases when one of the members of the team feels that they are being left out. It is important to monitor interactions to ensure cohesion.

To bring the group back into cohesion the reason for the ostracism needs to be identified, addressed, and overcome. This typically involves actively identifying the issue causing the problem and working it out through conversation. The perceived and the unintentional ostracisms are probably the easiest to overcome and rectify. Often, restating the rules and policies is enough to bring the group back together. Redirection can be employed to bringing the focus of the group back to their goal or task. Helping the ostracized instructor recognize that he or she is a valuable member of the team will validate their standing. This can often be accomplished by assigning the team a task where the strength of this individual will be essential to complete the task.

In situations where the instructors have intentionally pushed another member out of the group caution should be exercised. Often, if punishment is administered, the group will take it out on the person they feel is responsible – the person they pushed out of the group. It is always beneficial to encourage camaraderie, especially throughout the discipline process.

Typically, when a group causes one person to be outcast, there is one leader promoting the action. One method for resolution is to find that leader and task them with the responsibility of bringing the group together. Leading this instructor to the end goal and equipping them with the resources to do so, can bring the group back together.

It is also possible to work with the outcast instructor to help them find the action or trait that caused the problem. If this is something that should be changed, your role may include supplying this instructor with the tools and skills needed to address the action or trait.

Recognizing Effort and Accomplishment

Everybody likes a pat on the back. Part of being a strong leader is knowing when and how to give that pat on the back. There are opportunities to recognize the staff: covering their job responsibilities and allowing them to leave early, giving them the opportunity to use equipment after hours or on weekends, taking guests out sailing, or just a cool drink at the opportune time will go a long way toward recognizing staff.

Not only is it important to recognize daily or weekly positive efforts, but appreciation should also take place at the end of the course or season. Providing an opportunity for the students and/or their parents to thank Instructors is an invaluable intrinsic and extrinsic reward that surpasses almost everything a boss or employer could do.

Too often we think that if an instructor doesn't perform the way that we would, in a particular situation, they are not performing well. Sometimes, we need to look past the process and toward the goal. If the instructor reached the goal, in a safe efficient manner, then they are successful.

Problem Solving- Some Directors or head coaches will be the chief resource for issues that may arise. Often the main job of a manager is to ensure that the obstacles for their team are reduced if not eliminated.

Day to day Problems

Throughout your season, you will experience different problems that will arise from day to day. You should take action to resolve these problems to the best of your ability. Some of these problems may be simple, only requiring a quick fix, while others may require more thought, or for you or your instructors to think outside of the box. Program Directors can use previously acquired knowledge or perhaps ask another local program for ideas and/or assistance.

Self-Discovery

It is important to minimize potential negative situations when they happen. There are going to be problems that arise that you will not be able to fix but you can reduce the impact from that said problem. In the process of mentoring your instructors, it is important to allow them to learn from their mistakes through Self Discovery *when it will not put their students in any sort of dangerous situation*. Instructors that learn from their mistakes through discovery, prevents them from experiencing failure, because they are forced to think and use what is around them to solve their problem.

Debrief

Some programs like to hold a debrief at the end of the day (perhaps in addition to or replaces a morning staff meeting). It is also imperative to hold a debrief with the individual and/or all instructors after an incident has occurred in a timely manner. Connecting with your instructor after the incident allows the instructor to better understand how it could have been prevented. It is also important that if your instructor used the Self Discovery method to solve a problem, they explain why they choose that solution or if there were better options for a resolution. Debriefing with your instructors individually is a great way to continue to mentor them and help them develop problem solving skills of their own, only further aiding your program's instructor quality.

Conflict Resolution

Conflict is inevitable in any working environment, resolving a conflict is one of the toughest skills. Learning to empathize with everyone you interact with at your organization takes patience and good listening skills. Understanding how to manage conflict will prevent it from becoming a problem and support the growth of your coaches and program. This is a continual learning process, and you may not always get it right the first time, but by being aware and making a conscious effort to be fair in your judgment and decision making will be beneficial in the long run.

Steps to Resolving Conflict:

- **Identify the cause for the conflict & obtain all Relevant Information** – the more information you collect the easier it will be to resolve. Identify all persons that were involved. Seeking out unbiased information surrounding the conflict by asking open ended questions. Naturally the staff will be curious about your investigation; it is ok to let them know that you are looking into a matter and will give them more information once you have it. Reassuring staff is helpful at this juncture, but again they may have been at fault so be wise with your wording. Speaking on the phone or in person whenever you are discussing a situation is far better than communicating electronically through text or email. Forms of electronic communication can often be misinterpreted or misunderstood by the recipient especially if they are in a state of heightened emotion. Lastly, look beyond just the situation being brought up. Sometimes conflict is built over time and can surface after a few instances. Usually, it is the perspective of the concerned person rather than the situation itself that is cause for concern (although this is not the case all

the time). While obtaining information from everyone else involved look for clues that could relate to previous situations or disputes.

- **Identifying Solutions and Follow-Up**

Solutions: It can be helpful after obtaining all the information from everyone involved to work with each person to identify how to improve the current situation and not repeat mistakes that lead to the present group of unhappy people. Soliciting input for all concerned individuals on how they would like the situation to be resolved is just as important as hearing their initial concern. Make sure that you aren't misleading them that this is the direction you will choose to resolve the conflict, but you are interested in what they want to change and how they think you should handle the situation.

Follow-Up: Once you have concluded about how best to proceed, you need to reconnect with everyone involved for complete resolution. Resolution helps people feel heard, validated, and puts them at ease. Again, when communicating with persons involved making sure that you are being as equitable and open-minded as possible. No one wants to feel like they were not heard, and their concerns left unanswered. When following up with outside parties, staff and youth you want to be clear with everyone about what you agreed upon and how best you can learn from this situation. With adults placing the concern you may spend less time on this area. This will be a huge learning opportunity for staff and potentially youth so having a longer conversation with them about what you can do in the future to prevent a similar conflict is beneficial.

You will encounter a great deal of challenging situations and incidents that require you to manage multiple people and emotions. Coming up with a solution that works best for everyone is your goal, but you do not want to go against club policy to do so. Ideally you can assure that this won't happen again and ensure that staff and youth involved are still feeling positive about your organization and the sport of sailing.

Paperwork

It cannot be emphasized enough that building accurate records is crucial for conflict management, staff issues, and liability reasons. Once you are approached with a conflict make sure to start the documentation surrounding the dates, times, and people you talked to. For certain situations you may not need to create a paper trail. If it involves an emergency or first aid situation on or off the water, physical altercation amongst students or staff, verbal abuse, or disruption by an outside party make sure to document it. Other circumstances that are minor such as a parent being upset about an insignificant situation that is out of your control (the bathrooms weren't cleaned properly, their child was nervous on a very windy day, etc.) may not need a paper trail or as thorough of an investigation.

EAP/Risk and Crisis Management

Risk management is the process of systematically eliminating or minimizing the adverse impact of all activities that may give rise to injurious or dangerous situations.

Risk management has four objectives:

- To prevent the incidence of injury or harm to participants
- To recognize different situations and risks
- To be prepared in the event of an emergency
- To monitor and adjust as different situations arise

There are four techniques used to deal with identifying risks:

- **Eliminate the Risk** (example: repair or replace something that was causing a risk or injury),
- **Reduce the Risk** (example: require sailors to wear shoes or life jackets),
- **Assume the Risk** (example: create rules or policies to protect individuals from risk)
- **Transfer the Risk** (example: have a certified lifeguard on duty)

Risk management is one small part of crisis management. While risk management is eliminating or reducing the

adverse impact of activities, crisis management involves preparing for the “what if” scenario and handling the aftereffects. Each program should have already developed a crisis management plan or an Emergency Action Plan (EAP). Your role is to continue to refine and improve that plan based on your experience and qualifications.

Crisis Management

A crisis can be defined as any unplanned event, occurrence or sequence of events that has a specific undesirable consequence. Crisis management is the process of preparing for, mitigating, responding to, and recovering from a crisis. Crisis management is a dynamic process that begins well before an unplanned occurrence and lasts beyond the conclusion of the event.

Crisis management has four objectives:

- Reducing tension during an incident
- Demonstrating the organizations commitment and expertise
- Controlling the flow and accuracy of information
- Managing resources effectively

Accidents, natural disasters, pollution, environmental catastrophes, and stringent regulations are but a few examples of a potential crisis. The reasons for focusing on these issues result from a commitment to protecting your staff, your participants, and the public or to protect the organization from possible liabilities or litigation. The consequences for not addressing these issues could mean the end of your organization.

All the previous examples of potential crisis situations have several aspects in common:

- They can result in a disruption or early termination of the program.
- Significant emotional stress to the individuals involved, resulting in predictable cognitive, physical, and behavioral reactions.
- They can be managed.

The best defense to avoid a crisis is training and minimizing risk. When a crisis does occur, will you be ready? Some of the most common problems can turn into a crisis very quickly and how coaches respond and perform could save lives. If your program has dinghies you are aware that even with a simple capsizes, things can go wrong.

Experience has shown that preparation, communication, and certain administrative procedures are essential in managing a crisis. Often common sense and judgment must be used in determining the severity of an emergency and the actions needed to be taken. In the event of an emergency where assistance is needed to prevent students and staff from further emergencies, the head staff member present will be in charge. After the head staff member takes immediate and appropriate action, they must contact the shore support. The shore support, someone who is on shore ready to assist instructors who are on the water, will begin to initiate the Emergency Action Plan and the necessary and appropriate rescue units will be notified immediately.

Be prepared to have the following information:

- Location of the incident
- Nature of the injury
- Need for medical assistance
- Location of the landing where medical assistance should be sent
- Estimate of the time to reach the landing

Before the Crisis: Planning is a critical component in crisis management. A comprehensive planning process includes not only creating a plan, but training, rehearsing, coordinating with other agencies, and periodically evaluating and updating the plan throughout the summer.

There are five basic steps to creating an EAP:

- Analyzing the hazards and the organization's response capabilities
- Develop the EAP itself
- Rehearsing the EAP
- Implement the EAP
- Continuous review of the EAP

Crisis Identification- Like risk identification, programs should identify probable emergencies and environmental hazards and assess the organization's current capabilities to respond appropriately. What if your site has weak cell phone coverage while on the water or on land? What if your organization and the town fire department are separated by a bridge that undergoes renovations and no longer has the capacity to carry a fire truck or ambulance? What if the lake you are sailing on straddles several towns, would you know which town to call to meet you at the nearest landing?

The EAP should include the following steps:

1. **Assess:** Assess and identify the source of the emergency
2. **Communicate:** Notify the Director of an emergency on VHF Channel ____
3. Report situation, # of victims, approximate location, & what immediate help is needed
4. **Respond:** Take appropriate action to stabilize an emergency until help arrives
5. **Co-ordinate:** Depending on level of emergency, you may be required to coordinate physical contact with USCG/Marine Patrol/EMS, if you are bringing injured party to dock/land
6. **Return:** Ensure that injured party has been safely handed off to emergency personnel either on water or at dock.
7. **Fill Out Incident Report:** Make sure your duty is being covered by other instructors not involved and fill out a detailed Incident Report.

Appendix: Example of Pewaukee Lake Sailing School's EAP and Site Map

Plan Implementation (Rehearsal)- The plan should be rehearsed. Staging a run through of your EAP will allow you and your staff to experience how the EAP will work in a real emergency. Practicing your EAP is critical for your staff and program to understand and remember the steps in your plan. The staff of the organization should be prepared to implement any crisis in a controlled environment. The purpose of the training is to:

- Maintain a sense of safety and security awareness
- Familiarize the staff and students with the plan
- Make sure everyone understands their part in the plan
- Become familiar with new equipment
- To provide an opportunity for questions, concerns and feedback from the training

A director's responsibilities may extend beyond just implementing and practicing the EAP. It is essential to ensure that the EAP runs as designed. Your role may include assigning staff members to specific roles in the EAP. Doing this requires assessing each staff person's abilities to execute their part of the plan. Additionally, you need to plan for gaps in staffing. Who will complete a given task in the EAP if a key staff member is out for the day? Often, our tendency is to jump in and fill the void, but frequently it is a much better solution to delegate. Keep in mind that you may better serve as a behind the scenes facilitator.

Weather, Water and Resource Awareness

One of the greatest components of sailing and sailing instruction is being outside and engaging in the elements. Combinations of wind, water, sun and other elements are the reason that many people are drawn to and stay involved with sailing. Too much, or not enough of those same elements can create situations or affect planned activities. The daily and in some cases, weekly plans will need to be adjusted dependent on the weather, water conditions, and other external factors.

Weather forecasting methods are become more refined with each passing year. Certain weather concerns can be

forecasted well ahead of time, others such as squalls are not as easily predictable. Make sure it is clear who on the staff is making the decisions on whether the daily activities will continue as planned, or a contingency plan will be put into effect. It is crucial that instructors check the weather forecast each morning before arriving to work and then again before groups head out onto the water. Ensure that your staff knows and is always on the lookout for local indicators for potential weather concerns. Knowing local weather patterns, as well as where bad weather often comes from should be common knowledge throughout senior staff.

With the progression of smart phones, many instructors raise the argument for using their phones for safety alerts, updated weather and similar applications. In certain scenarios this may be appropriate. In most cases it is important to have one competent individual monitoring the weather so other instructors can focus on their sailors. For smaller programs sharing resources and materials with local clubs may be of value. Having a common weather alert system between programs in proximity can free up resources for other activities.

Should we sail or not? *“When in doubt, don’t go out.”*

There should be one designated instructor who is expected to identify, assess, and interpret different weather, wind, current and tide patterns and determine what the best course of action is. Knowing how certain weather elements come together is essential for a program to operate safely and efficiently. Making informed decisions based upon personal experiences, weather assessments, water conditions, skill levels, available resources and unique variables is one of the most important roles when it comes to weather and safety.

As part of risk management, all instructors should be aware and monitor for development of heat related emergencies, cold related emergencies, and physical dangers that the elements can create.

Weather Considerations

- Air Temperature: Hypothermia and Heat Emergencies
- Heat Index: Make sure all instructors know the warning signs of a Heat Emergency
- Ultraviolet (UV) Index: Is the UV index at a high or low level?
- Precipitation: Squalls, thunderstorms, fast moving fronts, light rain vs. heavy, low visibility downpours
- Visibility: Fog, Smoke, Low cloud cover
- Wind speed and direction: Onshore breeze vs. Offshore breeze, fast moving fronts, Land Thermals, Downdrafts
- Wind oscillation and patchiness

Water Considerations

- Water Temperature
- Water Depth: Shoals, underwater obstructions, sandbars
- Waves: Weather creates waves vs. boat traffic wake
- Water Quality: Bacteria levels, Seaweed, Clarity
- Water Restrictions: No wake zones, Swim areas

Related considerations

- Sailor (student)
- Sailor confidence and comfort-ability level on or near water: Did the sailor pass the swim check or show signs that they have a fear of the water?
- Experience level: Returning sailor vs. new sailor
- Skill level/progression: Has the sailor learned the necessary skills to participate safely in class?
- Sailor’s clothing and gear: Did the sailors come prepared to sail in cold or hot weather?
- Sailing vessels: Is the boat rigged appropriately to handle strong winds?
- Type: Single handed vs. Double handed, one sail vs. two sails per boat
- Condition of equipment: Is all equipment in working order?
- Coaching Resources: Enough coaches to help assist

- Emergency training of instructors: Have all instructors been through the EAP rehearsal?
- Expertise of fellow instructors: Can instructors take over another class if asked in an emergency?
- Safety boat capabilities: Small dinghy craft (6ft – 11ft) vs larger powerboats (12ft – 19ft), RIB vs. Fiberglass hulled boats
- Instructor to sailor ratios
- Communication: VHF's, Cell phones, Loudhailers

Being a Program Director is often being the voice of reason, identifying and knowing limits that may not be immediately apparent to new or inexperienced coaches. Safety, Fun and Learning should always be kept in mind when planning accordingly considering the elements.

Implementing contingency lessons, swapping lesson order around (when appropriate) and minimizing certain aspects of a lesson may initially seem to slow skill progression and sailor development. Weighing options and making informed decisions should be ingrained into all coaches within your program. Helping your instructors and their sailors avoid negative experiences, like getting caught in a squall or spending too much time in cold water, will help prevent hindering the sailor's development and outlook on the sport of sailing. Always encouraging your instructors to use their best judgment is critical in keeping everyone safe and developing a good reputation as a safe sailing program.

Instructor: Sailor Ratio

There is not an official instructor to sailor ratio established as each program needs to create its own set of ratios, safe for each class. Some factors to consider are boat type, conditions, sailor skill level and sailor maturity. Remember that different elements will cause you to adjust your ratios. Always put safety first when deciding if your program can safely handle the number of sailors/boats compared to the instructors and safety boats. Recommended ratios, by US Sailing, are listed below. It is also encouraged to have two people per safety boat. The second person can be an additional instructor, coach, junior instructor, or older sailor.

	Student to Instructor	Sailboat to Safety Boat
Youth Introduction (under 8 yrs)	3:1 to 6:1	1:1 to 3:1
Youth Learn to Sail (8-16 yrs)	6:1 to 8:1	3:1 to 8:1
Youth Racers (8-16 yrs)	6:1 to 10:1	3:1 to 10:1
Adult Learn to Sail	3:1 to 6:1	1:1 to 6:1

As a program, there is a balance that you do not want to overburden your instructors

while also looking at the budget. It is important that your instructors can deliver quality teaching. Make sure to monitor the class sizes to determine if the instructor to sailor ratio is adequate to provide a safe and fun learning environment. Once your instructors are on the water with the sailors, monitor how situations are handled. Are your instructors able to give each sailor personal feedback about the skill they are working on? Are there too many sailboats per the instructor's powerboats, and incorrectly performed skills are not being corrected? If the weather were to change quickly, would the instructor on the in the powerboat be able to get everyone quickly and safely to shore? These are just a few of the questions that need to consider when determining the class ratios.

Communication

Communication skills are an essential element of successful program management. Every action you take as a Program Director requires you to communicate in one way or another—through your written and oral communication as well as conduct. Good communication skills will only enhance your effectiveness. Poor communication may adversely affect your ability to do your job managing a diverse group of instructors.

During the season, you will be presented with many situations that will require effective communication. Each encounter may require you to respond in a unique manner, there are certain elements of communication that are common to all of them. There are three common elements of communication that we need to evaluate; these elements are defined quite clearly in “Successful Coaching” by Rainer Martens.

- 1- Communication is not only the sending of messages, but the receiving of them.

- 2- Communication is both nonverbal and verbal, with 70% being nonverbal.
- 3- Communication consists of both content (the substance of the message) and emotion (how one feels about it).

We need to have skill in not only sending messages, but also develop keen listening skills to hear and understand what the other person is trying to say to them. Many supervisors feel that they are good at sending messages (giving direction), but not as good at receiving them. It is important to concentrate on what the other person is saying and try to determine the meaning of the message without focusing on the details.

Nonverbal communication comprises about 70% of the total communication process. Nonverbal communication can be expressed through facial expressions, eye contact, body movements, hand gestures, posture, attitude, actions, and deeds. Because you will be intently observed by students, staff, parents, and other members of the public, it is essential that you are aware of your body language and nonverbal communication cues.

Verbal communication is what you say and how you sound when you present it. Voice quality (enunciation, volume, projection, pitch, tone, inflection) is often the reason why some people are easy to listen to and others not. The pace at which you speak directly affects whether you are understood.

Content in messages is most often expressed verbally. Emotion is most often expressed nonverbally in facial expressions and body language. Verbal tone may also convey the emotion of the speaker. When you are working with your instructors particularly during intense activities (beginning or end of the day, an emergency or crisis, a de-brief, etc.) it is important for you to be in control of not only your message content but also the emotion, particularly when you are giving constructive feedback or correcting a mistake/bad behavior.

Communicate Often and Communicate Early

Tips:

- 1- Be proactive and as soon as you know important information start to communicate it (ie dates, fees, registration deadlines, etc.)
- 2- Ask for help in advance; 1-2 weeks' notice is helpful so that you can make sure you have the help you need and in order to secure a volunteer who is available
- 3- Utilizing a weekly email is very helpful with sending out updates and new events where all the information can be in one place
- 4- Know your audience- parents have a variety of backgrounds and history at your organization. Do not assume anything! Oftentimes they will ask a lot of questions and using patience and politeness will ensure that they return for future events.
- 5- If you can get in front of the questions then you only need to say it, write it, communicate it once versus multiple times to individuals.
- 6- Use multiple communication methods- incorporate both written and verbal forms of communication. Send out an email and then follow up with a phone call that all is understood or if they have additional questions.

Day to day plan adjustments

Coming into the day Instructors need to be able to re-imagine their plans. Almost inevitably things aren't the way that they had thought they would be the day before (it's raining, its windy, it's not windy). Good planning and building strong lesson plans are essential to an excellent program, but so is the instructors ability to make changes and to recognize when things need to change again. We often talk about "Monitor and Adjust," the skill of recognizing not what we hope will happen, but what is happening, and dealing with it. This is an incredibly important skill and one you can and should be practiced.

Daily briefings

Communicating with staff is the best way to limit issues, conflicts, and misunderstandings. The best form of communication is face to face with all parties present. A short daily (or weekly) briefing, reminding people of

important times, dates, and upcoming issues, will significantly improve cooperation and morale and decrease gossip. Remember:

- Be honest about what you do and do not know.
- Be concise.
- Give the staff time to talk.
- If you don't have anything to say, tell them that and send them on their way.

Debriefs

Different organizations approach debriefs in different fashions. Different environments, schedules and worker personalities are important factors when determining how often debriefs are needed. There are some programs that conduct debriefs every day. When determining the best structure for your program, it is advised to schedule more debriefs early in the session and adjust as the session progresses. Group debriefs are helpful for pointing out what worked well so others can emulate best practices.

Safety Issues

In a sense the Program Director is the first line in safety issues. Staff should report any incident that requires attention. Many programs have a "blood or tears" rule that guides when instructors should report an incident. Remember:

- It is generally preferable to over invest energy in safety than to not address issues immediately.
- If an instructor reports an issue, it is the responsibility of the program to ensure that policies regarding safety issues are followed, be they incident reports or the appropriate remediation of a situation.
- In every case of a reported safety issues, the instructor should make sure that it is record (in the safety log/medical log) and the director is kept up on the situation and the response.
- Part of the response is appropriately informing the staff of the incident and the remediation.

Clean Up

At the end of every day, it is so important that instructors take time to clean up the work site to the level required by the organization. A good rule of thumb to follow is that you should leave the site cleaner and more organized than it was when you came in that day.

Thank You

One of the most basic things you can do to improve staff moral and to bring your coaches together is to simply say thank you. Notice something that a coach has done well and comment on it and thank them for it. Motivation Theory tells us that the most important thing for your staff is to feel competent and appreciated. Thanking them for doing good work gives them that feeling, it also gives them the opportunity to know you are involved and concerned about what happens during the program. Remember that it is important to use intermittent reinforcement; thanking your whole staff every day is the same as thanking no one, but thanking a few of them every day, generally aside from the staff but in a way that others know about it, is incredibly valuable.

Follow Up with Parents

While students are the focus of the program, you also need the support of their parents. When there are difficult things that come up with their children (injuries or discipline), having them already know you as a competent and trustworthy person who has their children's best interest at heart will serve you well. Unfortunately, most of the time when parents approach you it will be because something negative has happened. It takes 12 good interactions to make up for one bad interaction, so preload good interactions. There are simple and effective ways to gain their support:

- Keep them informed of what is happening through email, newsletters or just standing around and chatting.
- Thank them for their time when they listen to you.
- Answer their questions as quickly, honestly, and completely as you can.
- If they have a concern, take it seriously. It might not be a big deal to you but it probably is to them at that moment.

- Be honest and forthright with them.
- Be available to the parents before and after classes; be sure they get to know you.

Dealing with an Angry or Upset Parent

If the situation allows, try to give the parent a little time and space to “cool off” and collect themselves before answering their questions and explaining the situation. If possible, let them sleep on it and get back to them the following day; often their temper will dissipate, and they are able to speak more calmly and ready to listen. Always remember that they are vocal because they want to best for their children. Listen and acknowledge their point of view without being defensive or excusatory. Remind coaches that if or when an angry or upset parent comes to them, it is best to defer their concerns to the Sailing Director.

Getting off the dock

At the end of the day parents tend to ask three questions to their sailors: did you learn anything? How much sailing did you get to do? Was it fun? The best way to get the right response to all three questions is to go sailing. Time spent sitting on the dock waiting for other people to get ready isn’t fun, isn’t educational, and doesn’t teach much.

If onsite you can greatly minimize this unstructured time by helping on the dock. Instructors often are working with groups of sailors with varying ability and experience, leaving either the less experienced to fend for themselves, the short attention spanned to wander off or the most experienced to become bored. By being on the dock with the instructors you can help the students to rig, direct them to help each other, or just be an extra set of eyes. Your few minutes of effort could save your staff and students a lot of time and energy.

When it’s time to leave or return to the dock, another set of hands (i.e., the director, parent of the day, volunteer, Junior Instructor) can be a huge asset in the simplest way: By pushing students off at the start of class or catching them at the end. This allows the class’s instructor to be in their powerboat on the water sooner and helps get the students faster. At the end of the day the instructor has the freedom to stay out with students who have earned or needed extra time while someone else catches boats and helps to start the de-rigging process.

Enforcing policies

Everyone remembers the assistant principal in middle school who would stand in the middle of the hallway and tell kids to stop running, quite down and not stick their gum on the walls. You don’t want to be that person. Even more than you not wanting to be that person you do not want your instructors to be that person. By standing out on the dock, or in front of the classrooms or offices you and your instructors have a great ability to influence the behavior of the sailors and allow your instructors to keep a positive atmosphere.

- Be consistent with policies
- Speak softly and seriously, but not harshly
- Never criticize a student, just an action
- Be friendly and smiling unless the situation forces you not to be. It is so much easier to get compliance from people who like you than it is from people who only fear you.

On Water Monitoring

- Scanning visually
- Listening auditory for sounds that they should and should not hear
- Being alert on VHF channels
- Knowing where classes, coaches, and sailors should be. Checking that the reality matches what would be within the parameters of accepted operations. Example: The Beginner Optimist class normally is back by now

Daily Checklists: PRE-PRACTICE CHECKLIST

Each day, before heading out on the water, there are certain things that instructors should be doing.

- ✓ For safety, check the weather forecast and determine whether the conditions are suitable for the skill level of classes scheduled.

- ✓ Check your coach boat and the safety equipment onboard (including radios and EAP procedures).
- ✓ Gather together all of the equipment you will need to run your practice session on the water including gas in the boat, marks, sound signals, flags, anchors and lines, loudhailer, video camera, etc. and place it all on the coach boat.
- ✓ Determine the number of coaches/assistants and working safety boats needed for the on the water practice session.
- ✓ Factor in the time constraints of practice logistics like sailing time to and from the area, rigging and unrigging time.
- ✓ Check any equipment/boats that you will provide to the students, and list who will be sailing with whom (if applicable).

All the above can and should be done prior to the arrival of the sailors and the start of your practice session.

POST-PRACTICE SELF-EVALUATION

Note: Self-evaluation is a great skill to teach to your sailors to use!

After each training/sailing session, it is important for you to assess the effectiveness of your practice. If you eliminate this process in your daily routine, you will be doing yourself a disservice. It is difficult for you to improve as a coach if you don't evaluate your own performance. It becomes necessary for you to ask yourself some very candid questions, so that you can monitor and adjust your own preparation, coaching techniques and communication skills in regard to how successfully (or not) your students are performing.

- Did I have a plan, a goal for the practice?
- Did I prepare well for its presentation?
- Was I organized?
- Did I have all the equipment I needed to execute my plan?
- Was it and all the equipment needed by sailors ready before they arrived?
- Were the drills I used appropriate for the skill level of the sailors?
- Did the drills reflect the goal for the day?
- Were the drills too easy/hard?
- Was I able to run all the drills I selected successfully and within the time I had available?
- Was I clear about expected outcomes and what the goal was?
- Did I provide specific and clear feedback to ALL of the sailors in the practice?
- Did all of the sailors participate fully in the practice session and all of the drills? If not, why not?
- Did the sailors improve during the practice session?
- Did I give expanded feedback on land in the debrief session?
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- Were sailors given the opportunity to ask questions and to make comments on the practice session?
- Did the sailors perform the skills to the expected outcome?
- Do I feel that the students comprehend the skill and can execute it successfully independently?
- Do they have the necessary skills to move on to the next task?

Post-Season Performance Review (August- November)

Following the end of each season it is imperative that you do an after-action report. An after-action report consists of elements such as staff and program evaluations, equipment reviews, budget input and show of appreciation to program supporters. The reason for this evaluation is to see if your program is working well and to make sure it is efficient, effective, and having an impact. By reviewing and completing these suggested tasks, your program will both benefit from the results and be able to plan for future seasons.

Instructor Feedback and Evaluation

In this post-season debrief, you should examine at "street level" how the program went with your team of instructors, essentially what worked well and what did not work:

- Class structure (scheduling, length, ages, sizes and student: instructor ratios and skill level splits)
- Equipment (teaching materials, rainy day supplies, sail & safety boat)
- Curriculum (content and goals relative to student outcomes)
- Professionalism (attire, personal hygiene, attitude, punctuality & safety policies)
- Teaching Skills (presentation, classroom management, powerboat and OTW)
- Communication with peers, staff, students, and volunteers
- Would they be interested in returning for the following season?

This is also a great opportunity to get them committed to the following season if you were pleased with their work.

Parent Feedback and Evaluation

A parent feedback survey is a simple way for parents to communicate with programs on their child's experience. It is important to ask questions that will generate an evaluative response versus yes or no questions. Questions should encompass experiences from the program as a whole (organization, communication, safety, professional, etc), instructors (interactions, personable, knowledgeable, on task, etc.) and equipment (up to date, functional, etc). Also make sure to leave a space for suggestions or ideas; some of the best ideas come from an outside looking in. Make sure to deliver the survey near the end of the program so feedback and ideas are still fresh in families minds. Use the feedback as a starting point and move forward from there.

Sailor Feedback and Evaluation

Sailors are the heart of the program and see the daily workings of instructors and the program. Do not underestimate the value of a sailor feedback survey. At the end of the program, take the opportunity to ask the sailors about their experiences, what they liked about the program, and what they didn't like. Keep it short and informal. Again, some great ideas to implement in future seasons begins with a sailor's idea.

Upon completion, incorporate these reviews into the next season's plan to help ensure that a program does not repeat mistakes and is able to learn new techniques or procedures moving forward.

Equipment Maintenance and Inventory

It is important that throughout your season to keep accurate equipment and maintenance logs and to ensure that inventory is being kept up to date. This inventory assessment is closely tied to budget planning and conducting a careful and thorough post-season inventory can make a big difference to ensure that a program has the equipment needed at the start of a new season. In your post-season, a review of all equipment should be conducted and evaluated. Equipment such as, sailboats, sails, powerboats, safety equipment and spare parts for both, respectfully, need to be closely inspected to determine their condition after a season of use. Record any damage, whether old or new, to gather the information needed to repair or replace specific equipment.

When completing a post-season equipment inventory, make note of:

- Boats (type, quantity including specific breakdown of parts—sails/spars/sheets/dollies, etc. and equipment condition with details of what needs to be repaired, and what needs to be replaced)
- Spare parts (how much was used and what needs to be replaced)
- Safety boat equipment (marks, anchors, tow lines, flares, fire extinguishers, prop guards, ECOS, 1st Aide Kits, etc.)
- Teaching tools (whiteboards/chalkboards, megaphones, rainy day supplies, craft supplies, model and magnetic boats, etc.)

Once the inventory is completed on the equipment, examine the list and find where there may be some weaknesses in a maintenance routine or lack of care for equipment. Before the next season, it would be a good idea to create some new routines to help lengthen the life of the program's equipment. Have instructors help give input and ideas for what they need to be able to reach future program goals and outcomes.

Budget Input

A month after the busy season, programs should have most of the information they need to assess how it ran financially. The Director shapes much of this information. Everything that is spent on equipment and supplies has a direct impact on the budget. How a program's finances are administered will vary from program to program, but you should have a good understanding at the beginning of the season, what your responsibilities will be regarding purchasing and spending. As with the equipment inventory, this will ensure you have all of the information needed to make important financial decisions in the off seasons for the program regarding boat and spare parts purchases, course fees and of course, staff compensations.

Thank You

In conclusion to your post-season evaluations, it is now time to thank the people who helped your program be successful. Make sure to verbally thank the staff, parents, and volunteers. Show of appreciation can happen in many forms. Be creative and think of ways to have your sailors show their appreciation too. Utilize those rainy-day art projects, create note cards, and send out personalized thank you's, which have a great impact on program supporters.

Who to thank?

- Staff
- Partners (Yacht Clubs, other organizations, non-profits)
- Media - email, newsletters, photographers
- Volunteers - document any hours for completion
- Supporters/Donors (if applicable)

How to thank?

- Verbally
- Media - social media, email, newsletters
- Apparel/Gear from Sponsors with company name/logo
- Thank you notes (can also be a rainy-day activity for sailors)
- Organization burgee
- Gift Cards
- Stickers
- Photographs

To maintain positive relationships, you want to make sure to follow through with your "thank you's" and show of appreciation.

Professional Development

Encouraging your staff to continue their education and to build upon their own skills will be invaluable for the future success of your program. Help educate them on how to obtain proper certifications in the off season if they are just starting down the instructor path, which in turn, will provide a pipeline of instructors for your program's future success.

In order for Head Instructors, Coaches, and Instructors to be and remain most effective, they need to continually learn and expand their knowledge and skills. Often, programs and instructors can get stagnant and do the same lessons, drills, and activities season after season. Having opportunities to expand their knowledge is an excellent way for the program to be more successful and fun not only for the returning sailors, but for the instructors as well.

There are many resources available to help Instructors increase the value of an organization and utilizing these resources will also make the job easier. US Sailing has several courses, such as: Level 1, Level 2, and Level 3

Instructor training, Keelboat, Powerboat, Windsurfing, Reach/Stem, Adaptive, Junior Big Boat Sailing, Safety at Sea, and Race Management to help expand instructors' knowledge and skills in particular areas.

In addition to instructor development, there are also opportunities for Program Director professional development. US Sailing hosts a few conferences, which brings individuals from all over to discuss and learn about various aspects of sailing programs. The National Sailing Program Symposium (NSPS), The Sailing Leadership Forum, and regional meetings are just a few of the many events US Sailing hosts annually. Professional Development is an on-going process to help you and your program grow and develop.

CONCLUSION:

Congratulations on putting in the time and effort to learning what it takes to be a successful Program Director. In using this manual, you have learned about leadership, team development, seasonal operations, staff management, crisis management, communication, evaluations, maintenance, inventory, and so much more!

This manual is intended to provide the tools and techniques needed to create, foster, and support an environment for your programs' students and instructors to succeed and grow. Included are the tools to help provide guidance and discipline, organizational support, structure, and policy enforcement. This manual is an ongoing resource for you and your staff, ensuring that standards for learning and safety are continually met. Surely there will be challenges, problems and even mistakes along the way; however, make sure to use those as opportunities to learn and don't be afraid to admit when you were wrong.

Resources: More information can be found through these online media sources:

USsailing.org
Sailzing.com
Sail1design.com

Below are direct links to examples of the following resources:

- | | |
|---|--|
| ✓ <u>Emergency Action Plan</u> | ✓ <u>Progress reports</u> |
| ✓ <u>Instructor Handbook/ Employee Manual</u> | ✓ <u>Instructor Interview questions/concepts</u> |
| ✓ <u>Waivers / Release Forms</u> | ✓ <u>Junior Sailing Program Recruiting Tips</u> |
| ✓ <u>Parent Handbook</u> | ✓ <u>Orientation Speech & Topics</u> |
| ✓ <u>Photo release waivers</u> | ✓ <u>Incident Reports</u> |
| ✓ <u>Equipment Charter Agreement</u> | ✓ <u>Discipline Reports</u> |
| ✓ <u>Code of Conduct & Discipline Policy</u> | |
| ✓ <u>Medical Report- spreadsheet from your registration</u> | ✓ <u>Teaching Sailing the Fun Way!</u> |
| ✓ <u>Maintenance Log</u> | ✓ <u>X-Boat Regatta List</u> |
| ✓ <u>Sailing Glossary</u> | ✓ <u>Optimist Regatta List</u> |

Reach out if you need any other forms at emlie.veinot@gmail.com