

# PRESENTENSE

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**CIVIL AIR PATROL**  
STRATEGIC COMMUNICATIONS

the newsletter for CAP public affairs officers

## INSIDE

### GET RECRUITING MATERIALS FROM HEADQUARTERS

Did you know you can order recruiting materials directly from CAP National Headquarters? Find out what's available, how much and how often you can order, and your new point of contact for excellent service. **Page 2**

### PAO SEMINARS AT 2004 NATIONAL CONFERENCE AUGUST 18 - 21 IN TAMPA

PAOs, five blockbuster seminars await you at this year's CAP national conference in Tampa. Get complete descriptions of these sessions, along with the latest products available to you for promoting the conference among your local members. **Page 3**

### THIS MONTH'S CASE STUDY

#### *Organized chaos: A day in the life of a newsroom: Part 2*

As promised in May, here's the teaching guide for this popular case study. The teaching guide shows you how to use Part 1 to help your whole unit better understand the media and why they do the things they do. A training session using this case study is suitable for any CAP members, from cadets to commanding officers. Plan yours today! **Page 4**

## PLUS

- New CAP membership stats**
- Cool new Web browser you can try out for free!**

*Presentense* is the official monthly publication for public affairs officers of the Civil Air Patrol, and is produced by Melanie LeMay in the Strategic Communications and Plans Directorate, CAP National Headquarters, Maxwell AFB, Ala. All copy is written by Melanie LeMay unless otherwise noted.

Is there something you'd like us to cover in *Presentense*? Contact Melanie at [mle-may@cap.gov](mailto:mle-may@cap.gov) or call her at (334) 953-5320.



the MEMBER  
the MEDIA  
the PUBLIC



## Three audiences, three angles

Although the term has negative connotations, "spin" is a fact of everyday life. Whether we realize it or not, we put a spin on everything we say, depending on the audience we're communicating with.

Let's say, for example, that you've just learned about a major hurricane predicted for your area. You must hasten to tell your boss, your wife and your four-year-old daughter.

When you tell your boss, you focus on the hurricane's potential to damage your company's new warehouse, which is under construction and vulnerable to high winds. When you tell your wife, you focus on the potential damage to your new house in the suburbs and how you can best protect it from the coming storm. When you tell your daughter, you explain what a hurricane is and reassure her that you and your wife will be sure that she's safe.

As you can see, focusing on the information most relevant for your audience is critical to effective communication. In the same way, you must consider your audience each time you tell some aspect of CAP's story.

As a PAO, you routinely communicate about CAP to three different audiences. The information these audiences want and need sometimes overlaps, but it's important to consider each audience separately in your public relations strategy. Let's look at the three audiences:

### 1. CAP members

Raising awareness about CAP itself isn't necessary with this group. You can even throw around some technical terms and acronyms and be reasonably sure your audience will know what you're talking about. CAP members want to know what other CAP

**See Audiences, page 2**

From National Headquarters...

## Promotional materials available for recruiting

Did you know recruiting materials are available for your unit from Member Services at CAP National Headquarters?

Robin Hunt and assistant Holley Dunigan handle orders and distribution for a variety of recruiting materials that you can order via the Web or by phone.

The headquarters Web site at [www.cap.gov](http://www.cap.gov) includes a list of all available recruiting materials

and their quantity limits. Most PAOs order these materials if their unit or wing is involved in a high-profile event with good recruiting potential, like an air show or an Open House.

PAOs also order such materials for press kits and presentations for schools or civic groups.

For information on what you can order, and in what quantity, go to [www.cap.gov](http://www.cap.gov) and click

on the MEMBERS drop-down menu. Click on E-SERVICES to open up a log-in screen. (If you have never logged in to e-services, you will need to register by entering your CAP ID number and e-mail address.) Click on RECRUITING MATERIALS to see the order screen, which lists available materials and the limits on quantities. Orders are processed on receipt with nor-

mal delivery within 2 weeks.

For faster delivery, include your FedEx account number when you order. To order by phone, call toll-free at (877) 227-9142 (Robin is at ext. 211; Holley is at ext. 213) or fax your order to (334) 953-4262. You can also reach Robin at (334) 953-2828 or at [rhunt@cap.gov](mailto:rhunt@cap.gov), and Holley at (334) 953-3121 or at [hdunigan@cap.gov](mailto:hdunigan@cap.gov).

### Audiences, from page 1

members are doing. They want to hear about other members' successes and how they achieved them. They want to know about internal decisions that affect their units and regulations that affect their funding, equipment and procedures.

They like to see how their efforts affect both their communities and the organization as a whole. CAP is very important to this audience, and they value even a relatively small bit of CAP news. They like patriotic and pro-CAP verbiage.

### 2. Media

This tough audience is charged with knowing about and covering a vast array of topics. For that reason, CAP is only one small blip on a typical reporter's radar screen. Many media people know very little about CAP, so they require some background information to understand the significance of a CAP story.

This audience sees CAP from a big-picture perspective, so they like to see how a CAP story applies to other events in their localities. The media are in the business of selling news, so they must have fresh, interesting stories to tell. They're the gatekeepers on what the public sees and reads, however, so understand that you must impress the reporters and editors of the world before you can get the word out to the general public. This audi-

ence isn't naturally excited about CAP, but will perk up and listen if you can show them why they *should* be excited.

Media people like details, not generalities. They have a radar for fluff and coverups, and they respect and value sources who give them reliable information. Most media people, especially in the print world, are very concerned about getting their facts straight. They don't want to damage their own credibility by publishing incorrect or one-sided information. They know their job is to ferret out and report the news fairly, and they value sources that help them do this.

### 3. John and Jane Q. Public

Once you get involved with CAP, it's hard to remember a time when you didn't know – much less care – about CAP! You must understand, however, that the vast majority of people out there approach CAP from that very perspective. To appeal to a public audience, you must show them how a news event affects them personally, or you must appeal to their natural curiosity and desire to learn about new and interesting topics.

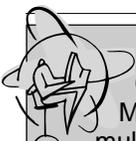
The John and Jane Q. Publics of the world are inundated with information – all day, every day. They have 24-hour news stations on TV, satellite radio systems,

newspapers and books and magazines and trade journals and supermarket tabloids. Their cell phones ring all day and they battle pop-up ads every time they go online. They don't have time to read or listen to long stories, and their reading and comprehension skills vary widely.

Their interests vary widely, too. Would the average teen reader prefer to hear about Britney Spears' latest wedding plans or the accomplishments of a Spaatz cadet? Would a business executive rather read about the latest CEO scandal or a private plane that crashed three states away? Would a working mother rather read about a new medication for ear infections or a new space simulation program for aerospace education teachers to use in their classrooms?

While no one can anticipate the fickle tastes of the public, the most effective PR pros keep a finger on the national pulse. They look for those elements in their news stories that may have some universal appeal in an information-glutted world.

The best PAOs are able to put themselves in the mindsets of each of these audiences. As a result, their stories are picked up more often and they enjoy high visibility.



### Web sites for PAOs

**Cool new Web browser** – Check out Mozilla Firefox, a **free** internet browser.

Mozilla Firefox offers reliable pop-up blocking; tabbed browsing that lets you open multiple Web pages simultaneously and move easily among them; and lightning-fast searching with Google built right into the toolbar. Find out more at <http://mozilla.org/about/>, and download a free copy at <http://mozilla.org/download.html>.

### CAP MEMBERSHIP

as of May 31, 2004

Cadets 25,923

Seniors 35,288

**TOTAL 61,211**

# Only one month left 'til CAP national conference

PAOs, please continue to promote this year's CAP national conference, August 18 - 21 in Tampa, Fla.

This year's conference will focus on technology and how CAP is using technical advances to improve mission capabilities.

And as always, the conference will offer outstanding training, including special sessions just for PAOs! (While you're promoting the conference to everybody else, don't forget to make

reservations for yourself. **Register online by Aug. 1 and you'll be eligible to win a free laptop computer!**)

To help you promote the conference to your members locally, there are some tools available to you right now in the PAO Toolkit online at [www.cap.gov](http://www.cap.gov). To see these promotional tools, which are listed below, go to the MEMBER home page, then to PROGRAMS, then to STRATEGIC COMMUNI-

CATIONS. Here's what you'll find:

- ◆ **A full-color 8.5 x 11 promotional flyer** in pdf format. You can print it out to post at your unit's meeting place, reprint it in your unit newsletter, and post a link to it on your Web site.

- ◆ **A promotional video** for the conference. Download the high-bandwidth version if you have high-speed internet access and the low-bandwidth version if you have a dial-up modem. You

can show the video at your unit meetings and also place a link to it on your own Web site. A second promo video will be posted in coming weeks.

- ◆ **A template for a promotional e-mail message.** Using this Outlook template, just insert your own list of e-mail recipients and press *send!*

Don't forget to include a link to the conference's **online registration page** in your promotional materials!

*Visit the National Board & Annual Conference Web site at*  
**<http://www.cap.gov/events/nbmain.html>**

## Conference seminars to include hot topics for PAOs

*StratCom will present the following seminars at this year's CAP national conference in Tampa. Have YOU registered yet?*

### ► CAP: Who cares?

#### Fit the message to the audience

If CAP is no longer to be a "best-kept secret," we must continually tell our story not only to our own members, but to the media and general public, too. This seminar shows you how to tailor the CAP story to all the audiences we want to reach. Why is this important? Because we often overlook this important reality: Information about CAP that's fascinating to our members doesn't necessarily appeal to the media or the average person on the street! Come to this seminar and find out how to slant your publicity for all of CAP's audiences - both internal and external. The presenter is a nationally-published professional writer who has produced copy for a variety of audiences throughout her career.

This seminar is suitable for all CAP members, especially unit commanders and public affairs officers. The presenter is Melanie LeMay, public relations specialist at CAP National Headquarters.

### ► Free advertising!

#### Make the media work for you

When you have little or no advertising budget, how do you keep CAP in the public eye? Easy! Let the media do your advertising! This seminar helps you understand how to use the media to promote CAP. Learn how media people think, what's important to them, and how to establish good relationships with them. The presenter is a former reporter, editor and nationally-published freelance writer. She'll give you insight on why media people do the things they do, and how you can get them to work for you - you'll be surprised!

This seminar is suitable for all CAP members, especially commanders and public affairs/mission information/recruiting officers. The presenter is Melanie LeMay.

### ► Getting it 'write' in the *Civil Air Patrol News*

Get tips and tricks for getting published in the *Civil Air Patrol News*. This seminar covers writing techniques, electronic submission procedures, digital photography and other issues of concern to any members who submit (or would like to submit)

information for publication in this widely distributed member newspaper. The presenter is Jim Tynan, editor-in-chief of *CAP News*.

### ► Marketing with electronic newsletters

Never go to Kinko's again! Instead, use electronic newsletters to communicate within your unit and prospective members. Learn the do's and don'ts as we explore issues such as HTML vs. text, how to write for the Web and drive traffic to your Web site, and how to avoid being labeled as SPAM.

This seminar is suitable for all CAP members, especially PAOs. The presenter is Tim Frantz, electronic communications manager at CAP National Headquarters.

### ► Newsletter Know-How Encourage, inform and educate through Web and print newsletters

Inspire members of your unit and your community to become involved in CAP, and stay involved, through effective, compelling print and Web newsletter content and design.

This seminar is suitable for all CAP members, especially PAOs. The presenter is 2 Lt. Kelly Green, CAP, a PAO from the Florida Wing.

## Public Affairs Case Study 8 - Part 2

# Organized chaos: A day in the life of a newsroom

Part 1 of this tutorial appeared in the May 2004 issue of Presentense. You can obtain it online from the PAO Toolkit at [www.cap.gov](http://www.cap.gov). (From the home page, click on MEMBERS, then PROGRAMS, then STRATEGIC COMMUNICATIONS, then PAO TOOLKIT.)

This teaching guide will help you use Part 1 as the basis for a media awareness workshop. The workshop is suitable for your entire squadron and will help members better understand the media and how to deal with them effectively.

### Materials you'll need

- AP Stylebook
- Copies of local and national newspapers
- Small notebooks and pens for each participant (the long, skinny reporters' notebooks are ideal if you can obtain them – check at an office supply store)
- Catalog from a college with a journalism program – mark the pages listing required courses
- Whiteboard, blackboard or other large surface for writing
- Photos of your local newspaper office from its early days (optional)
- Copies of your local newspaper from its early days (optional)

### Advance Prep

Give all class members a copy of *Part 1: Organized Chaos* to read as soon as they enter the training room.

### I. Newspapers - then and now

- Describe a typical newsroom of the 1940s or 50s. If you have them, show photos of your local newspaper from its early days, along with copies of old issues. (*Hint: Your local newspaper can probably loan these to you.*) Compare an old issue with a recent one and ask the class to point out the differences.
- Ask the class to help you list on the whiteboard all the technology now available to the news media. (*Examples: Cell phones, laptops, micro-recorders, digital cameras, cord-*

*less phones, computer graphics and design software, global radio and TV news stations, Internet access, e-mail*)

- Ask the class what they know about the term “convergence.” Explain how news operations are moving toward collaborative agreements and ownership by larger corporate entities. Explain that newspapers in a geographic area might be owned by the same corporation which owns several local television stations. To further illustrate, ask the class if they've ever noticed local TV stations plugging local newspapers. If so, it's probably because they're owned by the same conglomerate.

### 2. Where do they get all that stuff?

- Hold up copies of local and national newspapers. Pick several stories at random and ask the class how they think the newspapers obtained the information and/or photos for the stories.
- Be sure the class understands the process of researching, writing, editing and publishing news stories and photos.
- Be sure the class understands what a news bureau is and how it operates. (*Hint: If you don't know much about news bureaus yourself, go to [www.ap.org](http://www.ap.org).*)

### 3. Analyzing a day in the newsroom

- Take *Part 1: Organized Chaos* and assign one block of time to each student. Allow five minutes for the students to re-read their assigned blocks of time and jot down observations and thoughts.
- While they're reading, write these questions on your whiteboard:  
*Is there anything in this section that surprised me?*  
*How would I behave in this situation?*  
*After reading about this environment, can I predict the kind of personalities that would be drawn to these working conditions?*  
*If applicable, how could I deal with the people described in this section to*

*make it easier for them to cover CAP?*

- Have students read their assigned sections aloud and then give their impressions. Help them respond in terms of the questions you've written on the whiteboard.

- Use your classroom materials to illustrate relevant sections.

*Show the class a copy of the AP Stylebook and explain why it's so important to reporters, editors and copy editors. If time permits show the class some of AP's unusual rules. Be sure to explain AP Style for state names and military ranks.*

*Show the class a list of required courses for a journalism major. Help them understand that journalism school focuses mostly on writing and reporting techniques and that journalists need years of experience to be able to grasp complex concepts quickly and completely. This will help your members understand why they need to explain technical matters to the media in clear layman's terms and avoid military jargon.*

### 4. Pretend to be a reporter

- Set up a role-play in which a reporter who is under pressure to get a story tries to interview a CAP commander about a sensitive SAR mission with fatalities. Have the “reporter” take notes throughout the interview and then verbally repeat the story to the class, using only the notes he made. If he had trouble taking notes while the “commander” talked, help the class understand how difficult it is for a reporter to accurately record information in writing while at the scene of an accident. Ask the class how the “commander” could assist the reporter in getting the facts written down correctly. Discuss the importance of the PAO/MIO functions for every mission, especially those of interest to the media.

**5. Wrap up with a session for developing a communication plan that includes PAO/MIOs in the info loop and creates a positive local image.**