

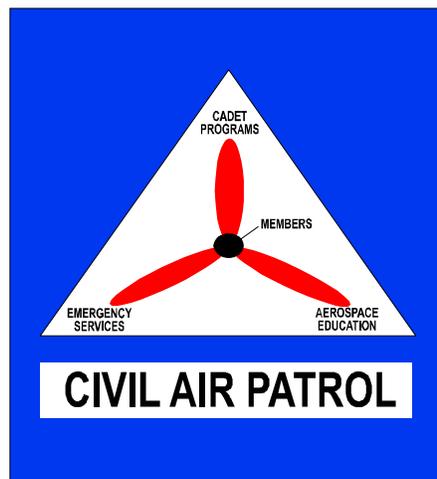
Integrating Missions

Lesson Objective:	Explain the importance of integrating CAP's three main missions within your unit.
Behavioral Objectives: At the end of this segment you will be able to:	<ol style="list-style-type: none">1. Define <i>integrated missions</i>2. Understand how CAP's missions are integrated naturally3. Describe what happens when missions aren't being integrated4. Create examples based on your unit's individual specialty5. Develop an integrated plan to take advantage of the natural relationship between missions.

Overview

As you know, Civil Air Patrol has three vital missions which we perform for America. They are **aerospace education**, **emergency services**, and the **cadet program**. Everything your squadron does helps to perform these missions. But did you know that these missions cannot be accomplished independent of each other? While each mission may have components unique to it, in the end each one helps to reinforce the other. This is what we mean by *integrated missions* - missions whose components are interwoven.

Look at the following illustration:



As you can see, the three missions of CAP are represented by the three blades of our symbol of the CAP's three bladed propeller. Its hub represents the members who make the program work.

What would happen if one of the blades were removed? If you removed a blade (or two), the propeller would lose its effectiveness wouldn't it? It would be thrown out of balance and the plane wouldn't fly. When the members or you (the hub) are removed, there is nothing to hold the blades together. The propeller won't work then either because when the prop is rotated the blades will spin off into different directions.

The same is true in practice. Your squadron cannot concentrate on one or two missions alone, because each mission naturally impacts the other. If you don't instill a sense of balance, and your people don't practice balance, in the end you will fail. Why? Let's take a look at each mission and see how each relates to one another.

How are CAP's three main missions similar to the three-bladed propeller?

Aerospace Education

Aerospace education is both internal and external. The internal aerospace education program teaches senior members and **cadets** about the aerospace environment. The external program helps the general public - especially the nation's children - about the aerospace world. The aerospace environment includes: airplanes and rockets, satellites (and the benefits they provide), the many aerospace career fields, etc, anything that utilizes resources from the air and space.

But, how does this impact the other missions of CAP? As you can see by the bold print, aerospace education has a direct link to the cadet program through its internal education function.

It impacts emergency services in a variety of ways also. There is an obvious link in that much of the emergency services function includes aerial search and rescue using aircraft to search for lost aircraft. Many of the onboard navigation and communications equipment on board CAP aircraft use satellite links.

CAP ground search units also utilize the aerospace environment in their use of electronic direction finders. These DF units receive signals from the SARSAT satellite to lead them to lost aircraft. Many units also have Global Positioning System (GPS) equipment. This is a spaced based navigation aid which can tell the user their position on the Earth to within just a few feet.

Emergency Services

The Emergency Services mission is also pretty straight forward. The very nature of the SAR portion: looking for lost airplanes, is a good deal of the link between it and aerospace education. Most of the technology it utilizes to perform this component, as well as the disaster relief and counter drug components use technology with roots in the **aerospace community**; such as: GPS, satellite communications, computer technology using microprocessors (with roots from the space program), even digital imaging and video cassette recorder technology.

Much of the communications, administrative, and ground portions of the ES mission are performed by CAP **cadets**. They provide an eager, physically fit, and easy to train resource to assist with actually getting to crash sites, disaster areas, places which many pilots can't get to in their aircraft.

Cadet Program

Finally, the Cadet Programs mission also interacts with the other missions. As we stated above, their link with aerospace cannot be replaced. Aerospace education is a *required* portion of their training. Their contributions to emergency services are also vital in that they free up personnel who may be qualified in other fields (such as pilots) to use their skills directly.

Perhaps the most striking illustration is the Cadet Program's Flight Orientation Program. Here, cadets are introduced to **aerospace** in a series of nine progressively challenging flights. This link is obvious. But they

mostly fly in CAP corporate aircraft - aircraft which are bought to also support the **emergency services** mission. While this relationship is a little harder to see on the surface, it is there.

What are some other relationships between missions?

You may say, "This is great, but my squadron concentrates on air search and rescue, and it's a senior squadron, so I don't have any cadets. What does this mean to me?" Well we recognize that every unit specializes in one of the three missions. Some units focus on the cadet program, others in aerospace education, etc. That's not the issue, because no squadron can be perfect at everything. Different units have different resources, demographics, and preferences.

What we are saying is that you will have a stronger unit overall if you see where your unit fits into the big picture. Find out where those interrelationships are, and when you find them, don't fight them. Construct your programs to support the three missions together. For instance, if you are a senior unit that flies all the time, consider spending part of that time doing orientation flights. That way you can also support the cadet program and aerospace education. Or, you can make it a unit goal to have all seniors complete the Aerospace Education Program for Senior Members, or AEPSM.

Squadrons that concentrate on aerospace education can encourage their seniors to give classes at local cadet or composite units. They can begin a group or wing-wide model rocketry program. They can also become mission observers to both expand their known exposure to AE in that area and also help out the ES mission.

Cadet and composite units can begin ES training in ground, communications, or administrative specialties to enter the ES realm. They can also participate in model rocketry and orientation flying.

If you can see now that these relationships are repetitive and interwoven you are now beginning to see the natural balance that is inherent in the CAP missions.

Now you will begin to develop an integrated plan which will help you take advantage of the three missions within your squadron. You and your instructor will now think up activities which are easy, fun, and celebrate the three missions. As in problem solving, please brainstorm. The idea is to get ideas which will complement your unit's specialty. Write those answers below.

My Integrated plan: