

Unit Training Programs

Lesson Plan

DURATION: 50 Minutes

TEACHING METHOD: Lecture/Discussion

REFERENCES: Student Guide, CAPR 52-16 *Cadet Training Program* CAPR 50-17 *Senior Member Training Program*

TEACHING AIDS/HANDOUTS: Student guide, slide presentation

READING ASSIGNMENT: Student Guide

Lesson Objective:	Discuss the need and importance of unit training.
Behavioral Objectives: At the end of this segment students will be able to:	<ol style="list-style-type: none">1. Define unit training.2. Define the difference between active and passive training programs.3. Discuss the importance of continual training.4. Utilize a meeting schedule when planning training.5. Identify where group, wing, region, and national schools fit into individual training programs.6. Explain why the commander must be a strong advocate and active participant of unit training programs.

Lesson Strategy

The Unit Training Programs segment discusses the formulation and applications of unit training programs. Because of the many specialties and areas of focus among the different squadrons, this is not a class to build a framework for unit training. Rather, this is a discussion of the importance of unit training to the overall effectiveness of the unit.

Emphasis should be placed on discussing the importance of a well thought out unit training program. Describe the difference between active and passive programs; and promote the active training program philosophy for the basic training taking place. Passive means programs almost entirely administered by the students themselves, relying primarily on the motivation from the student, with minimal participation from outside sources or instructors. Examples of passive programs are upgrade training for a unit, ES specialty, or the use of an Extension Course Institute correspondence course.

Active training, on the other hand, relies on moderate to heavy outside participation. On the job training (OJT) is an active training program, just as the cadet program relies heavily on unit assistance in the administration of its training. Examples of active training are the unit-level Senior Member Training Program, and primary ES training. Programs such as these must be structured, planned, and administered by qualified personnel on a continuing basis.

You should discuss how a meeting schedule is an ideal way to structure your training programs. The suggested format for a cadet meeting, for example, is an excellent framework of topics to build your training program.

Discuss the training opportunities at group, wing, region, and national levels, and how they can fit into the units' programs.

Finally, discuss the obligation of the commander to "train" by example. Training of any sort can be a hard sell. It is especially hard if the commander doesn't actively support training programs and doesn't personally participate in training him/herself.

The teaching outline provides an introduction, outline of the main points, and a conclusion to be adapted as required to meet the needs of a particular wing. The presenter should personalize the lesson to reflect the unique characteristics of the wing.

Notes: Use a very straight forward approach. Lecture/discussion format, leave time for questions.

LESSON OUTLINE

MAIN POINTS:

- I. Unit training defined
- II. Effective unit training
- III. Integrating individual functions
- IV. Passive training programs
- V. Active training programs
- VI. Continual training
- VII. Group, Wing, Region, and National programs
- VIII. Commitment of command

Teaching Plan

Lesson Objective:

Discuss the need and importance of unit training.

ATTENTION:

Would you allow a group of brand new members to go out into the woods to look for a missing airplane without a leader or any training? Would you allow your finance officer to balance the checkbook without understanding CAP financial procedures? Of course not.

MOTIVATION:

Your staff and members don't just carry the title, they do a job. They need help to learn and understand what their jobs are and what they need to do. A structured unit training program will help your members and staff acquire the expertise they need to do their jobs.

OVERVIEW:

This segment will help you broaden your understanding of unit training programs. It will also explain where you can go for help in designing unit training programs and how unit training programs are the foundation for the training your members receive at CAP's higher levels.

Transition:

STATE: Unit training programs are the heart of CAP training. It is at the unit level where the "rubber meets the road."

MP I. Unit training defined

Any activity which enhances the capability and/or readiness of the unit through the practice or acquisition of new skills.

MP II. Effective unit training

A. Needs:

1. A plan for training in the areas desired.
2. A person responsible for carrying out the training.
3. An effective support structure to ensure success.

B. Ideas for adding spice to unit training:

1. Guest speakers.
2. Joint training with other units.
3. Sponsor or participate in a SAREX.
4. Use teaching aids such as: view-graphs, videos, films, and audio tapes.
5. Have other people help you.
6. Use other than CAP materials.
 - a. Professional journals.
 - b. Subject specific books.
 - c. Videos.
 - d. Assistance from other organizations.

MP III. Integrating individual functions

A. STATE: Craft individual training functions to meet the overall training needs of the unit.

1. Individual member training

2. Task training
3. Group training

MP IV. Passive training programs

- A. Do not rely much on outside support.
- B. Relies heavily on individual motivation and effort.

Examples:

1. ECI correspondence courses.
 2. ES upgrade training for individual achievement.
- C. Good for members with a thorough basic knowledge of subject matter, or to instruct about uncomplicated tasks.
 - D. Supervision exists indirectly in passive training.
 - E. Members who participate may choose their own personal objectives, focus, and schedule.

MP V. Active training programs

- A. Those programs which require support from people and organizations outside of the individual student.
 1. Usually are group efforts, more than one student participating
 2. Examples:
 - a. Flight clinics.
 - b. Model rocketry programs.
 - c. ES field training.
 - d. On-the-job training (OJT) (senior member specialty training, cadet leadership training, etc).
- B. On-the-job training is an active training program.
 1. It refers to the learning environment of the student, not the level of outside support or instruction.
 2. Learning is task based.
 3. Is usually in the workplace.
 4. Is an ideal way of learning for senior members.
- C. OJT supervisory responsibilities:
 1. Formulating a plan of action and objectives for the student.
 2. Teaching the skills in the work setting (having the student do as much as possible).
 3. Providing immediate feedback to the student throughout the process.

MP VI. Continual training

- A. STATE: Your programs must be constantly on the move, changing as the unit's mission, skill level, and needs change.
 1. Explain what that means to you.
- B. Train people to:
 1. Support the CAP program as a whole.
 2. Perform the jobs necessary to effectively run the unit.
 3. Advance their professional and personal development.
- C. When do you have the time to train? Create time by:
 1. Delegating training planning and tasks.
 2. Plan training time into your schedule.
 - a. Schedules provide a ready-made matrix.
 - b. Matrix covered in Meeting Planning.

MP VII. Group, Wing, Region, and National Programs

- A. For those programs which require more resources than any one unit has available.
- B. For those programs requiring a broader foundation.
- C. Programs mandated to be administered at a higher level.
- D. Some programs are CAP-wide programs which are merely administered at levels of command:
 1. Squadron Leadership Schools.
 2. CAP encampments.

- 3. Region Staff Colleges.
- E. Others are designed and administered entirely by that echelon:
 - 1. Aerospace education weekends.
 - 2. Practice SARs.
 - 3. Flight clinics.

MP VIII. Commitment of command

- A. STATE: The common thread through all CAP training programs is commitment. For the unit, it begins with the commander.
- B. STATE: You commanders must continue your own training, set the example
Explain what this means to you.
- C. STATE: Leadership in CAP really does come from the top down!

Questions and Answers

Student Guide Questions:

List three ways to provide spice in your training programs.

EX: (1) Guest speakers (2) training aids (3) joint training

Why is continual training important?

It reinforces learning and keeps skills sharp.

Why is command support important to training?

It lends direction, guidance, and endorsement.

How can you as commander show your support?

Continue your own training, and provide logistical and managerial support.

Field any questions the students may have.

Conclusion

SUMMARY:

Training permeates everything Civil Air Patrol does. The special skills we need to do our work demands that we must be well-trained, all the time. The place where training starts is at the local unit.

CLOSURE:

Much of what we've discussed in the Unit Commanders Course thus far has been theory, how to do the job better, or how to more effectively manage the unit's time. Now, let's turn to some of the nuts and bolts of running your squadron.

Over the next few hours we will discuss some of the basic things you need to know: what you are directly responsible for, what you can do as a commander, and what you can't do. We'll review what you can be held financially liable for. We'll talk about your responsibilities when it comes to the safety of your people. We'll talk about cadet protection.

We'll also discuss your obligation when upholding CAP's core values, and we'll talk a little bit about the philosophy of command. Finally, we'll talk about the responsibility that you personally have to the CAP mission and to your members.