

## Unit Training Programs

### Lesson Plan:

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**Duration:** 50 Minutes

**Teaching Method:** Lecture/Discussion

**References:** Student Guide & Slide Presentation

**Teaching Aids/Handouts:** Student Guide & Slide presentation

**Reading Assignment:** Student Guide

**Lesson Objective:** Comprehend the importance of unit training.

### Desired Learning Outcomes:

1. Define unit training.
2. Identify the difference between active and passive training programs.
3. Discuss the importance of continual training.
4. Explain the importance of a meeting schedule when planning their training.
5. Identify what group, wing, region, and national schools provide to individuals.
6. Explain why the commander must advocate, support, & participate in unit training.

### 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 a Distance Learning or on-line courses.

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 Professional Development 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 unit training.

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. The difference between active and passive training programs.
- III. Importance of continual training.
- IV. Utilize a meeting schedule when planning training.
- V. Group, wing, region, and national schools.
- VI. Commander advocacy, support, and participate in unit training.

## Teaching Plan

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**Lesson Objective:** Comprehend the 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."

## Main Points:

**MP I. Unit training defined**

Unit training is any activity which enhances the capability and/or readiness of the unit through the practice or acquisition of new skills.

A. Effective unit training needs:

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

### B. Ideas for spicing up unit training:

1. Guest speakers.
2. Joint training with other units.
3. Sponsor or participate in a SAREX.
4. Use teaching aids: PowerPoint presentations, video clips, and movies.
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.

### C. Integrating individual functions

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 II. The difference between active and passive training programs**

### **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. It refers to the learning environment of the student, not the level of outside support or instruction.
  1. Learning is task based.
  2. Usually in the workplace.
  3. 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.

### **Passive training programs:**

- A. Do not rely much on outside support.
- B. Relies heavily on individual motivation and effort.  
Examples:
  - 1. OBC & On-line 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 III. Importance of 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 IV. Utilize a meeting schedule when planning training.**

Planning and administration are made much easier when they are incorporated into the regular meeting schedule. Training should not be ancillary to the meeting, but an integral part. Further, because your meeting schedule already has a basic framework of subjects to talk about and tasks to accomplish, it also provides the basic framework for your training. So, you have both the time and subject areas to focus on.

### **MP V. Group, Wing, Region, and National Schools**

- A. They are for training efforts which require more resources than any one unit has available.
- B. They are for education requiring a broader foundation.
- C. Schools mandated to be administered at a higher level than the unit.
- 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 VI. The commander must advocate, support, and participate in Unit Training.**

- A. STATE: The common thread through all CAP training programs is commitment. For the unit, it begins with the commander. A commander must advocate, support, and participate in unit training.
- 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!

### **QUESTION AND ANSWERS:**

Use the suggested questions to facilitate the discussion, and field any questions that the students may have.

## Lesson Summary:

### **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.

### **REMOTIVATION:**

Proper and regular training can ensure that your unit will be able to effectively, efficiently, and safely respond when they are called upon.

### **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.

## Suggested Questions:

### 1. **List three ways to provide spice in your training programs.**

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

### 2. **Why is continual training important?**

Answer: It reinforces learning and keeps skills sharp.

### 3. **Why is command support important to training?**

Answer: It lends direction, guidance, and endorsement.

### 4. **How can you as commander show your support?**

Answer: Continue your own training, and provide logistical and managerial support. Field any questions the students may have.

Field any other questions that the students may have.