



**CIVIL AIR PATROL
Unit Commanders Course
Director's Handbook
January 2019**

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Unit Commanders Course Objective

The Unit Commanders Course (UCC) is Civil Air Patrol's primary course for new and aspiring unit commanders (primarily squadron, but is also helpful to new group commanders in smaller wings where the group structure is used). UCC is designed to ease the transition from serving on squadron staff to becoming the commander, leader and link to higher headquarters (HHQ).

Most of the participants will be relatively new to CAP, having been in around 2 years and having completed Level II (ideally students will have completed Level II before assignment). While many will have had experience as a supervisor or manager outside of CAP and even military command experience; very few will have been leaders in a volunteer environment or among youth. Here too, the Unit Commanders Course is especially helpful.

It's certainly true that being a unit commander is challenging. It grows the capacity of the member in ways they have not been grown before. But anyone who has held the assignment will also say that it is the most rewarding and even fun job they have ever had in CAP.

The job of the course director, instructors and mentors of the UCC is to use the curriculum to teach, to guide, and to encourage these new and aspiring commanders.

Contact hours

There are two methods available for delivering the new UCC: a 100% online course hosted by National Headquarters, and a blended format consisting of an online precourse (contained in the LMS) followed by a 2-day in-residence experience hosted by a wing. This Director's Guide addresses the blended format held by the wing.

Note: *Many of the lessons in this guide have assigned readings (either organic to the UCC itself in the Student Guide) or specially-assigned readings provided by individual instructors. The readings listed in **bold face** after each lesson must be read before the assigned lesson is presented.*

Student requirements

To apply, Commanders' Course applicants must forward a CAP Form 17, *Application for Senior Member Activities*, through their unit commander to the course director. The senior member must have completed Level II (wing commanders may waive this requirement on a case-by-case basis). Wing commanders should take care if waiving this requirement as the course design is predicated on students having the appropriate exposure to and experience with CAP to master the content.

Course objective (Cognitive)

The objective of the Unit Commanders Course is to build a cadre of well-trained officers who are prepared to become unit commanders at the squadron level. Graduates will be able to weave the management responsibilities of command with the leadership skills necessary to build and encourage a team of dedicated members from all walks of life and of all ages to accomplish the CAP mission and squadron objectives.

The goal of the Unit Commanders Course is to influence CAP officers towards accepting more leadership and responsibility at their unit. The overall course objective cited above is divided into four major areas of emphasis which are organized into lesson blocks. Students must:

- Demonstrate an understanding of what is necessary to get a firm grasp of the command. This is demonstrated by the ability to integrate the CAP mission into the local squadron's operations; being able to develop and effectively communicate their command vision (commander's intent); and their ability to build and effectively use their staff.
- Demonstrate a firm grasp of the programmatic and managerial items necessary to keep the squadron functioning financially and logistically. The student must also be able to demonstrate comprehension of the management of the unit membership.
- Demonstrate understanding of the various compliance and management issues and challenges of modern squadron command. This includes finances, resource allocation, navigation of CAP's information systems and IG functions.
- Finally, the student must be able to comprehend the skills and abilities necessary to become a *leader* among their former peers. Where management of the unit membership refers to the training, supervision and even discipline of the force; leadership in this context refers to the development of each person as a unique member within the squadron; with special talents, needs and desires which the unit commander can leverage to influence the member towards better performance.

The students will soon discover important relationships between themes and lessons. The final result of the UCC should be the preparation of an enthusiastic and well-developed group of emerging leaders who are better equipped to embrace their unit command assignment.

Strategy

The methods of instruction vary according to subject matter, but students can expect a blend of online and/or in-residence formats, informal lecture, guided discussion, case study and demonstration/performance. Each block will also have a quiz to evaluate their mastery of the material. This means that students are expected to have completed the assigned readings and other assignments prior to meeting.

Additionally, a key feature of the UCC is the student requirement to interact with fellow students while demonstrating and applying the skills learned.

As stated, the UCC is composed of four blocks of instruction. The UCC will present lessons based on these four blocks. Each block will have a Block Objective on which lessons will build.

While there are blocks and lessons that may lead to a "natural" flow of material for the UCC, the course director may schedule the lessons in any order he/she wishes. This allows flexibility in case an instructor has to reschedule.

As you prepare for the course, please keep these items in mind, as this course has completely changed.

1. All lessons are mandatory in the new UCC. It is no longer a mandatory/elective structure.
2. The new UCC is a hybrid formatted course, as it contains an online precourse as well as an in-residence portion. The in-residence portion of the course takes the full two days.

3. Like Level I, the students must complete a series of readings (the student guide), complete open-book block quizzes in the Learning Management System (LMS) and complete at least one writing assignment that must be brought with them to the class.
 - a. Students will only receive credit if they complete the online work and attend the in-residence portion.
 - i. You will need to enroll the students into the precourse (using the LMS) at least three weeks prior to the course start (You are given permissions to do this once you have submitted the CAP Form 46 to Bobbie Tourville at bjtourville@capnhq.gov). Please see Attachment 1 for precise instructions.
4. Because of the hybrid nature of the course, we highly recommend that:
 - a. You begin the registration process for your students as soon as you make the decision to give the course.
 - b. You do not accept new students less than 3 weeks out from the course.
 - c. Encourage them to bring their laptops/tablets. If they have a wireless card or other embedded Internet access, so much the better.
 - d. Please do not accept walk-ins.
5. Please secure instructors and give them access to the course materials as soon as possible. Many of the lessons have some discussion questions provided, exercises that are to be completed in-class, and demonstrations. Suggest you read the Instructor's Handbook to see what the instructors will be doing.
6. The new UCC is best administered when there is Internet access (at least for the instructors). If you can secure a hotspot for those students who did not bring their own access; please do. It'll help them walk through some of the Internet utilities.
7. Please have them complete the end-of-course evaluation. This will be the basis for the tweaks we will be making to the course throughout the course life.
8. You will upload the CAPIDs of graduated students into the LMS after the course to get them final credit. Instructions for completing this step are found at Attachment 2.

Course outline

Block 1: Getting Started

1. Care and Feeding of a Member
2. Commander's Intent
3. Squadron Staff Responsibility
4. CAP Squadrons and Missions
5. Taking Command

Block 2: Commander's Toolbox

1. Customs, Courtesies and Ceremonies
2. Introduction to the Commander's Dashboard
3. Introduction to CAP Publications
4. Meeting Planning
5. Navigating eServices

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Block 3: Compliance

1. Stewardship and Risk Management
2. Complaint Process and Your Responsibility
3. Finance Fundamentals
4. Understanding the Subordinate Unit Inspection Program

Block 4: Leadership

1. Communications Fundamentals
2. Delegating Authority
3. Developing our Members
4. Using CAP's Performance Feedback Form
5. Leadership Fundamentals for Commanders
6. Working with the Community

Lessons

The UCC is a standardized course. The lessons contained in the course provide a consistent foundation across the organization from which the local director and/or instructor can add to in order to personalize the lessons to fit the unique needs of their wing.

Each lesson has three basic components: a teaching plan (contained in the Instructor's Handbook), the student material and PowerPoint slides to augment the discussion. Many lessons contain case studies, classroom exercises, opportunities for demonstration, quizzes, or other assignments. Each is carefully designed to augment the reading and discussion.

Course Director's Instructions

Thank you for accepting the critical assignment of course director for the Unit Commanders Course! By taking the lead and taking charge, you are developing CAP's leadership for tomorrow!

Director's responsibilities

The success of the Unit Commanders Course depends in large part on its director. The director has the responsibility for selecting and supervising highly qualified and efficient staff members who will perform their duties in a professional manner. The director cannot personally accomplish every detail of the Commanders Course and must delegate duties whenever possible and follow up to ensure responsibilities or duties are accomplished.

The director also has the responsibility for selecting safe, suitable, and appropriate facilities and accommodations. The right location and facility will encourage participation in this event and can make the event more meaningful and enjoyable for members who attend.

Additional Emphasis Items

- Because the wing-hosted course is a blended course with an online component, the director must submit a CAPF 46 to CAP/PD to register the course at least 45 days out to obtain permissions to enroll students into the online precourse (see Attachment 1).
- Select an assistant director to deal with "housekeeping" details. The director's responsibility is to monitor the overall quality of the course.
- Ensure staff members are prepared and proficient to present assigned material.
- Monitor the flow of events during both the planning and execution phase.
- Keep the instructors on schedule according to the curriculum.
- Maintain clear and accurate financial records of the UCC.
- Report graduates of the in-residence component using the Mentor Input/Skills Eval function in the LMS with 14 days of course completion (see Attachment 2).
- Submit closing reports, critiques as well as financial accounting to the wing Director of Professional Development within 14 days of the close of the UCC activity.
- Ensure that any training materials issued from the wing are returned to the Wing Director of Professional Development.
- Conduct the course in a manner that protects the interests of the facility where the UCC is held, as well as the interests and integrity of CAP in general.
- Recognize/reward staff and instructors who participated.

Course logistics and planning

Location

The location can make all the difference in the success of the UCC. Possible facilities that directors should consider in choosing a location include:

- Military installations
- Educational institutions
- Established conference centers
- Motel/hotel
- Church meeting area
- Community facility (City Hall, Council Room, Airport)

The Wing Director of PD must approve the facility. The course director should submit a request in writing to the facility manager/owner outlining the date, time, number of students and staff, etc. The director must follow up to obtain written permission to use the facility.

When selecting a facility, consider arrangements for:

- *Housing.* Rooms must have adequate space and furnishing. The rooms must have air conditioning/heating, and the facility should have low noise levels in order for the students to study.
- *Food.* Students should have easy access to a dining facility. Preferably, directors can work with the host base to choose a location with a dining facility in it or within walking distance of it (if on a military installation). Because the students will probably use the facility more than once over the length of the course, the dining facility should be affordable to the students. Inform the facility manager of the number of students and what time the students will eat.
- *Classrooms.* Have sufficient space to permit comfortable seating. All classrooms need adequate lighting and functional equipment.
- *Parking area.* Select a facility with convenient parking, not too distant from the facility.
- *Accessibility.* Choose a convenient location, i.e., a place convenient for all students and easy to find.
- *Military Support Authorizations (MSA).* Obtain MSA for students and staff from the host base when using a military installation.
- *Notify Security Forces and arrange for an approved Entry Access List (EAL).* Inform them of the course in writing when using a military installation, and provide a copy of the MSA. Follow local base procedures for generating and submitting an entry access list for approval. ***Don't skip this step thinking that the MSA is all that is required. The EAL allows access to the base. MSAs allow you to use facilities once admitted to a base.***
- *Time constraints.* Time is an important factor for the instructors as well as the student. Prepare a schedule that utilizes time wisely. You should consider pre-class assignments along with a working lunch or supper. (This could be pot-luck, a cookout, pizza, etc.) This allows time for students to interact socially.

Staff

CAP wants every student to have a positive and beneficial learning experience. Choose knowledgeable staff members who have good rapport with people. Consider using current and

past unit and wing commanders at a minimum. Select staff members based on their instructor skills, staff position, knowledge, and proficiency in the performance of their CAP duties.

When choosing the staff, consider the professional image of each staff member. Staff members may wear any of the authorized Civil Air Patrol uniforms. However, they must meet the required standards for that uniform. Look over the staff members before presentations and make corrections as needed. The director and staff members should recognize they set the example for CAP members. Civil Air Patrol wants its members to portray a professional image. Speakers and staff members can lose credibility quickly if students detect uniform violations, because they may assume the performance of the staff members will be similar to their appearance.

Discuss time allotments with staff members. All staff members must know the importance of adhering to the schedule! Ask staff members to rehearse their presentation to ensure familiarity and competency with the subject. Remind them that the length of their presentation affects other instructors and activities.

Recommended Staffing

The following positions constitute the basic staff for the Unit Commanders Course:

- *Assistant Director* - The Director and Assistant Director should serve in the same unit, if possible, to provide maximum coordination and assistance.
- *Administrative Assistant* - The administrative assistant helps in keeping attendance records for the course, as well as aids members in "signing-in" and checks the credentials of each person attending for current membership status and completion of required prerequisites. The administrative assistant can also ensure refreshments are provided, the building is in good order, the diplomas are prepared and correct, and adequate student records are kept.
- *Instructors* - Instructors are critical to the success of the UCC. Seminar leaders should be current on practices, procedures and regulations regarding their field of expertise.

The UCC directors may choose their staffs from their own wings, or they may enlist the help of members from other wings. The director may request assistance from region personnel. If the director wishes to use region personnel for staff, a request is sent to the Wing and Region Directors of Professional Development.

Alternate Staff Members

The UCC director may choose alternate staff members who can step in at the last minute in the event an instructor becomes unexpectedly unavailable.

Publicity

Ensure that the Unit Commanders Course receives wide publicity within the wing. Develop a flyer or webpage on the wing website, as well as posts on social media explaining:

- Subject
- Purpose and objectives of the course
- Dates

- Place
- Application information (CAPF 17, applications must have the approval of both the squadron and wing commanders if the UCC is held outside the individual's wing)
- UCC director's mailing address, telephone number, e-mail address, and radio call-sign
- Enrollment fee

Also send a letter to each unit commander requesting maximum publicity for the school. The director can also request that the staff make announcements over the wing radio net and post the notification on the wing's web page and social media outlets.

Informing the students

Once the applications are submitted and accepted, the director sends an information letter via email to each participant. This letter serves as the director's initial contact. Certain elements appear in this "welcome" letter:

- How to contact the director (e-mail, phone, fax, address)
- Welcome comments
- Time of class
- Location of class
- Instructions for accessing precourse online lessons, readings, quizzes, exercises and other assignments
- Parking accommodations
- Sleeping accommodations
- Uniform requirements
- Dining schedule and location
- Telephone contact during the school
- Mail address
- Time and date of graduation
- Map and directions to the facility
- Information about what students should bring (i.e. – they should bring the student guide, proof of quiz completions, assignments, electronic devices, etc).

Consider attaching selected student materials (such as the course outline) to the welcome letter. This will better prepare students for the course.

Registration

Each member attending the school will sign in so the director can develop a roster and complete the Mentor Input/Skills Eval function in the LMS, or other form of official record. The director will arrange to have the registration booth at a central point with an adequate number of tables and chairs for those registering. If possible, the director should arrange to have light refreshments

(coffee, doughnuts, juice, etc.) at the registration point. Students receive the following items at registration:

- UCC study materials not sent in the welcome e-mail
- List of UCC staff members
- Handouts developed for the course
- Schedule
- Smoking instructions
- Dining instructions
- Course critiques

Orientation

The orientation includes welcome comments from the director and representative of the institution or facility, introduction of staff members, presentation of the course schedule, and a review of the course objectives and curriculum. During the orientation, students receive information on smoking policies, the location of restroom and break facilities, and lunch arrangements and other important information.

Presentations

The course director is responsible for the overall quality of the presentations during the UCC. No CAP senior member should be expected to attend a session where the instructor is not adequately prepared to present the material.

Most CAP presenters, given the instructor materials and guidance beforehand, will conscientiously prepare to teach their portion of the UCC. However, no matter how experienced an instructor may be, the director should discuss the instructional objectives and go over the outline and other materials with the instructor. Ensure instructors are trained to operate presentation equipment, and that the quality of the presentations is maintained at the highest level. The students who come to training programs such as the UCC deserve nothing less.

Feedback

The course director or assistant course director should closely monitor each classroom presentation to ensure quality and to provide feedback to presenters. Feedback may be formal (with an evaluation sheet) or informal (verbal feedback on the session.) Feedback should include any significant remarks from the end-of-course critique, both positive and negative, when this data is available. After the course conclusion, the director and staff review and discuss the critiques.

Closing

At the end of the course, students fill out the course critiques. The director will ask students to provide constructive feedback and remarks for future versions of the UCC. The director or, if possible, the wing commander may present course diplomas during an awards ceremony.

Logistics and planning checklist

60 DAYS PRIOR TO CLASS START

- Select and schedule meeting location
- Set date and time

45 DAYS PRIOR TO CLASS START

- Send CAPF 46 to bjtourville@capnhq.gov
- Obtain course materials
- Select and notify instructor and support staff
- Distribute flyers to wing units to publicize the course or send notification that the webpage is active.

30-21 DAYS PRIOR TO CLASS START:

- Study the Instructor Guide and review Student Guide
- Personalize instructor guide for local unit
- Notify those selected to attend the class
- Upload student CAPIDs into the LMS to enroll them into the precourse
- instruct students to download their own student materials and begin the precourse activities/assignments

15 DAYS PRIOR TO CLASS START

- Verify availability of meeting location and number of students
- Obtain supporting materials and supplies
- Fine tune instructor guide
- Update instructors and support members as required

10 DAYS PRIOR TO CLASS START:

- Make arrangements for TV and DVD (if desired), Internet and PowerPoint capability
- Obtain instructor materials such as a projector and white board
- Review lesson materials for quantity and quality
- Obtain administrative supplies
- Finalize instructor guide and presentation materials
- Conduct a practice session(s) with an audience if possible

5 DAYS PRIOR TO CLASS START:

- Make final adjustments to the teaching plan based on feedback from practice sessions
- Advise staff members of uniform requirements

1 DAY PRIOR TO CLASS START

- Check availability and operation of all equipment
- Assemble and distribute all lesson materials to classroom
- Verify arrangements for refreshments (if provided)

OPENING DAY OF CLASS

- Set up and final check all equipment
- Ensure classroom environment is conducive to learning (heat, lights, noise, etc.)
- Prepare or ensure access to refreshments (coffee, sodas, snacks, etc.)
- Inspect staff members and have someone greet class members as they arrive
- Enjoy the rewards of a well planned and presented Unit Commanders Course

NOT LATER THAN 14 DAYS AFTER CONCLUSION OF THE COURSE

- Upload in-residence students who completed the course into the LMS using the Mentor Input/Skills Eval function of the LMS
- Submit course evaluations to the Wing/DPD and to CAP/PD
- Submit financial accounting and any other required paperwork to the Wing/DPD (in accordance to established wing procedures)

The director should specifically delegate these steps when possible; but will be available to answer questions.

Block 1 Overview: Getting Started

This block of instruction discusses the items that commanders should be prepared to address immediately upon taking command. This is demonstrated by the ability to integrate the CAP mission into the local squadron's operations; being able to develop and effectively communicate their command vision (commander's intent); and their ability to build and effectively use their staff.

Students must arrive at UCC with a solid understanding of the basic organizational structure of Civil Air Patrol, CAP's three-faceted mission, their squadron's organic capabilities. This is the reason that Level II completion (which encompasses basic grasp of their staff specialty, completion of Squadron Leadership School and completion of the Officer Basic Course (or equivalent) is so important to the student's success at UCC.

It is upon this block that the rest of the course is built.

Block 1 Objective (Cognitive): This object of this block of instruction is for each student to:

1. Demonstrate knowledge of the typical needs and resources required in order to assist and guide their squadron members to enjoy the most fulfilling and professional CAP career that each individual member desires
2. Describe the essential elements that are the commander's intent.
3. Explain the composition and purpose of the squadron staff and outline their responsibilities to the commander and the unit as a whole.
4. Describe the three squadron types and how each contributes to the CAP mission (care should be taken to ensure students can describe how every type contributes to each facet of the 3-faceted CAP mission).
5. Comprehend the role and requirements of unit command.

Block 1 Lessons:

1. Care and Feeding of a CAP Member
2. Commander's Intent
3. Squadron Staff Responsibility
4. CAP Squadrons and Missions
5. Taking Command

Each lesson contains a teaching plan and the student guide materials. Students will read lessons online and quiz prior to attending the discussions. It is the course staff's responsibility to ensure that these requirements have been met.

Additionally, several lessons have required exercises or assignments that are completed prior to attendance and brought to the discussion by the students; or which are completed during the discussion. These exercises and cases bring richness and context to the discussion, making the concept more "real" to the students.

Block 2 Overview: Commander's Toolbox

This block of instruction discusses the/those programmatic and management items necessary to keep the squadron alive, vibrant and contributing the wing and to the mission. This block requires the course director and instructors teaching these lessons to be especially attentive to changes in CAP policies and computer applications, as eServices, the Commander's Dashboard, the Safety Information Reporting System and other applications are discussed at length.

Finally, customs and courtesies at the squadron level are discussed. Customs and courtesies speak to the traditions of CAP, to our Core Values of Integrity, Service, Excellence and Respect; and also towards building a culture of teamwork and spirit among all members; not just our cadets.

Block 2 Objective (Cognitive): This object of this block of instruction is for each student to:

1. Understand and be able to demonstrate the unique customs and courtesies used by members of CAP and the USAF, plan relevant ceremonies which require the use of the those skills and demonstrate the correct selection and wear of the appropriate uniform.
2. Know what the commander's dashboard is, and how to use the data it generates.
3. Describe the requirements and processes of financial management and budgeting at the squadron level.
4. Find current CAP publications (regulations, pamphlets, manuals and forms), and how to use them efficiently and effectively.
5. Comprehend the importance of meeting planning.

Block 2 Lessons:

1. Customs, Courtesies and Ceremonies
2. Introduction to the Commander's Dashboard
3. Introduction to CAP Publications
4. Meeting Planning
5. Navigating eServices

Each lesson contains a teaching plan and the student guide materials. Students will read lessons online and quiz prior to attending the discussions. It is the course staff's responsibility to ensure that these requirements have been met.

Additionally, several lessons have required exercises or assignments that are completed prior to attendance and brought to the discussion by the students; or which are completed during the discussion. These exercises and cases bring richness and context to the discussion, making the concept more "real" to the students.

This block also contains several discussions that require Internet access so that CAP online applications may be accessed by instructors and students. Be sure to factor this into your logistical planning when obtaining classroom facilities and equipment.

Block 3 Overview: Compliance

This block of instruction discusses the compliance issues of unit command. Being a unit commander is akin to running a small business where there is much more to the job than simply holding the meeting and doing the mission.

Commanders and their staffs have to be mindful of financial management, property accountability, rules compliance issues and legal, moral and ethical requirements for the treatment of our adult and youth members.

The commander is, in a word, accountable for all of this and more. Some students bring with them business management or military command experience. Capitalize on this. Other students will have no such experience and will need more guidance and mentoring during the school, and later on back at their home units.

Block 3 Objective (Cognitive): This object of this block of instruction is for each student to:

1. Understand the duties and responsibilities associated with being a trusted steward for CAP's assets.
2. Understand the complaints process and their role in it as a commander.
3. Have a working knowledge of the finance system used by CAP at the squadron level in order to confidently and competently assume the duties of squadron commander.
4. Understand his/her role in ensuring the squadron has a successful result during a Subordinate Unit Inspection (SUI).

Block 3 Lessons:

1. Stewardship and Risk Management
2. The Complaint Process and Your Responsibility
3. Finance Fundamentals
4. Understanding the Subordinate Unit Inspection Program

Each lesson contains a teaching plan and the student guide materials. Students will read lessons online and quiz prior to attending the discussions. It is the course staff's responsibility to ensure that these requirements have been met.

Additionally, several lessons have required exercises or assignments that are completed prior to attendance and brought to the discussion by the students; or which are completed during the discussion. These exercises and cases bring richness and context to the discussion, making the concept more "real" to the students.

This block also contains several discussions that require Internet access so that CAP online applications may be accessed by instructors and students. Be sure to factor this into your logistical planning when obtaining classroom facilities and equipment.

Block 4 Overview: Leadership

This block of instruction discusses leadership and how the commander's mastery of leadership leads to squadron success.

The question, "Is leadership a natural talent or a learned skill?" misses the point. It's both. Some people have a natural "knack" for leadership. Others need a little help.

Leadership is critical to the success of any organization, but especially in volunteer membership organizations like Civil Air Patrol. Leadership: its quality, its approach; how it's received is the critical factor in keeping members and in achieving the goal. It's pure.

The tools we have for recognizing our members are in large measure also a function of and an expression of the leadership ability and outlook of the commanders involved. Our ability as commanders to have a vision, acquire the resources necessary to carry out the vision and most importantly to get our members to embrace and ultimately achieve that vision is how we measure success.

In Block 2, we discussed members as a group and how they are managed as a resource. Here, in Block 4, we spend our time discussing the *member* and how a commander's work with the member as a *person*: their needs, their desires, their knowledge, skills and abilities unique to themselves.

Block 4 Objective (Cognitive): This object of this block of instruction is for each student to:

1. Demonstrate effective communication knowledge and skill in both verbal and written formats.
2. Comprehend the importance of delegating authority effectively to your staff.
3. Apply various theories, methods and techniques associated with developing our members at the unit level.
4. Demonstrate use of the CAP Form 40, *Performance Feedback* as a tool for evaluating subordinates and as a self-assessment tool.
5. Demonstrate an understanding of basic leadership principles that are integral to command.
6. Learn how to reach out to other organizations and citizens in their community in order to appropriately expand their squadron's exposure to, interaction with, and possible membership recruitment from, their local community.

Block 4 Lessons:

1. Communications Fundamentals
2. Delegating Authority
3. Developing Our Members
4. Using CAP's Performance Feedback Form
5. Leadership Fundamentals for Commanders
6. Working with the Community

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Each lesson contains a teaching plan and the student guide materials. Students will read lessons online and quiz prior to attending the discussions. It is the course staff's responsibility to ensure that these requirements have been met.

Additionally, several lessons have required exercises or assignments that are completed prior to attendance and brought to the discussion by the students; or which are completed during the discussion. These exercises and cases bring richness and context to the discussion, making the concept more "real" to the students.

This block also contains several discussions that require Internet access so that CAP online applications may be accessed by instructors and students. Be sure to factor this into your logistical planning when obtaining classroom facilities and equipment.

Unit Commanders Course Evaluation

Course Location: _____ Graduation Date: _____

Section I: Lesson Feedback

Please give us some candid feedback on the course. Your feedback will help us improve the usefulness of the course for future commanders. Following is a listing of presentations and administrative items for your evaluation. Circle your response to each item using the following scale:

This information was (over, please):

1 = Of No Use 2 = Of Little Use 3 = Of Some Use 4 = Useful 5 = Very Useful

NOTE: Written comments are encouraged and include the item number for reference purposes. We would especially appreciate written feedback on any items you scored at the extremes of the scale (1 or 5). Please specify in your critique whether comments are about subject matter, materials, or how the material was presented.

Block 1: Getting Started

- | | | | | | |
|----------------------------------|---|---|---|---|---|
| 1. Care and Feeding of a Member | 1 | 2 | 3 | 4 | 5 |
| 2. Commander's Intent | 1 | 2 | 3 | 4 | 5 |
| 3. Squadron Staff Responsibility | 1 | 2 | 3 | 4 | 5 |
| 4. CAP Squadrons and Missions | 1 | 2 | 3 | 4 | 5 |
| 5. Taking Command | 1 | 2 | 3 | 4 | 5 |

Block 2: Commander's Toolbox

- | | | | | | |
|--|---|---|---|---|---|
| 1. Customs, Courtesies and Ceremonies | 1 | 2 | 3 | 4 | 5 |
| 2. Introduction to the Commander's Dashboard | 1 | 2 | 3 | 4 | 5 |
| 3. Introduction to Publications | 1 | 2 | 3 | 4 | 5 |
| 4. Meeting Planning | 1 | 2 | 3 | 4 | 5 |

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5. Navigating eServices
1 2 3 4 5

Block 3: Compliance

1. Stewardship
1 2 3 4 5

2. Complaint Process
1 2 3 4 5

3. Finance Fundamentals
1 2 3 4 5

5. Understanding the Subordinate Unit Inspection Program
1 2 3 4 5

Block 4: Leadership

1. Communications Fundamentals
1 2 3 4 5

2. Delegating Authority
1 2 3 4 5

3. Developing Our Members
1 2 3 4 5

4. Using CAP's Performance Feedback Form
1 2 3 4 5

5. Leadership Fundamentals
1 2 3 4 5

6. Working with the Community
1 2 3 4 5

Section II: Overall Course Evaluation

What method did you use to complete the Unit Commanders Course? (Select one)
In-residence (2-day) Hybrid (1-day in residence, rest online) National Online Course Other (specify in comments)

Please use this scale for the following statements:
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

1. The length of this course is about right.
1 2 3 4 5

2. The basic content of the course met my needs as a unit commander.
1 2 3 4 5

3. The course was a good investment of my time and efforts.
1 2 3 4 5

4. I would recommend all new and potential unit commanders attend this course.
1 2 3 4 5

5. What was the best/most effective lesson of the course? Why?

6. What was the least useful/effective lesson of the course? Why?

7. Which lesson(s) could have used more time?

8. Which lesson(s) could have used less time?

Additional Course Comments: _____

Section III: Demographics (Optional)

For this section, please tell us a little more about yourself:

1. How long have you been a CAP senior member?
Less than 1 year 1-2 years 2-4 years 4-6 years Over 6 years

2. What is the highest level of the PD program you have completed?
Level I Level II Level III Level IV Level V

3. How much experience have you had as a unit commander?
None Less than 1 year 1-3 years 3-5 years Over 5 years

4. Is this your first tour as a unit commander?
Yes No (if no, how many tours have you served? _____)

Attachment 1

PROCEDURE FOR ENROLLING STUDENTS INTO THE UCC PRECOURSE:

1. Register the course with Bobbie Tourville (bjtourville@capnhq.gov) using a CAP Form 46 not less than 45 days out from the scheduled in-residence course date. The Director identified on the course form will be given permissions to access the course and enroll students. (Be sure to include the course director's CAPID.)

2. Once permissions are granted, enrollment of students is achieved as follows:

- a. Log into eServices and go to the Learning Management System homepage.
- b. Under the "Course Admin" heading, select "Manage Prerequisites."
- c. In the drop down menu, select "New Unit Commanders Precourse"
- d. At the bottom of the page a "Create/Edit Course Prerequisites" Heading will appear with another drop down menu.
- e. Select "Enroll Members" from that menu. **Do not select** any other prerequisite from the menu. Heading will appear titled, "Enroll Members Options" with a fill box.
- f. In the fill box, enter the CAPIDs, each separated by a comma. **Do not use spaces.** Example:

123456,654321,135790,975310

- g. After completing your list, click on the "Search key" (Looks like a little magnifying glass) located by the right lower corner of the fill box. The names of the members you have enrolled will then appear.
 - h. At the very bottom of the page, select, "Add Prerequisite." **Do not select** "Clear Prerequisite Info, or "Clear Course," even if you have made a mistake with a CAPID number. You can fix that later by removing the student.
 - i. Another dialogue box will appear with the following choices: "Add Lesson" "Add Prerequisite" or "OK". **Select OK.** It will process and take you back to the "Manage Course Prerequisites" Homepage. Your students now have access to the precourse.
3. If you need to remove a student from the course:
 - a. Log into eServices and go to the Learning Management System homepage.
 - b. Under the "Course Admin" heading, select "Manage Prerequisites."
 - c. In the drop down menu, select "New Unit Commanders Precourse"
 - d. A menu will appear list all the students enrolled in the course. Find the student you want and select, "Remove Prerequisite." It will ask you if you are sure. If you are, say "Yes."

Attachment 2

PROCEDURE FOR UPLOADING STUDENTS WHO HAVE COMPLETED BOTH PORTIONS OF THE BLENDED UCC (PRECOURSE AND IN-RESIDENCE)

This procedure only works if the course was preregistered with NHQ/PD, students were enrolled in the UCC precourse **and** have completed the in-residence portion of their wing's course. Course directors have 14 days from the end of the scheduled course date to input their students for credit.

The course director records attendance at the in-residence course as follows:

- a. Log into eServices and go to the Learning Management System homepage.
- b. Under the "Modules" Heading, Select, "Mentor Input/Skills Eval. A drop down menu will appear asking you to select a course under "Step 1". Select, "New Unit Commander's Precourse."
- c. Step 2: Make sure the **In-Residence UCC completion** is highlighted.-Proceed to Step 3.
- d. Step 3: "Completed." This asks you for the date the course was completed. Select the date.
- e. Step 4 asks you to load the CAPID numbers of the members involved. In the fill box, enter the CAPIDs, each separated by a comma. Do not use spaces.
Example:

123456,654321,135790,975310,

- f. After completing your list, click on the "Verify members." NOTE: You cannot add your own CAPID.

NOTE: Members who have not completed the precourse will not receive credit for the in-resident portion. If this is the case, contact Professional Development at Prodev@capnhq.gov for instructions.

- g. Follow the prompts to complete the process. If the member(s) have completed the precourse work, they will receive credit for the course.

**CIVIL AIR PATROL
UNIT COMMANDERS COURSE
DIRECTOR'S HANDBOOK**



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To maintain academic integrity, CAP protects this material.

No portion of this guide may be used for any purpose other than for the CAP Unit Commanders Course.

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