CIVIL AIR PATROL
Unit Commanders Course
Instructor'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.

*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. Many lessons will also have quizzes 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.

    Students will only receive credit if they complete the online work and attend the in-residence portion.

4. The in-residence portion of the UCC is heavily weighted towards student participation and discussion. We can do this because of the precourse work that helps ensure they have read and digested the concepts brought forth in the student guide. The instructor's role is that of a facilitator and group mentor, not that of a speaker. It requires a different kind of instructor preparation.

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

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 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 (included in this 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.

Instructor Guidance

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

This handbook contains many of the items with which you will prepare for your time with the students. Your presentation may be live in-residence, or via webinar. In either case, students will be looking to you for guidance, perspective and sometimes assistance in completing the course. It's critical for you to properly prepare for your presentation: using this handbook, the PowerPoint slides and student materials also companion to the course, any relevant regulations, forms, online applications or other items necessary to ensure a quality, timely and current presentation.

Instructor responsibilities

The role of the instructor is simple: to facilitate learning on behalf of the students. For however long you have them, you are their guide and mentor. They look to you to be the expert; however they don't want to be talked at or instructed to. What most would rather have is a guide to help them discover for themselves what's most important to know as a unit commander. Your job is to be that guide.

The in-residence experience, then, should be more dynamic and rich with questions, discussions, cases, demonstrations and application.

Administratively, you also have some additional responsibilities: you must ensure that any required reading, quizzes or other assignments are completed and if necessary brought to the discussion. This is especially true for some of the writing/speech preparation required in some lessons. There simply won't be time for students to complete the assignments while in class.

Finally, many presentations require live internet and computer access for instructors/students to reach several eServices applications. It is preferred that this access is acquired. However, in the unlikely event that internet access is unavailable; screen shots for most functions have been provided and are current as of April 2017. *While CAP will attempt to keep these screen shots current, it is also the instructor's responsibility to ensure these screen shots are still current before their presentation.*

Materials and class preparation

The Instructor Handbook is your reference material. It provides the topics for each segment, sub topics, learning objectives, overviews, notes for presentations and exercises for the students in the form of projects, questions, and case studies. These lessons contain latitude for the instructor to tailor the lesson to the needs of the class. Unless specifically told not to, please feel free to augment the segments with information relevant to your wing.

The student materials are designed to give the student the information required in the course in an easy to understand format. It is broken down first by objectives, and then the information presented. This way, the students can follow along with the presentation.

PowerPoint slides assist in planning and presenting the course. Each is clearly marked. They do not provide all the information. Rather, they serve as guides to move the class along.

Generalizations on Adult Education

The following generalizations on adult education provide an excellent framework for developing curriculum intended for adult students. These are guidelines for the instructor to consider when presenting the Unit Commanders Course.

Definition: Adult education is the process through which adults have and use opportunities to learn systematically under the guidance of an organization, teacher, supervisor, trainer, or leader. It is a cycle of planning, conducting and evaluating learning activities. It requires guidance by the teacher or trainer. It is concerned with purposeful guided learning. It may or may not include graded work.

1. Adult learning is problem centered: an adult expects the learning to fit into daily life.
2. Adults use previous experiences to learn new material.
3. Adults have likes and dislikes with dislikes perhaps stronger as intellect and life experience grows.
4. Adults are extremely sensitive to failure in the learning situation.
5. The most effective learning environment for adults is one where leadership is shared.
6. Many adults doubt their ability to learn.
7. Physical factors can impair learning.
8. Adults expect the answers they get to be correct and to work. They are often goal directed.
9. Adults in the learning environment will vary widely in age, experience, motivation and goals.
10. The learning strategy (methods and techniques) should be suited to the learner, not the learner to the strategy.
11. Learning for an adult is an evolutionary undertaking that requires time to be absorbed.
12. Adults affected by instructional decisions should be able to influence those decisions.
13. Adults need to be respected in the learning environment for choosing to be present.
14. Adults control their own learning. The teacher/trainer is a facilitator of learning, not a "teller" of facts.

Teaching techniques

The job of the instructor is to present the material in an efficient, yet engaging manner. First, know the material yourself. Become familiar with this material, and research supporting material to help answer any questions. Consider rehearsing to become comfortable with the material.

Second, tailor the lesson to fit the needs of the students. Though a recommended time frame for each class is provided, you may need to extend a class if students need more time.

Don't permit one student to dominate the class. Make sure everyone participates. By the same token, do not give a monologue. Try to keep your students engaged with the material and each other.

The following are some short hints on different teaching techniques. These segments have been adapted from a variety of CAP instructional text and teaching guides. Try to use a variety of these techniques throughout the course.

Always remember, when you teach a subject, you are trying to sell the idea to the students. You want students to adopt the ideas and practices presented and use them in their own squadrons. Sell ideas by explaining them to the students, pointing out the pros and cons, give examples and allow students to discuss the applications so they come to an understanding of what is the best course of action. This doesn't have to be a hard sell, but it does necessitate instructors believing in the subject matter and being flexible enough to allow an exchange of ideas.

Presentations in General

Presentation techniques can be used for virtually any group from the small group to as many as several hundred. There are many ways to effectively present to groups and many things to remember. Here are seven hints which will help you to prepare for speaking in front of the class.

Know your subject: Review or research your subject thoroughly. If you don't know the answer to the question, tell the students you'll find the answer and get back to them. You must then follow through as soon as you can. You must be prepared to find the answer to any question. You are there as the expert.

Be prepared: Make sure to have all the materials needed to teach the class. Do you have all necessary handouts? Is your audio visual equipment working? Do you have a backup system should the primary fail? Is there a review prepared? Do you feel comfortable with the material to be presented, as well as the teaching method?

Appearance: How do you look? Is your uniform in order? Are you well groomed? Do you look rested and in control, or nervous? How is your posture? If you were the student, what kind of first impression would you draw?

Presentation: Don't read your entire presentation verbatim. Do not distract your audience with nervous mannerisms or inappropriate attire. Introduce your subject. Have your outline handy for easy reference. Speak clearly and loud enough to be heard and understood by all. Be sure to maintain eye contact with the audience.

Teaching Aids: Do not turn your back to the audience when using teaching aids. Be familiar with all the equipment. Ensure your teaching aids assist and don't detract from the presentation. Always have a backup plan in case of equipment failures.

Feedback: Ask questions to gauge understanding, use a case study, or call for discussion. Review the main ideas of the lesson before ending the class, and try to promote some kind of interaction with the class. Act as the "devil's advocate" during discussion to stimulate creative thought. Ask for feedback not only on subject matter but also on the quality of the presentation. Look at both positive and negative feedback equally.

Evaluation: As the instructor, you will need to evaluate both yourself and your students. This is where feedback is especially helpful. There are two types of evaluations: formal and informal. An example of the formal evaluation is the course critique you will administer at the conclusion of the course. Informal evaluations include verbal comments during the class, at breaks, and at

the conclusion of the course. These are sometimes more candid and useful than the formal critiques.

Characteristics of a Good Speaker

To be effective when teaching you must be a good speaker. Eighty percent of all communication is speaking. A highly competent speaker must have three fundamental qualities: integrity, knowledge, and skill.

Integrity: Integrity is truth, honesty. If what you say is unworthy, your students will not accept it. If they feel you believe what you say, they will believe it also. Be sure to remember the effect of your instruction outside the classroom. Your students will notice if you don't "walk the talk", so if you teach something, practice it yourself. If you are arrogant, hostile, fearful or do not build confidence, your listeners may also close their minds to your message.

Knowledge: Know both the material to be presented and know the audience. Find out what they already know about the subject, and anticipate how they will react to the presentation.

Since all your speaking is an effort to get a response from your students, know something about their behaviors and characteristics. For instance, determine whether they will be hostile to a particular concept, and look for ways to explore the idea differently.

Skill: The material must be organized both for the audience and for the instructor. Next is good delivery. It cannot substitute for good organization, but the way ideas are projected should have dignity, force, and effectiveness. A third skill is handling questions. Anticipate questions and insert the answers into the presentation. Also, prepare a reservoir of facts to augment the presentation.

Developing the Lesson

Fortunately the UCC provides most of the materials for you; however, it's written for national consumption. It's important that you review the materials and tailor them to your wing.

Before tailoring the teaching plan, ask yourself questions about the subject, purpose, and situation. When thinking about the subject, think in terms of the interests and needs of the students. While students have a responsibility to listen to the presentation, they will probably be more attentive if you can pique their interest in the subject matter.

Limit the subject by thinking about the student's needs, level of proficiency desired and the amount of time available to deliver the class. Instructors can add their own information to the material we provide, but remember, brevity may be the best course. Keep it pertinent.

Every class is different, in terms of the students' intellectual and experience level, and temperament, as well as instructor experience, and their relationship with students. Students may want to focus on a different aspect of the subject than a previous class. Recognize students differ in abilities and other characteristics affecting their learning. Instructors must adapt teaching methods and curricula to produce the desired learning outcomes (results).

Instructors can teach this course solely from the materials provided, but personalizing the course for the students and the wing will enhance learning. Draw on your own experience or the experience of others, as well as the experiences of the members of the class. The materials

provided are organized to make it easy for instructors to deliver. Feel free to adjust material as time goes on; effective teaching is a constant improvement process. It should be a straight forward process to develop a teaching plan.

Introduction: Remember to make an effective introduction. Grab their attention, rouse their curiosity, and establish the tone for the class. This is when students will listen most closely, so make it count.

Body: Use the tools provided and make them your own. By the way, the slides are memory joggers, not the class itself. Do the legwork before you begin by preparing a complete teaching plan, supplemented by the slides.

Conclusion: The conclusion you create should be brief, and should review the main points. Suggested questions, case studies, and critiques to facilitate the process have been provided.

Making the Presentation

Most people become nervous when in front of a group. Nervous energy can be beneficial as a motivator to tie up loose ends and become surer of yourself.

Relieve some of the natural nervousness by knowing the material, and by being enthusiastic about the subject. It's a good idea to rehearse the entire presentation before going live in front of the class. Consider using an audio or video recorder to rehearse. Begin by drawing a deep breath and releasing it slowly to calm yourself before speaking.

Try not to concentrate on yourself as you present the material. Remember to focus your attention both on the subject matter and on your audience.

It is good to move around the classroom. Move purposefully, using movement to emphasize important points. Move from behind the desk or podium to get "closer" to the students.

Maintain eye contact with the audience. Look at several people at different points around the room. Do not stare at the floor, constantly at your notes, at a single point in the room, or off into space. Maintaining eye contact also gives you non-verbal feedback. You can see if the students are listening and understanding.

Remember the power of your voice. A presentation voice has three important characteristics: quality, intelligibility, and variety. Think about some of the more effective speakers you have heard. What made them pleasant to listen to? Now, think of some of the poorer speakers you've heard and what you remember about them.

Finally, speak casually, yet be prepared to speak. Reading from a manuscript or directly from the text leads to a very rigid presentation. There is too much material to memorize. By speaking extemporaneously, you use the material provided and plan what you wish to say. Outline the points you want to get across with key words and phrases to help you stay on track.

It is especially important for you to be clear on the purpose for the class. Know the composition, experience level, and behavior of the class. This will tell you how far to take the discussion, and how much facilitation you will have to provide.

Checklist for leading class sessions

- ☐ Arrive early!

- ☐ In advance, coordinate with key people in the group to start on time.

- ☐ Prepare to be deeply involved with the seminar topic and getting the students to talk productively.

- ☐ Ensure facilities are adequate and ready to use.

- ☐ Check your facility's setup.

- ☐ If you are leading a webinar, be mindful of what you say before/after the presentations as students may come on the line without you realizing. For this reason, it's a good idea not to conduct any other business during these webinars.

- ☐ Help members to get to know one another.

- ☐ Introduce the topic. State your objectives - be factual, but brief. Stick to the purpose.

- ☐ Ask well-planned questions. Write them out. Rehearse.

- ☐ Be a good listener, open minded and objective. Avoid taking sides.

- ☐ Avoid using sarcasm, ridicule, judgment, or argument when guiding the discussion. Do not demean anyone.

- ☐ Involve all members of the group.

- ☐ Think ahead of the group and lead by asking open-ended questions.

- ☐ Encourage members to participate. Establish an attitude of common helpfulness.

- ☐ Be sensitive to group actions and reactions. Attempt to understand what lies behind the words of each student.

- ☐ Understand individual behavior and change the behavior if necessary so the group can achieve its purposes.

- ☐ Be honest when you do not know. Avoid quibbling, anger, and personal affront.

- ☐ Be friendly, calm, and attentive. If humor seems appropriate, be sure the story can relate to the topic. It must be in good taste. Do not tell off-color jokes.

- ☐ Use words the students understand.

- ☐ Keep control of the group process. Summarize the points covered and keep the discussion directed toward the seminar and learning objectives.

- ☐ Avoid letting one student control the discussion.

- ☐ Make a final summary and relate the progress of the students to goal achievement.

- ☐ Close on time.

- ☐ Help evaluate the seminar by completing required reports, rating forms, comments, and record of student responses.

Selecting teaching methods

There are several teaching techniques. The teaching plans will help guide you in selecting the appropriate technique for a given topic. In this last section, we present a description of teaching tools you can use.

The Lecture

The lecture is a common teaching technique. It is basically a one way conversation with the instructor providing the information to the students. There is generally little opportunity for direct feedback, but lectures can be very effective when teaching new concepts, or when time precludes using other methods. This method is not generally preferred for teaching this course unless necessary.

The Guided Discussion

The guided discussion requires preparation on the part of the students and instructor but it is much more student-friendly than the lecture. This method requires instructors to guide students through the learning process rather than act as the "sage on the stage". The primary instructor tool here is the use of questions; your role is to keep the students on-track and to help them learn from each other.

Case Studies

The case study is a learning experience where a real life situation is used to effectively teach procedures, concepts, patterns of behavior, or other courses of action. This method challenges the students by getting them involved and applying their knowledge and experience to new learning situations.

Panel Discussions

Panel discussions are either structured or unstructured and involve two or more experts. Panel members typically make a short presentation or comment, and then response to questions from the instructor (moderator) and/or the audience, a pre-planned agenda. As an example, many Sunday morning television news programs use this format effectively.

Practical Exercises

Practical exercises differ from case studies in large part because they are usually developed to set up a learning situation, or concentrate on hands-on skills. They can involve field trips, simulations, and role-playing.

Simulations

Simulations are low-risk, educational experiences substituting for some real-life situations. They involve any number of people and topics, and usually supplement what is learned in the classroom. More elaborate versions may involve special equipment, specially trained staff, or special sites.

Role Play

Role playing exercises require students to project themselves into a simulated interpersonal situation and play the parts of the persons and situations assigned. Role playing is mostly used to practice skills in counseling, interviewing, and conference leadership. The instructor must carefully monitor the process, making comments when appropriate and steering the role play toward lesson objectives. This type of exercise could be very useful to use in the "Customs & Courtesies," "Care and Feeding," "Performance Feedback," and "Developing Our Members," segments, among others.

Using a variety of teaching methods can help keep students engaged in the learning process. Enjoy the process and your students will have fun, and more importantly - learn.

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.

Placeholder for Block 1 Teaching plans

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.

Placeholder for Block 2 Teaching plans

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.

Placeholder for Block 3 Teaching plans

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

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.

Placeholder for Block 4 Teaching plans

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 |

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. Basic Knowledge of a File Plan

| 1 | 2 | 3 | 4 | 5 |

4. 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?_____

5. How much experience have you had as a manager/supervisor in your professional career?

None	Less than 1 year	1-3 years	3-5 years	Over 5 years

6. Do you have previous military experience?

None	Less than 1 year	1-3 years	3-5 years	Over 5 years

7. What college experience do you have?

None	1-3 years (no degree)	Assoc Degree	Bachelor's Degree	Grad school (no degree)	Master's/Doctoral Degree

CIVIL AIR PATROL
UNIT COMMANDERS COURSE
INSTRUCTOR'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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