

Your Role in Missions

Lesson Plan:

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 role of commanders in accomplishing the CAP mission.

Desired Learning Outcomes:

1. Describe how your unit impacts CAP on a large scale.
2. Discuss how a unit's unique talents & qualities make the unit special to the larger effort.
3. Determine your unit's specialties.
4. Discuss how to blend a unit's efforts into the Wing effort.

Lesson Strategy:

This segment is designed to help the participants understand how their unit fits into "the big picture" and to focus on the individual work of their units into the overall effort, especially at the wing level. Emphasis should be placed on the value and importance of seeing the work of their unit, not as an end product but more as a component of a larger effort. The job of unit commanders is to ensure their work benefits the wing, and they should develop an appreciation of the importance of their unit's efforts to the total picture.

The lesson should be instructed in a lecture/discussion format. Try at every opportunity to have the students make the connection themselves, but be ready with local examples to make the concepts clearer if needed. Use local examples because it marries the concept with familiar situations.

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.

CAP Unit Commanders Course: Director/Instructor Guide

The instructor should personalize the lesson to reflect the unique characteristics of the wing.

Use the suggested questions to tie the lesson together at the conclusion.

Lesson Outline:

MAIN POINTS:

- I. Your squadron's impact.
- II. A unit's unique talents and qualities make the unit special to the larger effort.
- III. Determine the unit's specialties.
- IV. Blend the unit's efforts into the Wing effort.

Teaching Plan

Lesson Objective: Comprehend the role of commanders in accomplishing the CAP mission.

ATTENTION:

As a squadron commander you have one of the most important roles in accomplishing the CAP mission. You control the people and resources which actually accomplish the missions in your local community. This is an awesome responsibility.

MOTIVATION:

It is at the squadron level where CAP's missions are accomplished on a daily basis. Squadron members are the ones called out in the middle of the night to find an airplane; squadron members go into schools to teach students about the aerospace community; and squadrons are where cadets learn self-discipline, responsibility, service, and pride.

OVERVIEW:

This segment will give you an appreciation and understanding of the squadron and just as importantly your roles in accomplishing CAP's missions on a day to day basis. It will also introduce you to how your efforts contribute to the wing accomplishment of the total CAP mission.

TRANSITION:

STATE: "Your unit has a special part of CAP's total commitment to its three missions. You are where "the rubber meets the road."

Main Points:

MP I. Your squadron's impact

- A. CAP has three main missions chartered to it by Congress. It fulfills these by working through its echelons at:
 - 1. National
 - 2. Region
 - 3. Wing
 - 4. Group
 - 5. Squadron
- B. When CAP takes on a mission it looks to units:
 - 1. Which can best accomplish the job.
 - 2. Who can accomplish the task in the minimum amount of time.
 - 3. Who can meet requirements the most economically.
 - 4. Which can perform the mission with the least risk.

MP II. A unit's unique talents & qualities make it special to the larger effort

- A. This is determined largely by:
 - 1. geographic location.
 - 2. size of the activity to be supported.
 - 3. resources available.
 - 4. unit's particular area of expertise.
- B. Combining similar efforts to speed accomplishment.
- C. Contributing unique but needed efforts to the total mix.

MP III. Determine unit specialties

- A. Ask yourself, "What does my unit do well?"
- B. Talk to your people and ask questions.
- C. When they answer, ask why.
- D. Look at squadron records.
- E. Concentrate on your unit's strong points and lessen the impact of weaknesses.

MP IV. Blending the unit missions with wing priorities

- A. Blend your efforts in the wing's efforts by:
 - 1. Concentrating on your strong points and offering them for use to the wing.
 - 2. Lessening the impact of weaknesses by letting the wing know limitations.
 - 3. Looking outside the unit (at the big picture) to determine goals & needs.
 - 4. Talking to other units to determine how to be of use to each other.
 - 5. Making your priorities compatible with accomplishing the total mission.
- B. Talk to your wing commander
 - 1. Tell your wing commander:
 - a. How well you think your unit is doing.
 - b. What you feel the unit's good at.
 - 2. S/He should tell you:
 - a. Observations made about your unit.
 - b. What is expected.
 - c. What approaches s/he recommends.
 - d. How to make the relationship better.
- C. Talk to the wing staff
 - 1. Determine how they can help you.
 - 2. Ask how you can help them.

QUESTION AND ANSWERS:

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

Lesson Summary:

SUMMARY:

As you can see, Civil Air Patrol depends on the squadrons to do its good work. Squadron commanders have a unique responsibility to get the mission accomplished in their local communities and are in a position to assist the wing in performing its mission. Simply put, the wing cannot do its job without the squadron.

REMOTIVATION:

All units have something to add. The key is determining your strengths and limitations, then readily using that knowledge and your unit's unique skill set to enhance an effort.

CLOSURE:

As you have no doubt surmised, the most important resource to the squadron is not its building or its airplanes or its vehicles, but its people. Without the CAP members, the "committed volunteers," the airplanes don't fly, the vehicles don't move, and the job doesn't get done.

Suggested Questions:

1. **What is the primary mission of your unit?**
Answer: To successfully accomplish the missions of Civil Air Patrol.
2. **What mechanism does Civil Air Patrol as an organization use to accomplish its chartered missions?**
Answer: It fulfills these missions by working through its various echelons: region, wing, group, and squadron.
3. **How does your unit contribute to the effectiveness of the wing?**
Answer: It contributes to the wing effort by contributing needed and sometimes unique resources. One squadron may have what a neighboring squadron does not, and thus they may serve to back each other up.
4. **How can you best contribute to that effort? (after each response, ask how it can be done)**
Answers follow:
 - a. Concentrate on strong points.
 - b. Lessen the impact of weaknesses.
 - c. Look outside the unit (Look at the big picture).
 - d. Talk to other units.
 - e. Make your priorities compatible with accomplishing the total mission.
5. **What are some ways to find out the specialties of the unit?**
Answer: Ask questions like, "What do we do well", talk to your people, examine the unit records, etc.
6. **How do you find out if what you're doing as a unit fits into the wing's plans?**
Answer: Establish a dialogue with the wing commander and wing staff. Apprise your wing commander of where you are and what your unit does. Ask about his/her vision for the wing - and for you.

Talk to the wing staff to determine the best way to achieve the goals - for you and them.

Field any other questions that the students may have.