**Friday, Week 1**

1. **Staff Arrival**
	1. Objective
		1. Staff will arrive before the students to secure their gear and prepare for following events.
	2. Personnel
		1. **ES Training Officer**
			1. Will monitor arrivals and review welcome & safety briefings
		2. **Instructors**
			1. Will secure their belongings and prepare for dinner and classroom instruction
		3. **Support Staff**
			1. Will secure their belongings and ensure copies of ICS 211, ICS 218, & CAPF 161(I) are available for sign-in.
	3. Location
		1. Squadron Building
	4. Logistics
		1. Transportation
			1. N/A
		2. Supplies
			1. **ICS 211**
			2. **ICS 218**
			3. **CAPF 161(I)**
			4. **Pens**
	5. Setup
		1. Support Staff will post near the entrance with forms and a pen
	6. Execution
		1. Staff will sign in themselves on CAPF 211
		2. Staff will sign in vehicles on CAPF 218
		3. Support Staff will verify each staff member has:
			1. CAPF 161(I)
			2. CAPF 101
			3. CAPID
	7. Reference Tasks
		1. N/A

**Friday, Week 1**

1. **Student Arrival**
	1. Objective
		1. Students will arrive, secure their gear, and prepare for following events.
	2. Personnel
		1. **ES Training Officer**
			1. Will monitor arrivals and review welcome & safety briefings
		2. **Instructors**
			1. Will provide guidance for students arriving and ensure smooth completion of the arrival process
		3. **Support Staff**
			1. Will facilitate signing into the activity.
	3. Location
		1. Squadron Building
	4. Logistics
		1. Transportation
			1. N/A
		2. Supplies
			1. **ICS 211**
			2. **ICS 218**
			3. **CAPF 161(I)**
			4. **Pens**
	5. Setup
		1. Support Staff will post near the entrance with forms and a pen
	6. Execution
		1. Support Staff will sign in students on CAPF 211
		2. Support Staff will sign in vehicles on CAPF 218
		3. Support Staff will verify each student has:
			1. CAPF 161(I)
			2. CAPF 101
			3. CAPID
	7. Reference Tasks
		1. N/A

**Friday, Week 1**

1. **Welcome & Safety Brief**
	1. Objective
		1. All personnel will receive be welcomed by the ES Training Officer and receive a Safety Brief at the start of the training weekend, and ground rules and assumptions will be discussed.
	2. Personnel
		1. **ES Training Officer**
			1. Will brief personnel
	3. Location
		1. Classroom
	4. Logistics
		1. Transportation
			1. N/A
		2. Supplies
			1. **Laptop**
			2. **Projector**
			3. **Screen**
	5. Setup
		1. Laptop, projector and screen will be set up.
	6. Execution
		1. ES Training Officer will conduct briefing
		2. Instructors will verify students are present
	7. Reference Tasks
		1. N/A

**Friday, Week 1**

1. **Team Breakout & Dinner**
	1. Objective
		1. Students will be welcomed to the course, assigned to teams, introduced to staff, and ground rules and assumptions will be discussed.
	2. Personnel
		1. **ES Training Officer**
			1. Will announce student/instructor assignments (i.e., teams)
			2. Will introduce instructors and support staff
		2. I**nstructors**
			1. Will take charge of their teams
			2. Conduct introduction & Ice-breakers
			3. Ensure students eat dinner
	3. Location
		1. Squadron Building
	4. Logistics
		1. Transportation
			1. N/A
		2. Supplies
			1. **Team Rosters**
			2. **Students provide their own meals**
			3. **Ice-breaker Cue Cards for Instructors**
	5. Setup
		1. N/A
	6. Execution
		1. Students will be assigned to teams
		2. Students will be introduced to staff
		3. Students will be instructed on ground rules and assumptions
	7. Reference Tasks
		1. N/A

**Friday, Week 1**

1. **Natural Hazards, Hot & Cold Weather Injuries, & Ground Team Equipment Briefings**
2. Objective
3. Students to be instructed in natural hazards, hot weather injuries, cold weather injuries, and ground team equipment.
4. Personnel
5. **Capt Smith**
	* + 1. Will instruct Natural Hazards
		1. **C/Lt Col Britton**
			1. Will instruct Hot & Cold Weather Injuries
		2. **Maj deBros**
			1. Will instruct Ground Team Equipment
6. Location
7. Classroom
8. Logistics
9. Transportation
10. N/A
11. Supplies
	* + 1. **Laptop**
			2. **Projector**
			3. **Screen**
			4. **Slide decks from nesa.cap.gov**
12. Setup
13. Projector and screen will be set up
14. Execution
15. Staff will instruct class
16. Reference Tasks
	* 1. O-0001 – Prepare Ground Team Individual Equipment
		2. O-0002 – Conduct Individual Refit
		3. O-0003 - Prevent & Treat Hot Weather Injuries
		4. O-0004 - Prevent & Treat Cold Weather Injuries
		5. O-0101 - Identify Natural Hazards

**Friday, Week 1**

1. **Briefing for Saturday**
	1. Objective
		1. Students and instructors will be briefed on the schedule and expectations for the following day.
	2. Personnel
		1. **ES Training Officer**
			1. Will brief personnel
		2. **Team Leaders**
			1. Will provide accountability for their teams
	3. Location
		1. Classroom
	4. Logistics
2. **Laptop**
3. **Projector**
4. **Screen**
5. **Prepared Briefing**
6. **Copies of Weekend 1 Schedule for each team**
	1. Setup
		1. Projector and screen will be set up
	2. Execution
		1. ES Training Officer will lead briefing
	3. Reference Tasks
		1. N/A

**End of Training Day**

**Saturday, Week 1**

1. **Stations: Gear Check Eval, ICS 214 Training, Hot & Cold Weather Injuries**
	1. Objective
		1. Students will rotate in groups to fours stations where they will get instruction/evaluation on the relevant topics.
	2. Personnel
2. **Team Leaders**
	* + 1. Will instruct the members of their team as a on how to use the
			ICS Form 214
3. **Capt Smith**
	* + 1. Will evaluate students one-at-a-time on Prevent & Treat Hot Weather Injuries
		1. **C/Lt Col Britton**
			1. Will evaluate students one-at-a-time on Prevent & Treat Cold Weather Injuries
		2. **Maj deBros**
			1. Will evaluate teams as a group (every individual checked, but simultaneously) at the Gear Check station
	1. Location
		1. Fair weather plan
			1. Field behind the squadron
		2. Foul weather plan
			1. Classroom
	2. Logistics
		1. **Task Guide for each Evaluator (x7)**
		2. **ICS Form 214 for each student, plus extra (x40)**
		3. **CAP Form 113 for each team (x4)**
	3. Setup
		1. Fair weather plan
			1. Stations can be set up within 50 feet of one-another.
			2. Evaluators should have a chair of comfortable place to remain in place, 10-15 feet from the team, in order to evaluate students individually.
		2. Foul weather plan
			1. Stations can be set up in the 4 corners of the classroom
			2. Evaluators should do their best to provide a calm location in order to evaluate students individually, but avoiding relocating to any one-on-one situations
	4. Execution
		1. As described above. Team leaders will lead their teams through each station, for approx. 25-30 minutes each, and ensuring students not being evaluated are reading task guides and taking care of any personal needs in a timely fashion.
		2. Team leaders will also evaluate students on additional knowledge-based tasks whenever possible, taking advantage of opportune times and student readiness.
	5. Reference Tasks
		1. O-0001 – Prepare Ground Team Individual Equipment
		2. O-0003 – Prevent and Treat Hot Weather Injuries
		3. O-0004 – Prevent and Treat Cold Weather Injuries
		4. P-0101 – Keep a Team Log

**Saturday, Week 1**

1. **ICUT Classroom Instruction & Quizzes**
	1. Objective
		1. Complete required ICUT Training for personnel who need it.
		2. Review ICUT training for students who already have credit for it.
	2. Personnel
		1. **Communications Officer**
			1. Will Instruct the ICUT class
	3. Location
		1. Classroom
	4. Logistics
		1. **Laptop**
		2. **Projector**
		3. **Screen**
		4. **ICUT Training Slides**
		5. **Copies of ICUT Quizzes for personnel in class**
	5. Setup
		1. Projector and screen will be set up
	6. Execution
		1. Class will take place, and lunch will follow immediately afterwards.
	7. Reference Tasks
		1. GTM3 Advanced Task: ICUT Introductory Communications User Training

**Saturday, Week 1**

1. **ICUT Practical & Communications Tasks Training**
	1. Objective
		1. Put topics and techniques learned during ICUT into practice
	2. Personnel
		1. **Team Leaders**
			1. Will conduct practical training with their teams
	3. Location
		1. Parking area
	4. Logistics
		1. **Handheld radios (ISR is acceptable) 1-2 per team**
		2. **Scenario scripts for radio training**
	5. Setup
		1. N/A
	6. Execution
		1. Team leaders will follow scripts that use prowords, alpha-numeric codes, and other communications user concepts to provide additional training after the ICUT class
		2. Students will also be encouraged to refer to the Logistics/Communications tasks in their task Guides, to familiarize themselves with evaluation criteria
	7. Reference Tasks
		1. L-0001 - Basic Radio Procedures for ES Operators
		2. L-0002 - Basic Radio Operations Procedures
		3. L-0003 - Employ Appropriate Frequencies and Repeaters

**Saturday, Week 1**

1. ICUT Practical & Communications Tasks Evaluation

	1. Objective
		1. Solidify material from ICUT with practical evaluation
		2. Complete required task evaluation
	2. Personnel
		1. **Team Leaders**
			1. Will conduct evaluation with individual students
	3. Location
		1. Classroom
	4. Logistics
		1. **Handheld radios (ISR is acceptable) 1-2 per team**
		2. **Scenario scripts for radio training**
	5. Setup
		1. N/A
	6. Execution
		1. While teams continue to practice radio communications procedures, team leaders will pull individual students aside to evaluate them on required Logistics/Communications tasks for the course.
		2. Cadet Protection Policies remain in place, and no one-on-one evaluation is authorized. All evaluation will take place within line-of-sight and observable by staff.
	7. Reference Tasks
		1. L-0001 - Basic Radio Procedures for ES Operators
		2. L-0002 - Basic Radio Operations Procedures
		3. L-0003 - Employ Appropriate Frequencies and Repeaters

**Saturday, Week 1**

1. CAP Missions Briefing PowerPoint

	1. Objective
		1. Describe and discuss ES operations in the Civil Air Patrol
	2. Personnel
		1. **ES Training Officer**
			1. Will Instruct this section
	3. Location
		1. Classroom
	4. Logistics
		1. **Laptop**
		2. **Projector**
		3. **Screen**
		4. **Slides from nesa.cap.gov**
	5. Setup
		1. Projector and screen will be set up
	6. Execution
		1. Slides and discussion session
	7. Reference Tasks
		1. N/A

**Saturday, Week 1**

1. Electronic Direction-Finding PowerPoint

	1. Objective
		1. Familiarize Students with Electronic Direction-Finding concepts & equipment
	2. Personnel
		1. **Maj deBros**
			1. Will Instruct this class
	3. Location
		1. Classroom
	4. Logistics
		1. **Laptop**
		2. **Projector**
		3. **Screen**
		4. **Slides from nesa.cap.gov**
		5. **Practice Beacon for demonstration**
		6. **Direction Finding units (several models, if available) for demonstration**
	5. Setup
		1. Projector and screen will be set up
		2. Table with practice beacon and DF units will be near the presenter
	6. Execution
		1. Class will take place, and hands-on demonstration will follow
	7. Reference Tasks
		1. O-0301 - Determine Distress Beacon Bearing
		2. O-0302 - Locate A Distress Beacon

**Saturday, Week 1**

1. Electronic Direction-Finding Practical & Evaluation

	1. Objective
		1. Familiarize Students with Electronic Direction-Finding concepts & equipment
	2. Personnel
		1. **Team Leaders**
			1. Will Instruct this class
	3. Location
		1. Classroom
	4. Logistics
		1. **Practice Beacon**
		2. **Direction Finding units (4+)**
		3. **Card with pass-phrase and complex geometric shape (ideally laminated)**
		4. **Students provide compasses**
		5. **Students provide pen and paper**
	5. Setup
		1. Practice beacon placed in a field, approximately 200 meters from teams
		2. A card with a moderately complicated geometric pattern and pass-phrase will be placed near the practice beacon.
	6. Execution
		1. Team leaders will coach students on using DF equipment and determining a bearing to the signal
		2. Beacon should be moved at the end of instruction, to a different, but similarly distant location
		3. Once satisfied that instruction is sufficient, students will individually be evaluated on task O-0301, Determine Distress Beacon Bearing
		4. Simultaneously, other students will be provided with DF equipment and individually expected to locate the beacon, with instructions to turn in a sketch of the geometric pattern with the pass phrase written on it.
		5. Evaluation can continue into the dinner hour, if necessary.
	7. Reference Tasks
		1. O-0301 - Determine Distress Beacon Bearing
		2. O-0302 - Locate A Distress Beacon

**Saturday, Week 1**

1. **Leadership Movie Night**
	1. Objective
		1. Appropriately use the time remaining in the day for fellowship, entertainment, and as a source of thoughtful discussion of a relevant topic.
	2. Personnel
		1. **ES Training Officer**
			1. Will introduce the movie and lead the discussion
		2. **Support Staff**
			1. Will manage the canteen
	3. Location
		1. Classroom
	4. Logistics
		1. Transportation
			1. N/A
		2. Supplies
			1. Projector
			2. Screen
			3. Laptop w/ DVD-ready Optical Drive
			4. Coach Carter DVD
			5. Discussion Prompts
			6. Canteen Merchandise
			7. Cash Register
	5. Setup
		1. Projector, laptop and screen should be set up for the movie
		2. Canteen should be set up nearby, but in a different room if possible
	6. Execution
		1. ES Training Officer will introduce the movie and lead the leadership discussion from <http://eclaires5170.blogspot.com/p/coach-carter-reflection-questions.html> afterwards
		2. Support staff should invite students and staff to avail themselves of the merchandise at the canteen
	7. Reference Tasks
		1. N/A

**End of Training Day**

**1. What are some examples in the movie of a leader focusing on terminal values such as liberty, equality, and justice? What are some examples in the movie of a leader focusing on instrumental values such as responsibility, fairness, and honesty? How were those terminal and instrumental values communicated?**

In the film, Coach Carter demonstrated values such as liberty, equality, and justice when he allowed the players on his team the liberty to choose to play, to choose to achieve, to choose to sign the contract of behavior. He showed respect and high expectations instilling equality among the team. Coach Carter also demonstrated justice when he expected and upheld the contract and did not allow anyone to get around the contract. All were held to it. Coach carter engaged with the team "in such a way that leaders and followers raise on another to higher levels of motivation and morality." (Johnson p 168)

At times, I believe Coach Carter used transactional leadership tactics such as responsibility, fairness, and honesty but only to further his vision which more characterized by transformational leadership. For example, locking the team out of the gym, or making the boys responsible for doing their pus-ups and suicides. These tactics aided the overall vision to empower and develop the team members.

**2. What are some examples in the movie of idealized influence? How was that influence communicated?**

Idealized influence is apparent when the team (Cruz and others) begin to trust, respect, and ultimately admire Coach Carter. They begin to realize that he truly believes in them and is 100% driven to help these boys get to college and have a better life. Cruz comes to Coach Carter's house in the middle of the night after his friend gets shot because he seems now to intrinsically know that Coach Carter will help him. The Coach is someone he can trust because his behavior has been consistent with his values and message.

**3. How was inspirational motivation communicated and enacted in the movie?**

Coach Carter motivated his team by helping them to visualize and realize their potential as athletes and their potential as students. He helped them see that they could make themselves a a successful life if they went to college, but they had to work at it. Little by little this carried meaning as they went through hard things in their lives and Coach Carter was able to step in and show them that things could be different. he instilled meaning for them in sports and academics.

**4. Were there examples of leader providing intellectual stimulation to followers in the movie? Were there examples of missed opportunities for intellectual stimulation? Wheat were differences in outcomes, if any, of these different leadership processes?**

When Coach Carter required the signing of contracts regarding behavior and academics, he was helping the team to set new standards and recreate their image. he inspired re-framing this view of themselves as a team member, a student, and a potential college student.

I think the missed opportunity for intellectual stimulation was maybe not enough innovation and creativity being stimulated. Coach Carte was rather regimented, but it did allow for questioning assumptions and approaching old problems from new perspectives.

**5. How was individual consideration communicated in the movie? What were some particularly moving examples of this leadership behavior?**

Coach Carter's goal was not to win all the games, but to foster personal development of each of his players. He provided the opportunity for all to rise to their potential by having everyone sign a contract and then he provided the environment for being supportive.

Once Cruz fell short of his 1,000 suicides and 2,000 push-ups, the supportive environment Coach Carter was beginning to instill, caused all other players to step up and help Cruz finish his task. his players, all of them, had learned a lesson ad this was the culmination of Coach Carter's mentoring and coaching to respect each other coming to fruition.

**Sunday, Week 1**

1. **Sortie Briefing & Execution of Communications/DF Sortie**
	1. Objective
		1. Students will be briefed and observed on a training sortie, simulating and ELT/DF mission,
		2. Students will practice triangulating on a practice beacon,
		3. Students will be evaluated on today’s ICS 214 Team Log
		4. Students will put radio communications concepts into practice
	2. Personnel
		1. **Maj deBros**
			1. Will brief sortie
		2. **ES Training Officer**
			1. Will act as Exercise Control
		3. **Team Leaders**
			1. Will lead and evaluate students during sortie
	3. Location
		1. Classroom – for briefing
		2. Zabetakis State Park for Sortie
		3. Return to classroom afterwards
	4. Logistics
		1. Transportation
			1. Teams will be shuttled to Zabetakis State Park (2 miles from Squadron) for sortie
			2. Team leaders will execute briefed sortie for 90 minutes, attending
		2. Supplies
			1. **Projector**
			2. **Screen**
			3. **Laptop**
			4. **CAPF 109 for each team**
	5. Setup
		1. Projector and screen will be set up
		2. Forms will be distributed to students
	6. Execution
		1. Team leaders will execute briefed sortie for 90 minutes
		2. During this time, team members will be given the opportunity to complete O-0304 - Triangulate Distress Beacon Signal
		3. Team leaders will then get their teams back to the classroom to participate in a sortie debriefing
	7. Reference Tasks
		1. O-0304 - Triangulate Distress Beacon Signal

P-0101 – Keep a Team Log**Sunday, Week 1**

1. **Sortie Briefing & Execution of Communications/DF Sortie**
	1. Objective
		1. Students will be debriefed on their training sortie
		2. Students will be debriefed on overall training weekend
	2. Personnel
		1. **Maj deBros**
			1. Will debrief sortie, also explaining purposes of debriefing for planning and mission management
		2. **ES Training Officer**
			1. Will provide feedback on sortie
			2. Will debrief weekend
	3. Location
		1. Classroom
	4. Logistics
		1. Transportation
			1. N/A
		2. Supplies
			1. **Projector**
			2. **Screen**
			3. **Laptop**
			4. **CAPF 109 for each team**
	5. Setup
		1. Projector and screen will be set up
		2. Forms were previously distributed to students
	6. Execution
		1. Maj deBros will debrief sortie and provide some training on the purposes of sortie and mission debriefings.
		2. After this time, a few minutes will be made available to provide feedback to staff and instructors regarding impressions of the overall weekend
		3. Feedback will be recorded for follow-up and possible implementation
	7. Reference Tasks

N/A**Sunday, Week 1**

1. **Student Dismissal**
	1. Objective
		1. Students will be police their sleeping areas
		2. Students will depart in an orderly fashion
	2. Personnel
		1. **Support Staff**
			1. Will oversee the student clean-up and departure process
		2. **Team Leaders**
			1. Will assist as necessary
	3. Location
		1. N/A
	4. Logistics
		1. Transportation
			1. Students will depart in the manner in which they arrived, returning home.
		2. Supplies
			1. **N/A**
	5. Setup
		1. N/A
	6. Execution
		1. Support staff will ensure students clean up after themselves and then cleared to depart
		2. Support staff will not sign students out of the event until receiving confirmation that they are home
	7. Reference Tasks
		1. N/A

**Sunday, Week 1**

1. **Staff cleanup, Staff debrief, Staff dismissal**
	1. Objective
		1. Staff will cooperatively ensure all training materials are put away, returned to their unit of issue, and or/ otherwise addressed
		2. Staff will conduct debrief session
		3. Staff will depart in an orderly fashion
	2. Personnel
		1. **Support Staff**
			1. Will oversee the clean-up and departure process
		2. **ES Training Officer**
			1. Will debrief the staff
	3. Location
		1. N/A
	4. Logistics
		1. Transportation
			1. Staff will depart in the manner in which they arrived, returning home.
		2. Supplies
			1. **N/A**
	5. Setup
		1. N/A
	6. Execution
		1. Support staff will ensure staff clean up after event
		2. ES Training Officer will debrief staff on schedule, logistics, safety concerns, student progress, and other factors related to the overall execution of the weekend
		3. Support staff will not sign staff out of the event until receiving confirmation that they are home
	7. Reference Tasks

N/A