

**LESSON PLAN  
FOR  
CHIEF PETTY OFFICER SELECTEE LEADERSHIP COURSE (CPOLSC)  
CPPD-LEAD09-004A  
Change 3**

**PREPARED FOR  
CENTER FOR PERSONAL AND PROFESSIONAL DEVELOPMENT**

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**UNCLASSIFIED**

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**LESSON PLAN**  
**Chief Petty Officer Selectee Leadership Course (CPOSLC)**

**HOW TO USE THE TRAINING MATERIALS**

**BASIC INFORMATION**

The Chief Petty Officer Selectee Leadership Course (CPOSLC) is a non-resident training course designed for delivery at the local command level. It was developed to provide tools and resources to help ensure Chief Petty Officer (CPO) Selectees success as both leaders and managers.

Instruction of this course requires the LP and the corresponding Presentation slides.

The LP is step-by-step guidance for the instruction of the course and is intended solely for the use of the instructor.

The first pages of each LP contain:

**Enabling Objectives** - These are the learning objectives (LO) that a trainee is expected to meet upon completion of the specific lesson.

**Materials** - Items necessary to accomplish the training including the LP, related Presentation, and supporting items, such as pens and paper.

**Preparation** - This section summarizes the tasks that need to be completed before instructing the lesson.

**References** - Materials cited in the course and used to create the lesson materials.

**COURSE DESIGN**

This course was designed to be taught over three days, with each unit consisting of eight (8) hours of instruction. It is expected that each day of training should begin with the Sailor’s Creed.

Day 1	Day 2	Day 3
<b>Unit 1 Leader Development</b>	<b>Unit 2 Team-Building</b>	<b>Unit 3 Accomplishing the Mission</b>
<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Chief Petty Officer as a Leader and Role Model</li> <li>• Sense of Heritage</li> <li>• Character</li> <li>• Deckplate Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Operational Stress Control</li> <li>• Standards</li> <li>• Loyalty</li> <li>• Developing Division Officers</li> <li>• Leading the Division</li> <li>• Institutional and Technical Expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Active Communication</li> <li>• Professionalism</li> <li>• The CPO Mess</li> <li>• Supporting the Triad</li> </ul>

**LESSON PLAN**

Read the LP completely through at least twice. Highlight and annotate the material to help you remember key points or add comments to enhance your teaching. Use your own experience to enhance your presentation. Your personal experience, when thoughtfully added, will strengthen your presentation and heighten your classroom credibility. It can also improve trainees’ ability to understand, recall, and, consequently, use the knowledge and skills in this course.

Each LP consists of two columns. The Title column, on the left side, shows the associated presentation slide; the Related Instructor Activity (RIA) column, on the right side, directs the instructor on specific activities or question-and-answer activities with the trainees. This column will also contain notes on specific content as required.

Prompts (such as the ones listed) are included in the RIA column to assist the instructor:

**SAY:** This term alerts you to something that needs to be said aloud to the trainees.

**DISPLAY:** This term prompts you to display specific Presentation slides.

**ASK:** This term prompts you to ask the trainees a question related to the content. Questions enable a trainee to critically consider the information as well as enable you to gauge their understanding of the material. When asking questions, be sure to address the class as a whole. Once the question has been responded to, use the response (as appropriate) to further explore the material.

**GROUP DISCUSSIONS:** This term prompts interactive conversation to posed questions. It is assumed collective answers will be developed.

**POSSIBLE ANSWERS:** These are provided as a way of providing insight to what the correct answers should be as a way of advancing the content and providing correct answers.

**REVIEW:** This term directs you to review content, group answers, or individual answers to posed questions or activities.

**ROLE-PLAYS:** This term indicates an experiential activity that allows trainees to take risk-free positions by acting out characters in hypothetical situations. It can help them understand the range of concerns, values, and positions held by other people. Role-playing is an enlightening and interesting way to help trainees see a problem from another perspective.

## **ADULT LEARNERS**

Characteristics of the adult learner:

- Most adults choose to learn and have clear and specific goals related to their needs.
- Adults offer a variety of life experiences.
- Adults usually prefer to be self-directed learners.
- Adults have values, opinions, perspectives, and beliefs that they want to share.

Adult learning strategies are focused on the process of engaging adult learners with the structure of learning experience and motivation.

- Adults need to know the reason for learning something, i.e., what's in it for them.
- Experience provides the basis for learning activities.
- Adults are most interested in learning that has an immediate relevance to their work.

## **GUIDELINES -**

- It is assumed you have the technical knowledge required to present the material in this guide. Most of the information required to facilitate this course is found in the LP, but there may be times when you will want to use other sources to furnish additional information.
- You have valuable information gained from your experience that will enhance your presentation. You are encouraged to add any information you regard as pertinent to the instruction. Any added information should improve the trainees' ability to understand, recall, and use the core information contained in the course. Your role is to help the trainees learn that information.
- The LP was created under the premise the instructors are experienced and are superior in subject knowledge. The LP contains information in a basic format to allow flexibility and ensure an environment rich in experiential learning. It is essential for instructors to personalize questions based on their own individual experience as a CPO.

## **PREPARATION**

- Always keep the purpose of the course firmly in mind. Your job as an instructor is to present the material in a manner that prepares the CPO Selectees for their new leadership roles at the CPO level.
- Many variables influence the responsibilities each Sailor must execute. For example, a CPO's responsibilities can drastically change depending on a command's size, the assigned leadership position, or individual billet specialties.
- For this reason, every instructor must have a comprehensive knowledge of the command and Navy's infrastructure, instructions and policies (e.g., SORN, SORM, SOPs, etc.) to clearly articulate the command's expectations and performance standards. This will be critical to the "personalization" of all course content while integrating authoritative-based instruction throughout the delivery of the curriculum.

## **BEFORE THE CLASS**

- Check classroom supplies to ensure the required instructional materials listed for each lesson are available.
- Follow the sequence in the LP. The information in the RIA column should be personalized based on instructor experience as a CPO.
- Add notes in the LP as desired. Your notes should be designed to help you remember the information you will be presenting.

## **IN CLASS**

- Always keep the purpose of the course firmly in mind. Your job as an instructor is to present the materials in a manner that prepares the trainees for their role as a CPO.
- Your role is to leverage and promote trainees' use of experiential learning, dissemination of personal experiences, and lessons learned. Your role as an instructor is to challenge the trainees to achieve this level of learning.
- Instructors are encouraged to leverage discussion questions during the discussions and debriefs. Trainees should be challenged to ensure they realize the bigger picture and those items that might not have been considered.
- You can facilitate learning by encouraging the class to take notes and ask questions.