

TRAINING LEADERS OF CADETS

A curriculum for the adults who lead CAP cadets

COURSE DIRECTOR'S GUIDE August 2008



TRAINING LEADERS OF CADETS

COURSE DIRECTOR'S GUIDE August 2008

Training Leaders of Cadets is the premiere venue for Cadet Program Officers to learn how to become better mentors of cadets and more effective managers of cadet squadrons. The course is a component of the Cadet Programs Officer Specialty Track in the Senior Member Professional Development Program.

TLC Course Goals	1
Implementation Guidelines	2
National Headquarters Support	2
Suggest Schedule	3
Instructor Preparation	4
Equipment List	4
Planning Timeline	5
Suggested Announcement	6
Frequently Asked Questions	7

TLC COURSE GOALS

Survey after survey, cadets tell us that the #1 factor affecting cadet life is the quality of the seniors who lead them. That fact makes the solution to CAP's perennial cadet retention problem is straightforward: place a handful of outstanding Cadet Programs Officers in every unit. But how can we do that? Adult professional development is an essential part of the solution. Therefore, **TLC's overall goal is to prepare seniors to lead cadets and administer the Cadet Program at the squadron level.** TLC is a vital tool because it's the premiere venue for adults to learn how they can better support cadets.

To fulfill the course's overall goal, TLC is organized around the following blocks of instruction:

Foundations Block

Goal: Summarize the Cadet Program's goals, to include what it does for youth and for America

- F1 Cadet Programs Fundamentals (optional, online)
- F2 Electronic Almanac (optional, online)
- F3 Strategic Overview of the Cadet Program

Leadership Block

Goal: Describe principles for successfully leading cadets and upholding the public's trust

- L1 Core Values for Cadet Programs Officers (optional, online)
- L2 Adolescent Development
- L3 Leading Indirectly
- L4 Leadership Feedback & Mentoring
- L5 The Cadet / Senior Team
- L6 Partnering With Parents
- L7 Cadet Welfare & Legal Issues
- L8 Military Skills Clinic (optional)

Management Block

Goal: Describe best practices for managing the Cadet Program at the squadron level

- M1 Orientation & Membership: "Cadet Great Start"
- M2 Cadet Advancement, Testing, & Records
- M3 Resources for Great Activities
- M4 The Weekly Squadron Meeting
- M5 Weekend & Summer Activities
- M6 Special Awards (optional, online)
- M7 Fund Raising (optional, online)

Administrative Block (non-instructional)

- A1 Welcome & Overview
- A2 Self-Assessment for Cadet Units
- A3 Course Critique
- A4 Graduation

IMPLEMENTATION GUIDELINES FOR TLC DIRECTORS

Educational Setting. To help expose students to diverse leadership practices and success stories, TLC is conducted at the group level or higher. It is not to be conducted where all participants come from a single squadron, as group discussion and the sharing of new ideas is an essential part of the course.

Course Leadership. The commander of the hosting unit (a group commander or higher) selects the Course Director, who should be a master-rated senior member possessing considerable Cadet Programs experience. The instructional staff should also possess master ratings in Cadet Programs or a related specialty, or have graduated from TLC.

Student Eligibility. Training Leaders of Cadets is a curriculum about adult leadership of the Cadet Program. To foster a learning environment that encourages open discussion among senior members, *cadets are prohibited from participating in course*. Students should have already completed Level I of the Senior Member Professional Development Program, as TLC assumes a basic knowledge of CAP.

Class Size. The recommended class size is 10 to 25 students. With too few students, group discussions are stale; with more than 25 students, group discussions are impractical.

Personalizing. Learning will be most successful when instructors and students bring forth their own experiences. Instructors may personalize their seminars, provided that the content still fulfills the learning objectives listed on the TLC lesson plan.

Classroom Set-up. To facilitate group discussion, arrange the students' seats in a seminar or open-square format, if feasible. Try to have the students face one another, not just the instructor.

Evaluations. At the conclusion of TLC, each student completes a critique that measures performance in two areas: overall student satisfaction with the course and fulfillment of the learning objectives. The TLC staff should review the critiques to help improve the course for next time. Instructors also evaluate students' performance informally by monitoring their participation in discussions.

Graduation Requirements. To graduate, students must actively participate in at least 80% of the course, as determined by the Course Director. A participant may serve in a dual-capacity as both a student and staff member.

Reporting Requirements. The Course Director should send to Member Services at National Headquarters a completed CAPF 11 listing the graduates' names and CAPIDs. If possible, attach the course critiques. (Email: registrars@cap.gov. Fax: 334.953.4262)

NATIONAL HEADQUARTERS SUPPORT

As the travel budget allows, the NHQ Cadet Team is sometimes able to help wings conduct the course and develop a cadre of TLC instructors. To request a NHQ staffer visit your course, ask your wing commander or DCP to email cadets@cap.gov at least 90 days in advance.

For TLC curriculum questions and suggestions: cadets@cap.gov 877.227.9142 x401

To resolve TLC course credit issues: registrars@cap.gov 877.227.9142 x210

SUGGESTED SCHEDULE

TLC is a 1.5 day course. Experience has shown that the course cannot be completed in a single day, and that students are apt to lose focus if kept beyond lunch on day two. One and a half days is just right.

It is important that the seminars be presented in the sequence shown below. The students' discussion during "The Cadet / Senior Team," for example, requires an understanding of what is covered in "Leading Indirectly," which requires an understanding of "Adolescent Development," and so forth.

For these reasons, Course Directors are highly encouraged to stick to the suggested schedule below:

Pre-Arrival	Seminar Title	Duration	Code	Web Address
Pre-Arrival	Cadet Programs Fundamentals	0:10	F1	cap.gov/tlc
Pre-Arrival	Cadet Almanac	0:05	F2	cap.gov/tlc
Pre-Arrival	Core Values for Cadet Programs Officers	0:10	L1	cap.gov/tlc
Pre-Arrival	Special Awards	0:10	M6	cap.gov/tlc
Pre-Arrival	Fund Raising	0:10	M7	cap.gov/tlc

** These five pre-arrival seminars are optional. However, the "Cadet Programs Fundamentals" and "Core Values" readings are essential for students who are newcomers to cadet world.*

Day 1	Seminar Title	Duration	Code
0830	Welcome & Overview	0:25	A1
0900	Strategic Goals of the Cadet Program	0:25	F3
0930	Orientation & Membership: "Cadet Great Start"	0:50	M1
1030	Cadet Advancement, Testing, & Records	0:50	M2
1130	Partnering With Parents	0:30	L6
1200	Lunch (order pizza and eat in)	0:45	
1245	Adolescent Development	0:30	L2
1315	Leading Indirectly	0:50	L3
1415	The Cadet / Senior Team	0:50	L5
1515	Leadership Feedback & Mentoring	0:50	L4
1630	Conclude for the Day (allows for a 15 min buffer) or Military Skills Clinic (optional)	0:25	L8

Day 2	Seminar Title	Duration	Code
0830	Resources for Great Activities	0:25	M3
0900	The Weekly Squadron Meeting	0:50	M4
1000	Weekend & Summer Activities	0:25	M5
1030	Cadet Welfare & Legal Issues	0:50	L7
1130	Self Assessment for Cadet Units (take-home tool)	0:05	A2
1135	Course Critiques	0:10	A3
1145	Graduation	0:15	A4
1200	End of Course		

Note that there is time for a 5- or 10-minute break between each seminar.

INSTRUCTOR PREPARATION

TLC's lesson plans outline what should be taught during each class. They are detailed guides describing how to lead students toward meaningful learning objectives.

Instructors who have considerable experience in the Cadet Program are welcome to use the lesson plan as a general guide – not a script that they must follow precisely. *What matters most is that the instructors' lessons result in the students fulfilling the learning objectives.* Instructors should review the lesson plans in advance, annotate them with speaking notes, and decide how they will personalize the teaching points.

In contrast, inexperienced instructors will need help in conducting the lesson. For this reason, TLC lesson plans include detailed narratives they can follow step-by-step.

Lesson plans include “anticipated responses” for each discussion question. Anticipated responses are not meant to be a definitive list of all “correct” answers, but should give the instructor a general idea of what direction the discussion should take. If the students’ responses are off the mark, the instructor should re-direct the discussion.

A NOTE ABOUT SLIDES

It is vital that all instructors, regardless of experience level, thoroughly review their lesson plans in advance. Instructors who think they can “talk to the slides,” without any preparation, are likely to struggle. Slides have been prepared as visual aids for the students, not talking points for the instructors. Course directors should emphasize this point.

EQUIPMENT LIST

- Classroom with desks or tables for each student
- Whiteboard, blackboard, or easel with butcher paper
- Dry erase markers, chalk, etc.
- Computer, LCD projector, extension cord, and screen
- Lesson plans (download from cap.gov/tlc)
- Student handouts (request from cadets@cap.gov 3 week prior to the course)
- CAPF 11 for recording participants' names
- Copies of course schedule
- Completed graduation certificates (NHQ sends blanks with student handouts)
- Copies of all available cadet textbooks and activity guides
- Copies of annotated CAPF 50s (see the L4 Leadership Feedback & Mentoring lesson plan)
- Camera (for class photos)
- Coffee, donuts, snacks, sodas, napkins, and the like (optional)

PLANNING TIMELINE

	90 Days Prior	60 Days Prior	30 Days Prior	10 Days Prior	Weekend of Course	10 Days After
Wing DCP or CC	Select director				Visit course, assist with graduation if feasible	Review course critiques Thank director
Course Director	Select dates & venue; begin coordinating with host facility Publicize course Begin search for instructors	Finalize & brief instructors Begin registering students Continue publicizing course	Obtain student handouts from NHQ: email cadets@cap.gov Ensure A/V equipment is available Develop schedule Continue publicizing course	Final coordination with instructors & students Confirm all needed equipment is available	Arrive early to set-up facility & greet participants Conduct course	Review course critiques Send completed CAPF 11 to NHQ Thank instructors
Instructors					Review lesson plan	Review course critiques
Students	Register for TLC at least 30 days prior to course				Complete online modules (suggested for new Cadet Programs Officers)	Apply learning

SUGGESTED ANNOUNCEMENT

Dear Fellow CAP Officer,

Do you work with cadets? Do you want to become more effective at mentoring them and managing squadron level cadet programs? Then register for the TRAINING LEADERS OF CADETS course being hosted by [ABC Unit](#).

Some of the topics covered during the newly revised course include:

- Putting excitement into squadron meetings
- Getting cadets off to a great start
- Developing partnerships with parents
- Mentoring cadets to develop their potential
- Providing each cadet with a tailor-made challenge

Most of all, TLC is a great venue for sharing best practices and seeing how other squadrons cope with the perennial challenges of leading a cadet unit, so there's something for newcomers and experienced leaders alike.

BASIC INFORMATION

Eligibility: Open to seniors who have completed Level One (sorry, no cadets allowed)

[Dates & Times:](#)

[Location:](#)

[Uniform:](#)

[Fee:](#)

[Lodging:](#)

HOW TO REGISTER

To register, please email your name, CAPID, and unit affiliation to Major John Curry at john@curry.com by 1 December 1941.

STUDENT PREPARATION

Before attending, please review the slide presentations at cap.gov/tlc, especially if you are new to Cadet Programs.

We hope to see you at the TLC course.

Sincerely,

[JOHN F. CURRY, Major, CAP](#)
TLC Course Director

10 COMMON QUESTIONS ABOUT TLC

1. Who can lead TLC?

A senior who is master-rated in the Cadet Programs specialty track should serve as the Course Director. If possible, instructors should be master-rated too, or have graduated from TLC.

2. Who picks the Course Director?

The group commander (or higher) selects the Course Director.

3. Can my squadron conduct TLC on its own?

No. To expose students to diverse leadership practices and success stories from different squadrons, TLC is conducted at the group level or higher.

4. May cadets attend TLC?

No. To foster a learning environment that encourages open discussion among adults who lead cadets, only seniors may attend TLC.

5. Are there any pre-requisites for students?

Seniors should complete Level I prior to attending TLC. Further, students who are new to Cadet Programs are urged to review the slide presentations in the student section at cap.gov/tlc before attending.

6. Must TLC be conducted over a single weekend?

Experience has shown that TLC cannot be completed in one day. Although the course will take 1.5 days to complete, it may be scheduled over two separate weekends, or completed during a single weekend.

7. What's the ideal class size?

Having 10 to 25 students is ideal. Too few students and discussion is stale; too many and discussion is impractical.

8. How are course materials obtained?

The Course Director should email cadets@cap.gov 30-days in advance. Indicate how many students are expected. NHQ will mail copies of student handouts and graduation certificates to the Course Director's home. Instructors will still need to download and print their own lesson plans from cap.gov/tlc.

9. How is TLC recorded on members' records?

When the Course Director sends a completed CAPF 11 to National Headquarters, the registrar's office will update the members' records in E-Services.

10. What if I have questions about TLC or suggestions on how to improve the course?

Feedback is most welcome. Email your questions and suggestions to cadets@cap.gov.