

# TRAINING LEADERS OF CADETS

A curriculum for the adults who lead CAP cadets

STUDENT GUIDE August 2008



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## 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

# STRATEGIC OVERVIEW OF THE CADET PROGRAM

## Seminar F3 Student Handout

**Scope:** During this seminar, students will investigate how cadets perceive their own cadet experience, and what CAP means to them. Second, students will discuss what outcomes the Cadet Program achieves for America and the cadets themselves.

**Format:** Guided Discussion

**Duration:** 30 minutes

**Objectives:**

1. Describe how cadets perceive the Cadet Program and what CAP means to them.
2. Describe the outcomes the Cadet Program achieves for America and the cadets themselves.

**Resources:** CAPP 52, *Investing in America's Youth*

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**Main Points:**

1. Introduction
2. Cadet Perspective
  - a. What does being a cadet mean to a 14 year old?
  - b. What excites cadets about CAP?
3. The Long View
  - a. What good would the governor or the president see coming out of the CAP Cadet Program?
  - b. What does the program achieve for the cadets themselves and for America?
  - c. "Investing in America's Youth" as a tool for communicating with community leaders
4. Comparing the Two Views
  - a. How does the cadet view differ or match the long view?
  - b. What does this mean for Cadet Programs Officers?
5. Conclusion: Today's cadets... tomorrow's aerospace leaders

# ADOLESCENT DEVELOPMENT

## Seminar L2 Student Handout

**Scope:** During this seminar, students will discuss the stages of psychological development affecting cadets. They will also consider four learning styles and principles of student-centered education as they discuss ways to tailor their mentoring and teaching methods to match cadets' needs as individuals. The seminar's introduction to psychology and educational theory builds a foundation for the "Leading Indirectly" seminar.

**Format:** Guided Discussion

**Duration:** 50 minutes

**Objectives:**

1. Describe the characteristics of early, middle, and late adolescence.
2. Identify and discuss the four modalities of learning.
3. Describe principles of student-centered education as it is applied in the Cadet Program.

**Resources:** Student-centered education hand-out (an annotated instructor's version and a student version are available)

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**Main Points:**

1. Introduction: What is learning?
2. Cadets include early, middle, and late adolescents
  - a. Cognitive development
  - b. Physiological development
  - c. Affective development
3. Everyone learns differently / the four modalities of learning
  - a. Visual
  - b. Auditory
  - c. Kinesthetic
  - d. Tactile
4. Principles of student-centered education
  - a. Discussion
  - b. Worksheet
5. Summary

## STUDENT-CENTERED EDUCATION

### Worksheet

#### Principles of Student-Centered Education

1. Learning is most meaningful when topics are relevant to the students' lives, needs, and interests . . .
2. . . and when the students themselves are actively engaged in creating, understanding, and connecting to knowledge.
3. Students will have a higher motivation to learn when they feel they have a real stake in their own learning.
4. Instead of the teacher being the sole, infallible source of information, then, the teacher shares control of the classroom and . . .
5. . . students are allowed to explore, experiment, and discover on their own.
6. Essentially, learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

#### How the Cadet Program Applies Student-Centered Principles

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

# LEADING INDIRECTLY

## Seminar L3 Student Handout

**Scope:** If cadets are to become leaders, the senior members who guide them must take a leadership approach that nurtures the cadets' potential. During this seminar, students will discuss what it means to lead indirectly, and discuss practical methods for coaching and mentoring cadets. Through the use of case studies, students will apply principles of indirect leadership to common leadership challenges at the squadron level.

**Format:** Guided Discussion with Case Studies

**Duration:** 50 minutes

**Objectives:**

1. Define "indirect leadership."
2. Discuss ways to lead cadets indirectly.
3. Apply principles of indirect leadership to case studies.
4. Justify the use of indirect leadership methods to develop cadets' potential.

**Resources:** Case studies

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**Main Points:**

1. Introduction: Leaders create more leaders
2. What is indirect leadership?
  - a. Concepts and definitions
  - b. What does it mean to lead cadets indirectly?
3. Leading without taking over
  - a. Getting a cadet started on a project
  - b. Refocusing a cadet in the midst of a project
  - c. Debriefing a cadet upon completion of a project
4. Case studies
5. Conclusions

## Leading Indirectly - Case Studies

### 1. Newcomer Becomes Cadet Commander.

"Liz" is a 17-year old C/1st Lt who moved to your town two months ago. She's bright, mature, and a graduate of Cadet Officer School. Your current cadet commander is about to leave for college, and after careful consideration, you think that Liz is the best cadet to take over. She'll probably serve in the top slot for a year before moving on to college herself. However, the current cadet deputy commander, Alex, a 15-year old C/2nd Lt, is very ambitious. Before Liz suddenly arrived, Alex had assumed he would move up to the top position. No doubt, Alex will be crushed by your decision, and may even resent Liz, a newcomer who barely out-ranks him.

► *What guidance do you give Liz when you offer her the position of cadet commander?*

### 2. New Cadet Officer Leads Bivouac

"Nate," a new cadet officer, is a ground team expert. Now that he has earned his Mitchell, you decide to let Nate lead a bivouac / field training exercise. You had him brief you on his plans, and were impressed by his attention to detail. He had your confidence. But now, it's just after dinner on the first of three days in the field. So far, you're disappointed in Nate's leadership. You observed that when the junior cadets arrived at the bivouac, Nate and his staff stood around the fire socializing, instead of helping the airmen make camp. In teaching the cadets how to tie basic knots, Nate is cocky. The NCOs on his staff are becoming cocky, too. You overhear the cadet staff talking about how they should be authorized "boonie" hats as a perk for being on staff.

► *How do you approach Nate about his conduct as a leader?*

### 3. Lackluster Cadet Aims for Academy

"Aaron" is a cadet in your squadron. He is 16 years old, and has earned two stripes in as many years, despite your making some attempts to encourage him to progress. From reading the local newspaper, you know that Aaron is on the honor roll every term. Although he attends nearly every squadron activity, his hair is always too long, his uniform never pressed, and he does not seem to have any close friends. As you see him slouching in formation, you wonder why he even bothers to participate - his heart doesn't seem to be in it. Even more puzzling, his family and his fellow cadets say that he absolutely wants to attend the USAF Academy and fly fighters - apparently, he mentions it all the time.

► *What will you do to help Aaron achieve that goal?*

### 4. Outstanding Cadet is Never Satisfied

"Ryan" is the top cadet in your wing. He's a 17-year old C/Lt Col, cadet commander, CAC chair. He's popular and respected. Nevertheless, Ryan is very critical of himself. He's the fastest runner on the drill team, but can never run fast enough to his liking. He earns A-minuses in school, and that frustrates him, too. Trying to win the speech competition, he practiced for hours and hours. But, on the day of the competition, his speech ran 8 seconds over the time limit, so he stormed out of the room, where he spent 30-minutes sulking in the stairwell, telling all who tried to counsel him, "Leave

me alone, please.” Because Ryan has served as the cadet commander for over a year, you know that it would be best for the unit to move him to a different job and give his deputy, a very good cadet officer, a shot at the top job.

► *How will you communicate your decision to Ryan?*

### **5. NCO Tries to Coach Cadets in Drill**

“TSgt Flanders” spent twenty years in the Air National Guard. He and his son have joined your CAP squadron. One night, as he watched the cadets practice for an upcoming drill competition, TSgt Flanders ordered the cadet commander to halt the flight, and then proceeded to tell them how they were doing all the movements “wrong.” A non-stop talker, TSgt Flanders’ continued with his impromptu instruction for 20-minutes, eating up the cadets’ practice time. Some say he used profanity a few times, perhaps by accident. A senior member eventually succeeded in “freeing” the cadets to resume their drill, but TSgt Flanders stormed off in a huff and avoided talking with anyone for the rest of the meeting.

► *When you see TSgt Flanders at the next meeting, how, if at all, will you approach him about the incident?*

### **6. Young Cadet Officer Takes Charge**

A ninth-grader, “Philip” is young for his rank, C/Capt, and serves as your squadron’s cadet deputy commander. You’ve slowed-down his promotions a few times for lack of maturity, but reluctantly signed-off on his Earhart. When asked by someone if he has a girlfriend, Philip replied, “No, freshman girls are too spacey for me, they don’t have goals.” One night, when the cadet commander was absent, Philip admonished the cadets for not meeting his standards in their wear of the uniform, and military courtesy. “People! The regulations are clear on these matters! You must comply or else you will not get promoted. For next week, you each will write a 5-page essay on ‘The Importance of Following Regulations.’” These events unfold while the senior staff meets in an adjacent room, where you overhear most of Philip’s speech. You leave to see what is going on. Upon seeing you, Philip states, “Sir, I insist that you back me up on this.”

► *What do you do?*

# LEADERSHIP FEEDBACK & MENTORING

## Seminar L4 Student Handout

**Scope:** A cadet's adolescent wisdom will take them only so far. To fulfill their potential for leadership, they need help from adult mentors. This seminar considers how CAP transforms cadets into leaders using adult mentors and a Leadership Feedback Meeting program.

**Format:** Guided Discussion

**Duration:** 45 minutes

**Objectives:**

1. Defend the idea that adult mentors are needed to help transform cadets into leaders
2. Explain why the Cadet Program's "Leadership Expectations" includes performance goals that gradually become more challenging
3. Summarize the "Leadership Expectations" for each of the Cadet Program's 4 phases
4. Describe the goals of a leadership feedback meeting and discuss how the CAPF 50 is used to complement the meeting

**Resources:** CAPP 52-15, *Cadet Staff Handbook*, (sections 2.6 through 2.8); CAPF 50-1; case studies

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**Main Points:**

1. Mentors help cadets learn
  - a. Mentoring can be an everyday, ongoing affair
  - b. Adults share their wisdom and experience
  - c. In a youth program like CAP, there are dozens of ways to mentor cadets
2. The "Leadership Expectations" Chart
  - a. The chart communicates what skills mentors should help cadets develop
  - b. The chart's goals are progressive - they gradually become more challenging
  - c. Cadet Programs Officers need a working knowledge of the chart
3. Leadership Feedback Meetings
  - a. They are opportunities to help cadets refine their leadership skills
  - b. Mentor / evaluators need to be positive, constructive, and specific
  - c. Feedback meetings are not to be oral exams
  - d. Evaluate cadets at least once per phase using CAPF 50
4. Case Studies (see below)

## STUDENTS' INSTRUCTIONS

Two cadets in your squadron are now eligible for promotion. Listed below are some observations you've made about the cadets during the past few weeks. Your task is to evaluate one of the cadets using a CAPF 50 and decide if they are ready for promotion. Complete a CAPF 50 and be prepared to roleplay on how you would want to see the Feedback Meeting handled.

### "Kristen"

In-Ranks Cadet

C/AB

15 years old

Joined CAP 1 month ago

1. Kristen's uniform is clean and well-pressed. You often see her checking her gig line and brushing lint off. Her boots are polished, but not spit-shined anywhere near as well as other cadets'.
2. She says "sir" and "ma'am" all the time.
3. Kristen scored a 76% on the Curry written test. Her flight sergeant wonders if she fully understands how grade insignia works. She gets mixed up between stripes, pips, and diamonds.
4. Upon arriving at the squadron, she hangs up her coat, gets her binder out, checks her uniform, and quietly hangs out near her flight sergeant until it's time for formation.
5. She was the last cadet to finish the mile run, barely passing with a time of 11:30.
6. During the CPFT, she really cheered on her partner during the push-ups and curl-ups event.
7. On the drill field, she is proficient in facings and flanks. Her flight sergeant told her to fall in into column formation, but she had no clue what that meant.
8. Kristen is incredibly shy. She won't make conversation with anyone unless they initiate it. No one on the staff believes she has made any friends yet.
9. It's hard to know if she listens well. She seems to follow directions, but if an officer tells her something, she acts like she's trying to get away from them as quickly as possible.
10. She signed up to help the squadron support a local airshow. The night before the event, she called her flight sergeant to say she couldn't attend after all, but she did not give a specific reason for having to back out.

## "Dylan"

Eligible for C/MSgt

Flight Sergeant

13 years old

Joined CAP 1 year ago

1. Dylan averages a 96% on his achievement tests.
2. Whenever you see him, his uniform looks spectacular. You wonder how many hours he spends shining his boots and shoes.
3. The cadet commander approached Dylan three times to give him tips on transitioning into his new flight sergeant role. Every time, Dylan gave her his complete attention. He listens intently to every single word his leaders say.
4. If there's a CAP activity, Dylan will be there. He's obviously very eager to participate in every possible event. Once or twice, he's asked when he'll be invited to the staff meetings currently attended by two C/CMSgts and two cadet officers.
5. Dylan's father says he's on track to attend the Air Force Academy.
6. One cadet in his flight has an outstanding uniform. But most cadets' uniforms are OK at best. Knowing this, Dylan often cries, "I expect your uniform to be perfect, people!" He seems to always be looking for uniform infractions on his cadets. The cadet commander remarks that she's never heard him congratulate cadets for looking sharp in any way.
7. During classes and activities, you've noticed Dylan does not fully pay attention. His mind is elsewhere. You ask him about this and he responds, "I need to watch my flight and make sure they're sitting up straight."
8. Dylan really drives his cadets. He often threatens them with "demerits" if they fail to meet his expectations in drill and customs and courtesies, even though your unit does not use demerits. You've heard him say that he is an NCO, and the airmen he leads need to respect his authority.
9. The other flight sergeant, in contrast, takes extra time to teach her flight how to improve their uniforms and how to perform better in drill. This seems silly to Dylan. "People are either motivated or they're not," you hear him say.
10. You were driving the cadets through an economically depressed part of town when you heard Dylan say, "Why don't poor people just work harder and get jobs that pay more money? My dad makes \$275,000 per year."

# INSTRUCTIONS

To develop their leadership skills, cadets need feedback that is **positive, constructive, and specific**. This form is a tool toward that end.

## INTRODUCTORY GUIDELINES

Evaluate cadets at least once per phase using the CAPF 50 that corresponds with their phase.

Many squadrons find it useful to evaluate cadets as they become eligible for promotion.

The categories and performance goals listed on this form are derived from the "Leadership Expectations" outlined in CAPR 52-16.

If desired, file the completed form in the cadet's personnel record after providing them with a copy.

## EVALUATORS

The evaluator should be a senior member, or a cadet officer working under a senior member's supervision.

## HOW TO COMPLETE THIS FORM

This form focuses on the leadership expectations for a particular phase in the Cadet Program. Before meeting with the cadet, rate the cadet's performance in each category by putting an "X" in the appropriate box. Under the "Leader's Perspective" section, include comments to help support the ratings. Comments can be in the form of sentences, phrases, or a simple outline.

## GUIDELINES FOR RATING CADETS' PERFORMANCE

*Excellent:* Routinely meets all goals; performance sets a great example for fellow cadets

*Very Good:* Meets most goals most of the time

*Satisfactory:* Meets most goals; performance may be inconsistent or slightly off, but is acceptable

*Needs Improvement:* Does not meet most goals; this category requires the cadet's and leader's attention

## HOW TO PROVIDE CADETS WITH FEEDBACK – SUGGESTED PROCEDURE

1. Meet in a location that offers some privacy, but avoid situations that place a senior and cadet alone together.
2. Have the cadet formally report to the officer(s) who will be providing the feedback.
3. Put the cadet at ease so they may focus on the officers' constructive comments. If using this form in conjunction with a promotion board, state whether the cadet will be promoted or not. Encourage the cadet to share their own comments and ask questions.
4. Ask the cadet to describe some recent successes they have had in the Cadet Program. Why do they exemplify good leadership? Challenge the cadet to think about their leadership performance.
5. Ask the cadet to describe some leadership skills they are trying to improve. What steps are they taking to improve in these areas? Again, challenge the cadet to think critically and be specific.
6. Review the ratings in the top portion of the form. For each item, provide constructive and positive feedback.
7. Identify some of the cadet's recent successes. Let the cadet know what they are doing well.
8. Identify 2 or 3 leadership skills that the cadet should focus on. Give specific suggestions on what they should do to improve in those areas, but do not overwhelm them with feedback.
9. Congratulate the cadet for their efforts and encourage them to remain active in CAP. If retaining the cadet in grade, set a date for a subsequent review. Be sure to re-enforce the positive.
10. Dismiss the cadet and return their salute.

## FINAL THOUGHT

Remember, this form is a tool for helping cadets improve their leadership skills. Have a positive and optimistic attitude when offering cadets feedback.

# CADET LEADERSHIP FEEDBACK – PHASE I

CADET'S  
NAME:

CAP  
GRADE:

INCLUSIVE DATES  
OF REVIEW:

FOR INSTRUCTIONS, SEE REVERSE

CATEGORY	PERFORMANCE GOALS	NEEDS IMPROVEMENT	SATISFACTORY	VERY GOOD	EXCELLENT
<b>1. ATTITUDE</b>	Displays a positive attitude; optimistic; enthusiastic; team-orientated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. CORE VALUES</b>	Aware of the Core Values; honest; practices customs & courtesies; polite and respectful; wears uniform properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. COMMUNICATION SKILLS</b>	Listens actively; attentive; asks good questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. SENSE OF RESPONSIBILITY</b>	Follows directions; dependable; arrives ready to learn and serve; effective in managing own time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CADET'S PERSPECTIVES

The cadet described why they are proud of the following successes in the Cadet Program:

## LEADER'S PERSPECTIVES

The leader described why they are proud of the cadet for the following successes in the Cadet Program:

The cadet described how they plan to improve their leadership skills in the following areas:

The leader described how the cadet can improve their leadership skills in the following areas:

PROMOTION  
APPROVED

RETAINED  
IN GRADE

DATE OF NEXT REVIEW,  
IF RETAINED IN GRADE (WITHIN 6 WEEKS):

EVALUATOR'S SIGNATURE & TITLE

CADET'S SIGNATURE & DATE

# CADET LEADERSHIP FEEDBACK – PHASE II

CADET'S  
NAME:

CAP  
GRADE:

INCLUSIVE DATES  
OF REVIEW:

FOR INSTRUCTIONS, SEE REVERSE

CATEGORY	PERFORMANCE GOALS	NEEDS IMPROVEMENT	SATISFACTORY	VERY GOOD	EXCELLENT
<b>1. ATTITUDE</b>	Maintains a positive attitude and encourages good attitudes in others; does not flaunt rank or authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. CORE VALUES</b>	Displays a commitment to the Core Values; promotes team spirit, professionalism, and good sportsmanship as a team leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. COMMUNICATION SKILLS</b>	Proficient in informal public speaking (ie: in giving directions to and training junior cadets)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4. SENSE OF RESPONSIBILITY</b>	Enforces standards; trustworthy in supervising a small team and leading them in fulfillment of a series of simple tasks; given a plan, is able to carry it out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5. INTER-PERSONAL SKILLS</b>	Guides and coaches junior cadets; recognizes when junior cadets need help; leads by example; is not a "boss"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## CADET'S PERSPECTIVES

The cadet described why they are proud of the following successes in the Cadet Program:

## LEADER'S PERSPECTIVES

The leader described why they are proud of the cadet for the following successes in the Cadet Program:

The cadet described how they plan to improve their leadership skills in the following areas:

The leader described how the cadet can improve their leadership skills in the following areas:

PROMOTION  
APPROVED

RETAINED  
IN GRADE

DATE OF NEXT REVIEW,  
IF RETAINED IN GRADE (WITHIN 6 WEEKS):

EVALUATOR'S SIGNATURE & TITLE

CADET'S SIGNATURE & DATE

# THE CADET / SENIOR TEAM

## Seminar L5 Student Handout

**Scope:** Cadets learn to lead by actually leading. Having opportunities to serve on a squadron staff and share in the leadership of the squadron is an important aspect of their development. During this seminar, students consider who comprises a staff, how the staff works together, and how Cadet Programs Officers should design a cadet staff and mentor the cadets.

**Format:** Guided Discussion

**Duration:** 45 minutes

**Objectives:**

1. Identify the positions comprising a squadron staff; summarize the duties of each
2. Defend the idea that in designing a staff, each cadet needs a tailor-made challenge
3. Describe how cadet position descriptions define how cadets and seniors divide the labor of leading the squadron
4. Explain why there is no standard organizational structure for a cadet unit
5. Discuss the importance of mentoring cadets as they begin and end their term of staff service

**Resources:** CAPP 52-15, *Cadet Staff Handbook*, Part 1 and Appendix 1 & 2

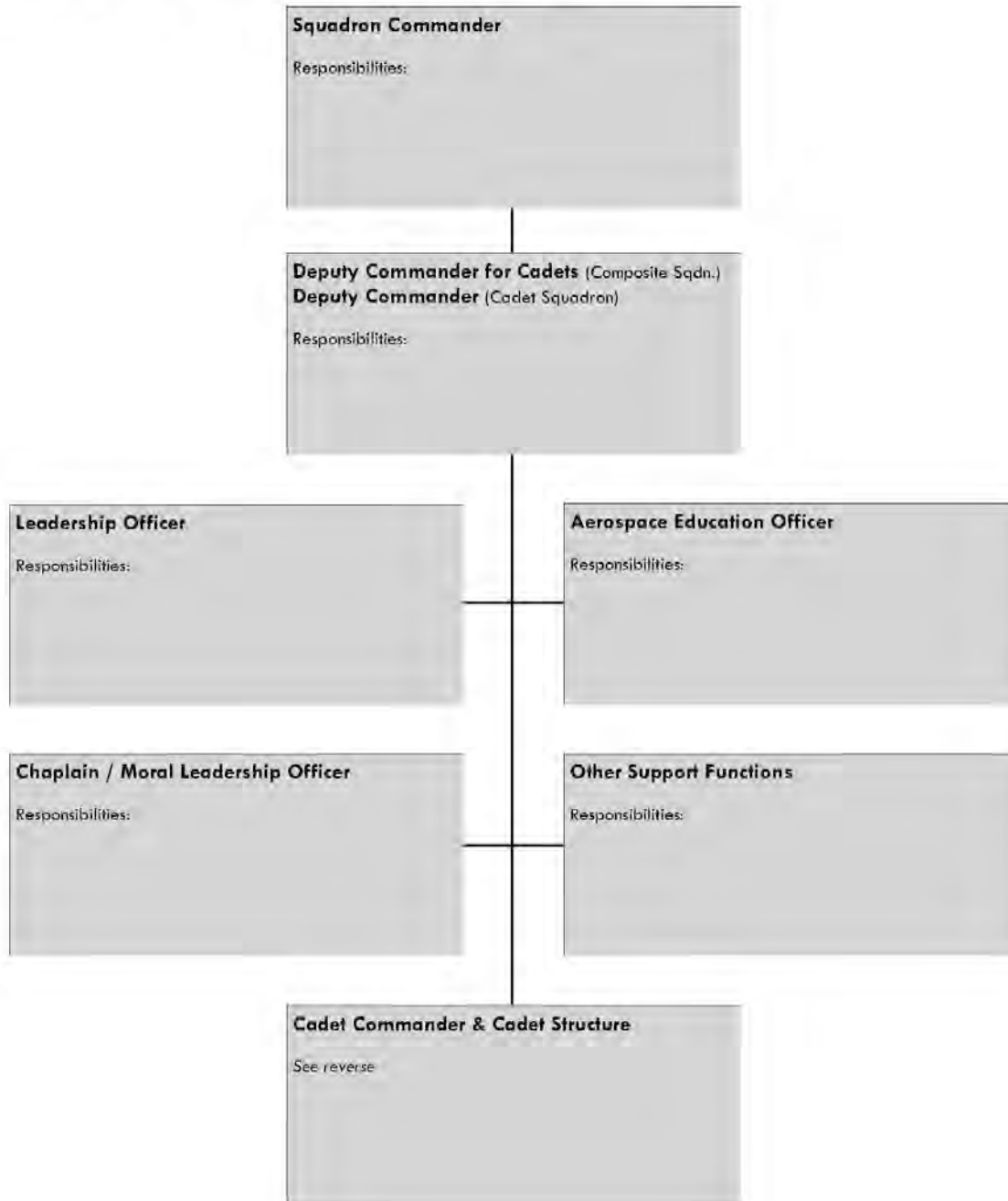
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**Main Points**

1. Introduction: Is the cadet program “cadet run” or “senior run”?
2. The squadron staff is a team
  - a. Positions & responsibilities of the senior staff
  - b. Positions & responsibilities of the cadet staff
3. Carefully design the cadet staff
  - a. Tying together skill, rank, and job
  - b. Scalable organizational charts
  - c. One step forward, one step back
  - d. Term limits
4. Use an open & honest staff selection process
  - a. Best practices for making staff selections
  - b. Interviews as teaching tools
5. Exercises
6. Summary

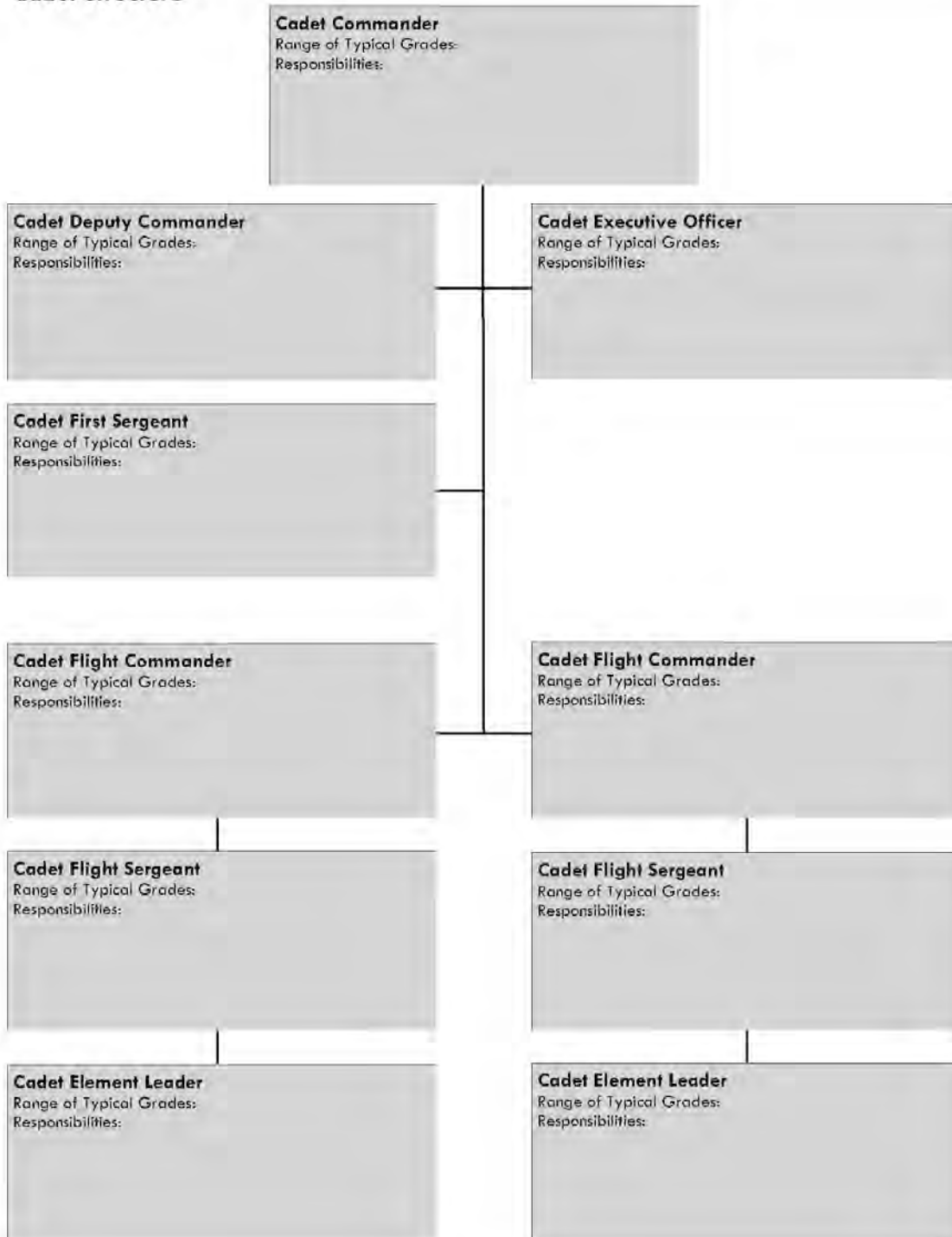
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## Who comprises a Cadet Program staff?



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## Cadet Structure



## EXERCISE #1

### APPOINTING A CADET TO A NEW STAFF POSITION

#### Instructions for Students

This is a role-playing exercise. You'll take turns playing the roles described below:

	<u>Student #1</u>	<u>Student #2</u>
<u>Scenario #1</u>	Cadet Programs Officer	C/SSgt and evaluator for Student #1
<u>Scenario #2</u>	C/Capt and evaluator for Student #2	Cadet Programs Officer

If you're the student playing the role of the Cadet Programs Officer, your role is to help the cadet described in the scenario get off to a good start in their new job.

If you're the student playing the role of the cadet, your job is to react to your "superior's" guidance. Further, you'll give your fellow student feedback about how well they fulfilled the guidelines for appointing a cadet to a new position, as described in the *Cadet Staff Handbook* (page 6).

#### Scenario 1

You're appointing a bright, hard-charging 14-year-old C/SSgt as flight sergeant. He's served as element leader before, but this is his first real challenge as a cadet NCO. The cadet is very sharp in terms of appearance, customs and courtesies, drill, and the like.

#### Scenario 2

You're appointing a 16 year old C/Capt as cadet commander. The cadet is bright and promising but is beginning to become more rebellious and independent (like most 16 year olds). She's the only cadet officer in the squadron, but has lead the unit's 18 active cadets while serving as flight commander for the past 9 months. Before that she was first sergeant, and has been the squadron's shining star for the past 2 years. During her membership, she's had some good NCOs to serve as her role models, but not very many cadet officers.

## EXERCISE #2

### DESIGNING A CADET STAFF

#### Instructions for Students

Your task is to design a staff structure for your squadron. How many flights and elements will you have? Will you fill every position? Which positions will you assign to which cadet?

Keep in mind that there is no one-size-fits-all structure for a cadet unit, and the goal is to give each cadet an assignment that is tailor-made to their rank and leadership skill.

Only the highest ranking cadets are listed here. Red Squadron, for example, lists 6 staff candidates, and a total strength of 12, so we know there are 6 more “ghost” cadets that are lower-ranking than the six shown below.

You are free to consult the charts in Appendix 2 of the *Cadet Staff Handbook*.

**Format of Your Answer:** Give your answer in the format of an organizational chart. In each “box” on your chart, give the cadet’s name and their position.

#### RED SQUADRON

Abby C/Amn  
Blake C/A1C  
Carlos C/A1C  
Dorothy C/Amn  
Emile C/SrA  
Frank C/Amn

Total Strength:  
12 cadets

#### BLUE SQUADRON

Gus C/TSgt  
Hilda C/A1C  
Isabelle C/MSgt  
Jerome C/SrA  
Kari C/A1C  
Lamar C/A1C

Total Strength:  
18 cadets

#### YELLOW SQUADRON

Montel C/1st Lt  
Nancy C/SSgt  
Olivia C/MSgt  
Pedro C/Capt  
Quentin C/SMSgt  
Russ C/1st Lt  
Sun C/MSgt

Total Strength:  
24 cadets

#### ORANGE SQUADRON

Tanjela C/2d Lt  
Upton C/2d Lt  
Vicky C/Lt Col  
Walt C/Lt Col  
Xavier C/Maj  
Yvonne C/TSgt  
Zach C/SSgt

Total Strength:  
30 cadets

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## SUMMARY

A staff is a team. It’s seniors and cadets working together and sharing in the leadership of the squadron.

Cadet position descriptions help define how seniors and cadets divide their labor. Grant cadets the authority to perform the tasks listed in the PD, but *only* those tasks.

Tailor the challenge. Find a position for each cadet that matches their leadership skills and grade.

Design a staff structure that works for your situation. There’s no “standard” structure because every unit is different.

When appointing a cadet to a new position, or when their term ends, make that time a teachable moment.

# PARTNERING WITH PARENTS

## Seminar L6 Student Handout

**Scope:** Students will explore some of the dynamics involved when working with parents. First, what are the standard practices that all squadrons should use when partnering with parents of new cadets? Second, how might leaders of cadets build goodwill among parents by involving them in the life of the squadron? Third, what are some effective methods that can help leaders address parents' concerns?

**Format:** Informal Lecture and Guided Discussion

**Duration:** 30 minutes

**Objectives:**

1. Identify standard practices squadrons should use to partner with parents.
2. Discuss innovative ways to foster communication and involve parents in CAP.
3. Describe methods for addressing parents' concerns.

**Resources:** *Parent's Guide to the Civil Air Patrol Cadet Program*

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**Main Points:**

1. Introduction: Youth with involved parents are active in extra-curricular activities.
2. Standard practices all squadrons need to follow
  - a. Welcome & orientation
  - b. Roster & contact information
  - c. Calendar of events
  - d. Parents' Guide to the CAP Cadet Program
3. Ways to get parents involved in CAP
  - a. Parent orientations
  - b. On-going communications
  - c. Socials & awards nights
  - d. Parents' committees
  - e. Recruiting
4. Helicopter parents
  - a. Definition: the tendency of today's parents to hover over their kids, protecting them from harm and even everyday adversities
  - b. Helicopter parents in the news
5. Addressing parents' concerns
  - a. Parents' expectations
  - b. Principles for resolving problems
6. Summary

# CADET WELFARE & LEGAL ISSUES

## Seminar L7 Student Handout

**Scope:** Senior members have a duty to supervise cadets and protect their welfare. What guidelines should inform the adults who accept that enormous responsibility? This seminar considers some of the most common cadet safety and legal issues likely to arise in a squadron.

**Format:** Lecture (with Scenarios and Q&A)

**Duration:** 60 minutes

**Objectives:**

1. Discuss how *in loco parentis* applies to leaders of cadets
2. Describe basic guidelines governing how adults are to supervise cadets
3. Describe challenges unique to supervising cadets during overnight events

**Resources:** Student handout

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**Main Points:**

1. Assuming the place of the parent
  - a. *In loco parentis*
  - b. The 60 Minutes test
  - c. Teams usually make better decisions than individuals
  - d. Cadet welfare is an adult responsibility
2. Basic guidelines covering cadet supervision
  - a. No such thing as a cadet activity without a senior member
  - b. Limit one-on-one contact
  - c. Cadet activities are supposed to be wholesome
3. The challenges of supervising overnight activities
  - a. Parental permission
  - b. At least two seniors required on all overnights
  - c. Boys and girls together
  - d. Privacy, sleep, and meals
4. Perennial legal issues affecting the Cadet Program
  - a. Transportation
  - b. Dating
  - c. Legal agreements
5. Supervising high adventure activities
  - a. Partner with parents
  - b. Consider cadets' fitness levels
  - c. Know and use the ORM process
6. Problem solving scenarios

## ACTIVITY:

### PROBLEM SOLVING SCENARIOS

1. A handful of squadrons are participating in a weekend bivouac together. While walking by another squadron's campsite, you notice four cadets are attempting to start a fire. Because you just passed them, you know this squadron's senior staff is 100 yards away. What concerns you is that there is a large can of lighter fluid positioned a little too close to the firepit. You wonder if the cadets are aware of the hazard.

2. A certain cadet in the squadron clearly respects and trusts you. The cadet asks if he can speak with you privately. You imagine he wants to discuss the problems he's facing related to his parents recent divorce.

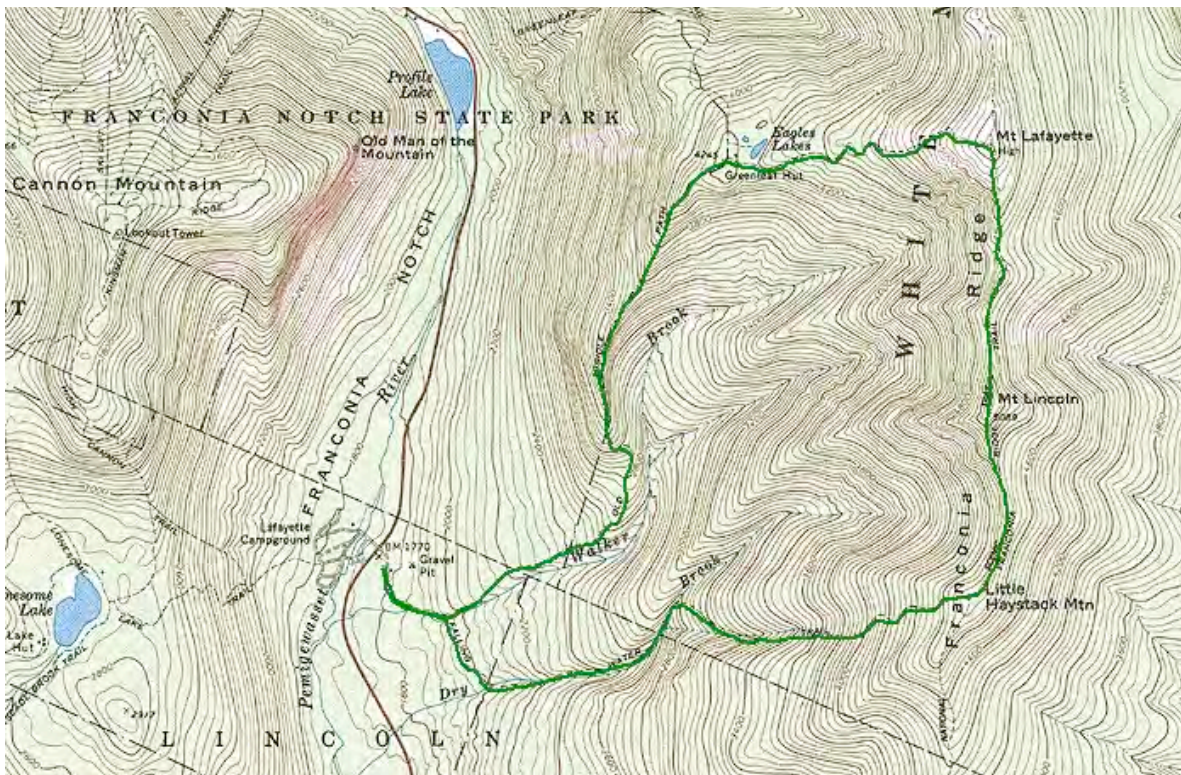
3. Your color guard is getting ready for competition. You and another senior serve as their coaches. The team is planning on practicing its outdoor drill activities at the local high school's parking lot on Saturday morning. At the last minute, your fellow senior member calls you to say they cannot support the practice today. The cadets begin arriving in 10 minutes.

4. Mounts Lafayette, Lincoln, and Little Haystack stand 5,200' high. Guidebooks call the 9-mile hike "the most splendid walk in the East." This classic day hike in New Hampshire's White Mountains is popular with youth groups. The Appalachian Mountain Club advises novice hikers to allow 8 hours to



complete the loop, not counting time spent enjoying the summits. The group includes 8 cadets, only 2 of whom could be called intermediate hikers (the rest are rookies), and 2 senior members who are experienced hikers. The hike is happening in June. Their van will pull-up to the trailhead at 9am. Sunset is 7:41pm. The weather forecast calls for partly sunny skies, a high of 75° at the base, 55° and windy on the summit, with a 40% chance of afternoon showers. **Use ORM to help identify possible hazards and ways to manage those risks. Focus on using the ORM process; you need not be an expert hiker to discuss this scenario. Also, what (if any) issues of adult supervision and general cadet safety should the leaders consider? Is there anything they should do at the squadron meeting *before* the hike?**

*(See next page for map)*



5. To raise money for cadet activities, your squadron has an opportunity to sell lemonade at a busy airshow.

The squadron finance committee authorizes a \$800 expenditure for lemons, paper cups, and a vendor registration fee, in hopes of selling ice cold lemonade to thirsty airshow enthusiasts willing to pay \$2 per cup. The squadron's project officer is leading this effort because she has experience managing a similar operation for The Rotary. She says based on her three years' experience, the squadron should net between \$2000 and \$2500.

The airshow organizers require all concession stand vendors to sign a hold harmless agreement. Knowing that dozens of reputable civic groups have signed the agreement, the squadron commander considers it a formality and signs without reservation.

A month before the event, the project officer briefs the squadron on her plan, which calls for cadets, seniors, and non-member parents to each work a 3 hour shift during the week-end. Two senior members would be present at the booth at all times (on a rotating basis) to supervise the operation. On both Saturday and Sunday, cadets would arrive at the airshow at 7am to help set up, then all would regroup at 5pm to help clean-up and depart for home by 6pm.

To raise CAP's visibility in the community, the plan calls for participants to wear shorts and their squadron tee-shirts, which have the CAP command shield and the words "Portsmouth Squadron, Civil Air Patrol" on the breast.

After working their shifts, cadets would enjoy the airshow, freely roaming the 2-mile long tarmac, provided they use the buddy system and check-in at the lemonade stand every 2 hours.

**What cadet safety, supervision, and legal issues do you see in this scenario?**

## ORIENTATION & MEMBERSHIP: “Cadet Great Start” Seminar M1 Student Handout

**Scope:** Prospective and new cadets need lots of support if they are to succeed in CAP. Specifically, what do they need? And what is the best way to meet those needs? This seminar discusses cadet orientation and membership by using the Cadet Great Start program as a model.

**Format:** Guided Discussion (with a few lecture items)

**Duration:** 50 minutes

**Objectives:**

1. Explain why CAP favors the “pipeline” approach for cadet orientation
2. Identify several needs squadrons must meet to help their new cadets succeed
3. Describe some hallmarks of the Cadet Great Start program
4. Identify key facts about the cadet application process, Cadet Uniform Program, and New Cadet Kit

**Resources:** CAPP 52-9, *Cadet Great Start*

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**Main Points:**

1. There are three main approaches to orientating a new cadet.
  - a. “Pipelining,” where cadets join a unit only at certain times of the year, is the standard method in CAP.
  - b. Pipelining is efficient for the squadron.
  - c. Pipelining is the only method that meets a newcomer’s unique needs.
2. New cadets have lots of needs
  - a. Social
  - b. Training
  - c. Parental-related
  - d. Administrative
3. Cadet Great Start is a systematic, in-depth way to orientate and train new cadets.
  - a. It is a 5-week program.
  - b. The curriculum is hands-on and implemented by cadet NCOs and officers, under senior supervision.
  - c. Students graduate to become Cadet Airmen.
  - d. Detailed guidance is found in CAPP 52-9, *Cadet Great Start*.
4. Local leaders are vital in providing administrative support to new cadets.
  - a. Cadet membership application process
  - b. Cadet Uniform Program
  - c. New Cadet Kit
5. Conclusion: Cadet Great Start is the new, nation-wide standard for orientating and training new cadets.

# CADET ADVANCEMENT, TESTING, & RECORDS

## Seminar M2 Student Handout

**Scope:** Every Cadet Programs Officer needs to know how cadets progress through their program. What are the basic requirements for promotion eligibility? What rules govern cadet tests? How do squadrons record that information? This seminar answers those fundamental questions about cadet operations.

**Format:** Guided Discussion

**Duration:** 30 minutes

**Objectives:**

1. Identify the basic requirements for progressing in the Cadet Program.
2. Identify rules governing cadet tests.
3. Explain how to use the "Cadet Promotions Application."
4. Discuss ways to make a promotion ceremony meaningful.

**Resources:** "Path of Progression" chart (see CAPR 52-16, chapter 2); "Testing Officers' Quick Reference," available at [cap.gov/cadets](http://cap.gov/cadets); "Cadet Promotions Application," available in e-Services.

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**Main Points:**

1. How cadets become eligible for promotion
  - a. Tests: leadership, aerospace, fitness
  - b. Participation: Character forum, attend activities
  - c. Time in Grade: 2 months (technically 8 weeks, 56 days)
  - d. Special Requirements: can vary by achievement
2. Cadet Program Path of Progression
  - a. Five program elements shown in vertical columns
  - b. Award and achievement requirements shown in horizontal rows
3. What rules govern cadet tests?
  - a. Common sense prevails
  - b. Use the "Testing Officer's Quick Reference"
  - c. Correct tests quickly and give cadets meaningful feedback
  - d. See CAPR 50-4 and the instructions found in the test booklets
4. Cadet Promotions Application (online)
  - a. How leaders manage cadet records
  - b. See online tutorials for details
5. Promotion ceremonies
  - a. Make them special, meaningful, personal
  - b. Pin-on new grade as soon as possible after approval

## QUIZ / ACTIVITY

Using your "Path of Progression" chart as a reference, answer the following questions for each scenario:

### Questions

1. What grade should the cadet be wearing now?
2. What does the cadet need to do to become eligible for their next promotion?

#### Jacob

- Passed the Earhart Award exam.
- Passed test on leadership chapter 11.
- Completed the Leadership Officer SDA report.
- Passed the CPFT for Achievement 12.
- Attended a character forum during this achievement.
- Regularly serves as an instructor of junior cadets.
- Active participant.
- Earhart Award is dated 10 weeks ago.

**Current Rank:** \_\_\_\_\_

**Needed for Promotion:** \_\_\_\_\_

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#### Keisha

- Passed tests on leadership chapters 1 through 7.
- Successfully completed the Achievement 8 speech and essay.
- Passed tests on aerospace modules 1 through 6.
- Passed the CPFT for Achievement 8.
- Attended a character forum since their last promotion.
- Active participant.
- Was promoted 49 days ago.

**Current Rank:** \_\_\_\_\_

**Needed for Promotion:** \_\_\_\_\_

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#### Madison

- Passed tests on leadership chapters 1 through 5.
- Passed tests aerospace modules 1, 3, 4, 5, 6
- Passed the CPFT through Achievement 6
- Attended a character forum since their last promotion
- Active participant
- Was last promoted 90 days ago

**Current Rank:** \_\_\_\_\_

**Needed for Promotion:** \_\_\_\_\_

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#### Tyler

- Passed tests on leadership chapters 1 and 2.
- Passed test on aerospace module 1.
- Passed the CPFT once.
- Attended a character forum since their last promotion.
- Active participant.
- Was last promoted 2 months ago.

**Current Rank:** \_\_\_\_\_

**Needed for Promotion:** \_\_\_\_\_

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## Path of Progression in the CIVIL AIR CADET PROGRAM

Phase	Achievement	Leadership	Aerospace	Fitness	Moral Lead	Activities	Grade
<b>I</b> <b>The Learning Phase</b>	Optional Orientation	Orientation	Orientation	Orientation	Orientation	Orientation	C/AB
	1 John Curry	Chapter 1	No Requirement	CPFT	Foundation Module	Participate Actively	C/Amn
	2 Hap Arnold	Chapter 2	Any Module	CPFT	1 Forum	Participate Actively	C/A1C
	3 Mark Feik	Chapter 3	Any Module	CPFT	1 Forum	Participate Actively	C/SrA
	WRIGHT BROS. AWARD	Comprehensive Exam	No Requirement	CPFT	No Requirement	Participate Actively	C/SSgt
<b>II</b> <b>The Leadership Phase</b>	4 Eddie Rickenbacker	Chapter 4	Any Module	CPFT	1 Forum	Participate Actively	C/TSgt
	5 Charles Lindbergh	Chapter 5	Any Module	CPFT	1 Forum	Participate Actively	C/MSgt
	6 Jimmy Doolittle	Chapter 6	Any Module	CPFT	1 Forum	Participate Actively	C/SMSgt
	7 Robert Goddard	Chapter 7	Any Module	CPFT	1 Forum	Participate Actively	C/CMSgt
	8 Neil Armstrong	Speech & Essay	No Requirement	CPFT	1 Forum	Participate Actively	
MITCHELL AWARD	Comprehensive Exam	Comprehensive Exam	CPFT	No Requirement	Encampment	C/2d Lt	
<b>III</b> <b>The Command Phase</b>	9 Flight Commander	Chapter 8 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Mentor	
	10 Administrative Officer	Chapter 9 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Mentor	C/1st Lt
	11 Public Affairs Officer	Chapter 10 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Mentor	
	EARHART AWARD	Comprehensive Exam	Comprehensive Exam	CPFT	No Requirement	SDA Staff Service	C/Capt
<b>IV</b> <b>The Executive Phase</b>	12 Leadership Officer	Chapter 11 & SDA	No Requirement	CPFT	1 Forum	Participate & Instruct	
	13 Aerospace Ed. Officer	Chapter 12 & SDA	No Requirement	CPFT	1 Forum	Participate & Instruct	
	14 Operations Officer	Chapter 13 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Instruct	C/Maj
	15 Logistics Officer	Chapter 14 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Instruct	
	16 Cadet Commander	Chapter 15 & SDA	3-Chapter Block	CPFT	1 Forum	Participate & Instruct	
EAKER AWARD	Speech & Essay	No Requirement	CPFT	No Requirement	SDA Staff Service & Leadership Academy	C/Lt Col	
<b>SPAATZ AWARD</b>	-	Comprehensive Exam	Comprehensive Exam	CPFT	Essay Exam	Participate Actively	C/Col

ACHIEVEMENT	LEADERSHIP LABORATORY	AEROSPACE EDUCATION
1	Leadership <sup>®</sup> Chapter 1 CAPT 68, July 2006 Closed-book test. Un-timed. 70% passing score	No test required
2	Leadership <sup>®</sup> Chapter 2 CAPT 68, July 2006 Closed-book test. Un-timed. 70% passing score	Aerospace Dimensions: complete module tests in any order CAPT 61, April 2003, with January 2005 errata memo Closed-book test. Un-timed. 70% passing score.
3	Leadership <sup>®</sup> Chapter 3 CAPT 68, July 2006 Closed-book test. Un-timed. 70% passing score	Aerospace Dimensions: complete module tests in any order CAPT 61, April 2003, with January 2005 errata memo Closed-book test. Un-timed. 70% passing score.
Wright Bros. Award	Leadership <sup>®</sup> Chapters 1-3 CAPT 60, April 2003 Closed-book test. Un-timed. 80% passing score	No test required.
4-7	Leadership <sup>®</sup> Chapters 4-7 respectively CAPT 68, July 2006 Closed-book test. Un-timed. 70% passing score	Aerospace Dimensions: complete module tests in any order CAPT 61, April 2003, with January 2005 errata memo Closed-book test. Un-timed. 70% passing score.
8	Essay and speech in lieu of a written test. See CAPR 52-16, chapter 2, for details.	No test required.
Mitchell Award	Leadership topics; see CAPR 52-16 for details CAPT 64-1, October 2006 Closed-book test. 1-hour time limit. 80% passing score	Aerospace Dimensions, modules 1-6 CAPT 64-2, October 2006 Closed-book test. 1-hour time limit. 80% passing score.
9-11	Leadership <sup>®</sup> Chapters 8-10 respectively CAPT 68, July 2006 Closed-book test. Un-timed. 70% passing score	Aerospace: Journey of Flight complete tests in any order CAPT 63, January 2001 Open-book test. Un-timed. 70% passing score.
Earhart Award	Leadership topics; see CAPR 52-16 for details CAPT 65-1, October 2006 Closed-book test. 1-hour time limit. 80% passing score	Aerospace Dimensions, modules 1-6 CAPT 65-2, October 2006 Closed-book test. 1-hour time limit. 80% passing score.
12-13	Leadership <sup>®</sup> Chapters 11-12 respectively CAPT 68, July 2006 Closed-book test. Un-timed. 70% passing score	No test required.
14-16	Leadership <sup>®</sup> Chapters 13-15 respectively CAPT 68, July 2006 Closed-book test. Un-timed. 70% passing score	Aerospace: Journey of Flight complete tests in any order CAPT 63, January 2001 Open-book test. Un-timed. 70% passing score.
Eaker Award	Essay and speech in lieu of a written test. See CAPR 52-16, chapter 2, for details.	No test required.
Spaatz Award	The Spaatz Award Exams are administered by CAP-USAF personnel. See CAPR 52-16, chapter 2, for details. The administrator's guide, CAPR 52-13, will also be helpful.	

\* Two editions of the leadership textbook are in circulation. Leadership: 2000 and Beyond is virtually identical to its second edition, Leadership for the 21st Century. Cadets may study either text-book. All test questions will be found in both textbooks.

TO ORDER TESTS contact the Cadets' Registrar at 1-877-227-9142 x203, or via fax at 334-953-4262.

IS THIS TESTING OFFICERS' QUICK REFERENCE CURRENT? SEE WWW.CAP.GOV/CADETS

Double check cap.gov/cadets to ensure this quick reference is current.

# RESOURCES FOR GREAT ACTIVITIES

## Seminar M3 Student Handout

**Scope:** According to cadet surveys, a majority of squadrons have dull meetings. That's a problem because squadron meetings are vital in keeping cadets excited about CAP. The answer is to provide lots of hands-on activities on Tuesday night. But where do you start? Where do you find great hands-on activities? That's the purpose of this seminar.

**Format:** Guided Discussion

**Duration:** 30 minutes

**Objectives:**

1. Defend the idea that cadet meetings need to be exciting and have hands-on activities
2. Identify several educational or activity resources available to support each element in the Cadet Program
3. Discuss best practices for using those resources

**Resources:** "Cadet Programs Resource Guide."

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**Main Points:**

1. The importance of exciting squadron meetings
  - a. Cadets want hands-on activities
  - b. The quality of squadron meetings greatly affects cadet retention
2. Survey of educational / activity resources
  - a. Leadership Resources
  - b. Aerospace Resources
  - c. Fitness Resources
  - d. Character Resources
3. The Cadet Programs Resource Guide
4. Conclusion

# THE WEEKLY SQUADRON MEETING

## Seminar M4 Student Handout

**Scope:** The best squadrons succeed because they offer well-planned, fun, productive meetings every week. While flying, encampments, and national activities are the most exciting aspects of cadet life, the weekly squadron meeting is what affects cadet achievement and retention the most. During this seminar, students consider how they can make their squadron meetings more successful.

**Format:** Guided Discussion

**Duration:** 50 minutes

**Objectives:**

1. Defend the idea that squadrons grow and achieve only if they offer productive and fun meetings every week
2. Describe the benefits of following a quarterly plan
3. Describe the elements of a weekly squadron meeting
4. Describe fun and productive activities suitable for weekly meetings
5. Discuss ways to draft, coordinate, and publish effective meeting schedules

**Resources:** CAPP 52-15, *Cadet Staff Handbook*, sections 2.3 – 2.5

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**Main Points:**

1. Introduction: Visit to a struggling squadron
2. Great squadron meetings begin with a quarterly plan
  - a. Ideas for good quarterly goals
  - b. Features of the quarterly schedule
  - c. Benefits of using a quarterly schedule
3. Elements of the weekly squadron meeting
  - a. Opening Formation block
  - b. Emphasis Item block
  - c. Core Curriculum block
  - d. Break & Administrative block
  - e. Special Training block
  - f. Closing Formation block
4. Squadron meetings need great activities
  - a. What do cadets want? What don't they want?
  - b. Success stories
  - c. Using cadets as activity leaders and instructors
5. Great squadron meetings require thorough planning
  - a. Drafting, coordinating, publishing, and implementing a schedule
  - b. The finished product: sample schedule
6. Summary and final thoughts

## DIAGRAMS

### Planning Cycle for Using a Cadet NCO or Officer as an Instructor

<p>1. A senior or experienced cadet officer meets with the cadet to discuss goals and vision for the activity.</p> <p style="text-align: center;"><b>2 Weeks Prior</b></p>	<p>2. Cadet begins to do some thinking and finds and personalizes a lesson plan. Cadet should rely on published lesson plans vs. original work.*</p>	<p>3. "Check Ride." Cadet presents their ideas in depth to the cadet officer or senior, who provides mentoring and quality control. Postpone the activity or class if the cadet is clearly not ready to take a leadership role.</p> <p style="text-align: center;"><b>1 Week Prior</b></p>	<p>4. SQUADRON MEETING Cadet leads activity or class.</p> <p style="text-align: center;"><b>D-Day</b></p>
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\* If the squadron needs to develop a lesson plan from scratch, see section 2.5 in the *Cadet Staff Handbook* for some tips. (Briefly show students this section.)

### Planning Cycle for Generating a Weekly Squadron Meeting Schedule

<p>1. Cadet officer or senior begins drafting detailed meeting schedule</p> <p style="text-align: center;"><b>2 Weeks Prior</b></p>	<p>2. Cadet officer coordinates details with staff officers; submits proposed schedule</p>	<p>3. Commander or deputy reviews and approves schedule. If the cadet fails to deliver a schedule on time, they lose the privilege or planning that meeting.</p> <p style="text-align: center;"><b>1 Week Prior</b></p>	<p>4. Commander or designee publishes the schedule, asking all members to prepare accordingly</p> <p>5. SQUADRON MEETING Schedule is implemented</p> <p style="text-align: center;"><b>D-Day</b></p>
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# WEEKEND & SUMMER ACTIVITIES

## Seminar M5 Student Handout

**Scope:** Why do cadets join CAP? Perhaps the most basic answer is that they're excited about the activities CAP offers. Although the squadron meeting is the nucleus of the Cadet Program, weekend and summer activities are perhaps the most exciting aspects of cadet life. In this seminar, students will share best practices for running squadron-level weekend activities, and discuss wing and national-level events as well.

**Format:** Guided Discussion

**Duration:** 30 minutes

- Objectives:**
1. Defend the idea that cadets should have an opportunity to participate in at least one special activity each month
  2. Give examples of weekend activities squadrons can host on their own
  3. Give examples of weekend and summer activities hosted by the group or wing
  4. Identify activities that are prohibited / seriously restricted in the Cadet Program
  5. Discuss best practices for managing cadet activities

- 
- Main Points:**
1. Introduction
    - a. The goal: one fun weekend activity each month
    - b. The solution: squadrons and wings work together
  2. Squadron-Level Weekend Activities
    - a. Possible activities
    - b. Success stories
  3. Special Activities at Group or Wing Level
    - a. Examples
    - b. Success stories and local practices
  4. National Cadet Special Activities
  5. Special Safety Policies
    - a. Activities that are always prohibited
    - b. Activities that are allowed but are highly-regulated
    - c. Guidelines when training during hot weather
  6. General Management Principles
  7. Summary

# SELF ASSESSMENT FOR CADET UNITS

**PURPOSE.** This questionnaire helps leaders consider how well their squadron is implementing the CAP Cadet Program. It is completely subjective, encouraging leaders to examine and discuss local attitudes and policies.

**INSTRUCTIONS.** This self-assessment should be completed using a team approach, with each individual completing the questionnaire on their own, and then coming together to discuss recommendations as a group. A team comprised of 3 to 5 leaders — seniors and cadet officers — is suggested. **Mark an X in the column that corresponds with how you rate your squadron's performance in that area during the past 6 months.**

**EXCELLENT:** We consistently display these characteristics. We are an excellent role model for other units.

**GOOD:** We display many of these characteristics, but not consistently. Overall, we are successful in this area.

**MARGINAL:** We occasionally display some of these characteristics, but it is easy to see a handful of deficiencies that are beginning to affect our ability to develop our cadets' potential.

**UNSATISFACTORY:** We almost never display these characteristics. Our many deficiencies in this area require immediate attention.

EXCELLENT

GOOD

MARGINAL

UNSATISFACTORY

## PROFESSIONAL RESPONSIBILITIES

1. **KNOWLEDGE.** The squadron complies with all safety and cadet protection policies. Key staff are thoroughly familiar with cadet-related regulations. Aerospace, leadership, and moral leadership officers are knowledgeable about their curricula.

2. **PARENTS.** The commander and key staff members know cadets' parents, and vice versa. Parents are kept abreast of news and events in a timely manner. A parents' committee or booster club is active. Some parents have decided to join CAP. The squadron invites parents to awards ceremonies and social events.

## LEADERSHIP ENVIRONMENT

3. **MENTORING.** Seniors have built a rapport with cadets, and therefore are successful in coaching and counseling them. Seniors motivate cadets to try new experiences and overcome challenges. The cadet staff is allowed to solve leadership problems on their own and to learn from their mistakes.

4. **TEAMWORK.** The squadron functions as a team and displays esprit de corps. Cadets are motivated and eagerly help one another. Cadets and seniors follow through on their commitments. There are no cliques. The staff knows how their job contributes to the team. Cadets listen actively to seniors, and vice versa.

## ACTIVITIES

5. **SUPPORT.** Senior leaders attend weekly meetings regularly. Enough seniors make themselves available so that during one weekend each month, cadets may participate in a CAP activity. The squadron is well-rounded in that cadets have opportunities to experience the full range of cadet-related activities.

6. **PARTICIPATION.** More than half of the cadets on the unit's roster participate actively on a regular basis. Membership rolls are high because the squadron works hard to retain cadets. The squadron is consistently well-represented at group and wing level cadet activities.

## CADET ADVANCEMENT

7. **PROMOTIONS.** Cadets are working hard to earn promotions. Records are kept up so there is no doubt about who is eligible for promotion. Cadets are promoted only when they have shown they are ready to accept increased responsibilities. Cadet officers prepare CAPF 50 evaluations on junior cadets.

8. **NEW CHALLENGES.** When cadets are promoted, their responsibilities increase and the unit expects more from them. Cadets are assigned staff positions that are appropriate for their grade. Cadet staff members have been given guidelines on their roles and responsibilities.

	EXCELLENT	GOOD	MARGINAL	UNSATISFACTORY
<b>PLANS &amp; PROGRAMS</b>				
9. RECRUITING. Prospective cadets are paired with a sponsor and given an orientation to CAP. New cadets complete their first achievement soon after joining. Honesty in recruiting is practiced; the squadron does not promise more than it can deliver. The squadron helps the cadet obtain a uniform right away.				
10. PLANNING. All members are kept informed about meeting and activity schedules, and arrive ready to participate. Meetings are carefully planned, and time is well-used. Seniors and cadet officers plan and build meeting schedules together. The weekly meeting schedule is evidence of a squadron that is well-managed and goal-orientated.				
11. TRAINING. Weekly meetings are exciting. Hands-on training is the norm; dull lectures are the exception. Under senior supervision, the cadet staff leads much of the training. The squadron consistently meets the basic requirements for leadership, aerospace, fitness, moral leadership, testing, and safety each month.				
<b>CADET LIFE</b>				
12. ACADEMICS. Cadets study and look forward to achievement tests. CAP is developing cadets' curiosity about leadership and aerospace. Parents are pleased to see CAP is helping their cadet do well in school.				
13. APPEARANCE. Uniforms are worn properly. Ranking cadets ensure that junior cadets are prepared for inspections and help them correct errors. Formations and ceremonies showcase the cadets' military bearing. The cadets' appearance brings credit to themselves and CAP.				
14. DISCIPLINE. Customs and courtesies are practiced habitually. Cadets are polite and respectful in and out of uniform, with the cadet staff leading by example. Troublemakers quickly learn to change their attitude. When cadets' behavior requires correction, the problem is resolved fairly and promptly.				
15. FITNESS. The physical fitness program is encouraging cadets to exercise regularly and get in shape. All cadets strive to achieve their personal best. Cadets show a high degree of motivation and teamwork during physical fitness activities.				
16. INTEGRITY. The Core Values are woven into everything the squadron does. The cadet staff is quick to see the ethical aspects of the leadership problems they encounter. Cadets are proud to be in CAP, and work hard to live the Core Values in and out of uniform.				
<b>STRENGTHS &amp; PRIORITIES</b>				
Based on my assessment of our squadron's Cadet Program, I believe our 3 greatest strengths are:				
1.				
2.				
3.				
Based on my assessment of our squadron's Cadet Program, I believe the 3 areas that need improvement most immediately are:				
1.				
2.				
3.				

# TRAINING LEADERS OF CADETS

## COURSE CRITIQUE

### WHERE I STARTED

1. Before participating in TLC, I considered myself to be very knowledgeable about Cadet Programs.	YES!	yes	no	NO!
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### WHAT I LEARNED

2. Because of TLC, I better understand the Cadet Program’s long-term goals, and why those goals benefit cadets and America.	YES!	yes	no	NO!
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3. Because of TLC, I better understand some effective principles for leading cadets.	YES!	yes	no	NO!
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4. Because of TLC, I better understand how to manage the Cadet Program effectively at the squadron level.	YES!	yes	no	NO!
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### HOW THE STAFF HELPED

5. The TLC instructors were knowledgeable.	YES!	yes	no	NO!
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6. The TLC instructors communicated well.	YES!	yes	no	NO!
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### HOW THE COURSE WAS DESIGNED

7. TLC included a good mix of group discussions, case studies, lectures, and other activities.	YES!	yes	no	NO!
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8. The course provided a forum for sharing best practices and learning from fellow students’ ideas.	YES!	yes	no	NO!
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### MY OVERALL REACTION

9. Overall, I feel more prepared to lead cadets at the squadron level, because of my participation in TLC.	YES!	yes	no	NO!
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*Please feel free to discuss your suggestions for TLC on the reverse of this page. You are also welcome to email your comments to the National Headquarters staff at [cadets@cap.gov](mailto:cadets@cap.gov).*