TRAINING LEADERS OF CADETS

A curriculum for the adults who lead cadets

CURRICULUM GUIDE
Guided Discussions
Case Studies
Tools You Can Use

November 2005

TRAINING LEADERS OF CADETS
Curriculum Guide

PREFACE

"If society doesn't provide constructive role models for kids, they are going to find their own. One community at a time, we'll save this generation."

- COLIN POWELL

The important work of the volunteers who lead Civil Air Patrol cadets includes developing cadets' character, encouraging physical fitness, building leadership skills, and inspiring aerospace-minded youth. Through education and training, CAP senior members become more effective mentors and leaders of cadets.

Training Leaders of Cadets (TLC) is a curriculum for adults who implement the Cadet Program at the squadron level. This 2-day course provides senior members with a strategic perspective of the Cadet Program, leadership skills for helping youth achieve their goals, and training in how to manage a successful program.

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Lesson plans, slides, hand-outs, and all other supporting materials are available on-line at cap.gov/tlc.

This edition of the TLC curriculum is dated November 2005.
For the latest version of lesson plans and other supporting resources,
visit the TLC home page at **cap.gov/tlc.**

Part 1 INTRODUCTION FOR TLC STUDENTS & STAFF

COURSE GOAL

Training Leaders of Cadets is a curriculum for adults. Its primary goal is to prepare senior members to lead cadets and administer the Cadet Program at the squadron level.

COURSE OBJECTIVES

To fulfill the course's overall goal, the curriculum is organized into three blocks of instruction and one final exercise:

Strategic Perspective

The objective of the Strategic Perspective block of instruction is for each student to summarize the goals of the Cadet Program. This block's samples of behavior include:
▶ Explain how the Cadet Program's mission and program elements relate.
▶ Summarize statistical data about cadets and the Cadet Program.
▶ Discuss outcomes the Cadet Program achieves for America and the cadets themselves.

Leading Cadets

The objective of the Leading Cadets block of instruction is for each student to discuss positive leadership approaches that develop youth. This block's samples of behavior include:
▶ Discuss issues affecting adolescent development.
▶ Describe indirect leadership techniques.
▶ Discuss how Core Values guide senior members and develop character in cadets.
▶ Discuss ways to partner with parents and address their concerns.

Managing a Cadet Program

The objective of the Managing a Cadet Program block of instruction is for each student to comprehend management issues that affect a Cadet Program. This block's samples of behavior include:
▶ Outline the path of cadet progression and describe its key regulatory policies.
▶ Discuss how to create great meetings and cadet activities.
▶ Discuss the roles and responsibilities of cadet and senior staff.
▶ Describe positive approaches toward fulfilling the legal obligations required of leaders of cadets.

Final Exercise

The objective of the final exercise, "Virtual Cadet Squadron," is for each student to apply their understanding of cadet leadership and program management. The exercise simulates the operational challenges encountered by leaders of cadet squadrons.

TLC seminars are described below. Lesson plans and related materials are available at cap.gov/tlc.

Preliminaries

P1 Welcome, Introductions, and Course Overview
Format: Informal public speaking exercise and informal lecture
Duration: 30 minutes
Scope: This brief seminar introduces students to the TLC program. Students learn about the TLC course goals, the course schedule, how seminars will be conducted, and other administrative issues. With the help of a survey, students describe their personal goals in attending TLC, thereby helping the instructors tailor the course to the audiences' needs. The seminar concludes with the students introducing one another to the group.
Resources: Lesson plan, schedule (customized by the host unit), Powerpoint slides.

**Block 1
Strategic Perspective**

S1 Cadet Program Fundamentals (optional on-line presentation)
Format: Self-study
Duration: 15 minutes
Scope: To ensure all students begin TLC with a basic understanding of the Cadet Program, this on-line presentation reviews the purpose of the Cadet Program, the five program elements, and the path of progression through.
Resources: On-line Powerpoint slides.

S2 Electronic Almanac (optional on-line presentation)
Format: Self-study
Duration: 15 minutes
Scope: Students will review data about CAP membership, retention rates, cadet achievement, and related topics. The data will provide them with a national-perspective about the Cadet Program's key demographics. The presentation will enable students to interpret the data and see how their squadron compares with national averages. This is an on-line presentation, and therefore no lesson plan is provided. Rather, the Course Director should ask students to review the on-line presentation available at cap.gov/cadets before arriving at TLC.
Resources: On-line Powerpoint slides.

S3 A Strategic Overview of the Cadet Program
Format: Guided discussion
Duration: 30 minutes
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.
Resources: Lesson plan; CAPP 52, *Investing in America's Youth: A Strategic Overview of the CAP Cadet Program;* Powerpoint slides.

Block 2
Leading Cadets

L1 Core Values: Guiding Seniors, Developing Cadets
Format: Guided discussion
Duration: 30 minutes
Scope: If CAP is to develop character in youth, the adults who lead cadets must understand and embrace the CAP Core Values. This seminar explores how those values relate to being a leader of cadets. Additionally, students will examine three ways that CAP promotes character among cadets, and conclude with a discussion about what character traits CAP expects its cadets to display.
Resources: Lesson plan; CAPP 50-7, *Mentoring: Building Our Members;* CAPP 265-2, *Flight Time: Values for Living;* "What CAP Expects from Cadets" wallet card; Powerpoint slides; note-taker.

Format: Guided discussion
Duration: 50 minutes
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.
Resources: Lesson plan; Powerpoint slides; student-centered education (hand-out); note-taker.

L3 Leading Indirectly
Format: Guided discussion and case studies
Duration: 50 minutes
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.
Resources: Lesson plan; CAPP 50-7, *Mentoring: Building Our Members;* CAPP 52-6, *Mentoring;* case studies; Powerpoint slides; note-taker.

L4 Partnering with Parents
Format: Guided discussion
Duration: 30 minutes
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?

Resources: Lesson plan; CAPP 52-2, *Parents' Guide to Civil Air Patrol;*
Powerpoint slides; note-taker.

L5   Drill, Uniforms and Military Courtesy Clinic   (optional)
Format: Demonstration / performance
Duration: 50 minutes
Scope: This portion of TLC provides students with a personalized tutorial in drill and ceremonies, customs and courtesies, and the wear of the uniform – subjects that will be unfamiliar territory to senior members who enter CAP without having had any military or cadet experience. Because it would be impossible to graduate experts in these topics during the hour allotted for this training, or even in a whole weekend, this tutorial focuses on the fundamentals, allows students to ask questions, and introduces them to the regulations and training aids available to them.
Resources: Lesson plan; tutorial checklist; uniform mini-posters; AFMAN 36-2203, *Drill & Ceremonies; AFJROTC Drill & Ceremonies Student Workbook: AFJROTC Drill & Ceremonies Instructor Workbook.*

**Block 3
Managing a
Cadet Program**

**M1 Guidelines for Administering the Cadet Program
(optional on-line presentation)**
Format: Self-study
Duration: 30 minutes
Scope: This optional on-line presentation introduces students to the top ten regulatory policies that govern how the Cadet Program is administered. It includes two quizzes for students to test their understanding of the concepts outlined in the presentation. This presentation provides a foundation for lesson M2, "Seminar in Cadet Program Administration."
Resources: Lesson plan; CAPR 52-16, *Cadet Program Management,* Chapter 2; CAPR 50-4, *Test Administration & Security*; CAPP 52-18, *Cadet Physical Fitness Program;* various forms & leader guides; on-line Powerpoint slides.

M2 Seminar in Cadet Program Administration
Format: Guided discussion
Duration: 80 minutes
Scope: Having been introduced to Cadet Program administration issues in lesson M1, this seminar answers students' questions about the regulatory policies and administrative tasks involved in managing the Cadet Program at squadron level. The majority of this seminar will be spent discussing best practices and sharing success stories in Cadet Program administration. Topics include orientations for prospective cadets, test administration, promotions, awards, and personnel records, including E-Services and orientation flight reporting.
Resources: Lesson plan; CAPR 52-16, *Cadet Program Management,* Chapter 2; CAPR 50-4, *Test Administration & Security*, Chapter 1; CAPVA 52-1, C*adet Program Achievement Specifications & Awards*; CAPF 66, *Cadet Master Record*;

CAPF 52, *Phase Certification*; *Testing Officer's Quick Reference*; PowerPoint slides; note-taker.

M3 Great Activities

Format: Informal lecture and roundtable discussion

Duration: 50 minutes

Scope: The opportunities available in the Cadet Program are virtually unlimited, but its nucleus is the weekly squadron meeting. This seminar will begin by examining the components of these routine meetings, as well as how to organize meetings using a quarterly schedule. Next, students will examine activities conducted at the local, wing, and national level, and share success stories from their squadron's activities in a roundtable discussion. The seminar concludes by reviewing standard management practices used in planning cadet activities.

Resources: Lesson plan; sample schedule from a weekly squadron meeting; quarterly plan for squadron meetings; handout comparing the scope of cadet activities at different echelons; "Today's Cadets, Tomorrow's Aerospace Leaders;" NCSA videos; PowerPoint slides; note-taker.

M4 Managing a Cadet & Senior Team

Format: Guided discussion

Duration: 50 minutes

Scope: Good squadrons are lead not by a senior staff or a cadet staff, but by a team of cadets and seniors working together. The cadet / senior team environment is dynamic: as cadets mature, the level of guidance provided by seniors should change to match the cadets' leadership competencies. This seminar explores that dynamic by considering the responsibilities of cadet and senior staff positions, what leadership roles are appropriate for cadets, and what responsibilities can not be delegated by seniors. The seminar concludes with a discussion of the factors seniors should consider when managing the cadet staff over the long-term.

Resources: Lesson plan; "Who Comprises a Cadet Program Staff?" hand-out; "Scope of Leadership Expectations" hand-out; PowerPoint slides; note-taker.

M5 Positive Approaches Toward Legal Responsibilities

Format: Informal lecture and case study

Duration: 50 minutes

Scope: The first duty of a leader of cadets is that of a chaperone. During this seminar, students will discuss the concept of *in loco parentis*, and review the safety and supervision policies that govern the Cadet Program. Finally, students will apply their understanding of legal issues related to the Cadet Program by analyzing a case study.

Resources: Lesson plan; CAPR 52-10, *Cadet Protection Policy;* CAPR 52-16, *Cadet Program Management,* Chapter 1; case study (a students' version and an instructor's version are available), Powerpoint slides; note-taker.

Note: If possible, a CAP legal officer should lead this seminar.

Exercise & Evaluation

X1 Virtual Cadet Squadron

<u>Format</u>: Simulation

<u>Duration</u>: 80 minutes

<u>Scope</u>: This exercise simulates the leadership and managerial challenges involved in leading a cadet unit, testing students' fulfillment of the TLC course objectives. In the exercise scenario, students find themselves at the helm of a cadet unit. They must set goals for the unit, plan meetings, respond to leadership issues, and more. Each student completes three required modules, plus any electives they choose, as time permits.

<u>Modules</u>:

1.	Cadet Unit Self-Assessment	Required
2.	Meetings & Activities	Required
3.	Cadet Promotions	Required
4.	CPFT Administration	Elective
5.	Orientation Flights	Elective
6.	Individualized Assistance (Mentoring)	Elective

<u>Resources</u>: Lesson plan; assorted worksheets

X2 Course Critique

<u>Format</u>: Anonymous questionnaire

<u>Duration</u>: 15 minutes

<u>Scope</u>: The course critique is used to give students an opportunity to suggest ways to improve the TLC program, and also to evaluate whether each student believes they fulfilled the TLC course objectives.

<u>Resource</u>: Course critique.

Contact Hours

Distance Learning (Optional): 1 hour
Individualized Drill & Ceremonies Training (Optional): 1 hour
Core Curriculum / Classroom Activities & Discussions: 10.25 hours

Grand Total: 12.25 hours

Part 2 MANAGEMENT GUIDELINES FOR TLC DIRECTORS

Training Leaders of Cadets is a component of the Cadet Programs Officer Specialty Track in the Senior Member Professional Development Program.

Course Leadership. The commander of the hosting unit selects the Course Director, who should be a master-rated senior member possessing considerable Cadet Programs experience at the squadron level and higher. 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 the TLC program. Senior members of all specialties are welcome to participate, but the course is designed for seniors who support cadets on a regular basis. Students should have already completed Level I of the Senior Member Professional Development Program, as the course assumes a basic knowledge of CAP.

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 component of the curriculum.

Duration. TLC is designed to be completed in a single weekend, but other scheduling arrangements are permissible. The syllabus calls for approximately 12 contact hours, but of course, classes may progress somewhat faster or slower than that estimate.

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.

Audio-Visual Needs. The following equipment should be on-hand for TLC: a computer loaded with a Powerpoint viewer, a LCD projector, and a whiteboard or easel pad to use when taking notes during group discussions.

EVALUATIONS

At the conclusion of TLC, each student completes a course critique. The critique is an evaluation that measures performance in two areas: overall student satisfaction with the course and fulfillment of the learning objectives. The Course Director is responsible for forwarding completed critiques to National Headquarters (see cap.gov/tlc). Instructors also evaluate students' performance by reviewing their work and providing feedback during the final exercise, "Virtual Cadet Squadron."

COURSE STRATEGY   TLC seminars build upon one another, so it is important for students to complete seminars in a certain sequence, as explained in the following strategy statement:

Before arrival, students complete three on-line modules, "Cadet Program Fundamentals," "Electronic Almanac," and "Guidelines for Administering the Cadet Program." These lessons provide new leaders of cadets with a basic foundation in the Cadet Program; experienced leaders are welcome to skip over these on-line presentations.

The bulk of TLC is conducted in-residence, beginning with an overview of the TLC curriculum and an ice-breaker where students get acquainted. Then the course begins in earnest with the first academic lesson, "A Strategic Overview of the Cadet Program." This seminar focuses students on the long-term outcomes that the Cadet Program aims to achieve for youth, thereby setting the tone for the TLC curriculum as a whole.

The "Core Values" seminar follows, as students will need a spirit of professionalism to guide them through TLC. During subsequent discussions, students will invariably refer back to this seminar's discussions.

The "Seminar in Cadet Program Administration" follows because students will need to bring to the other seminars an understanding of how cadets progress through the Cadet Program's system of achievements.

Next comes "Adolescent Development," which discusses learning styles and provides a foundation for the "Leading Indirectly" seminar.

At this point, the schedule will vary, depending on whether the Course Director follows option "A" or option "B" as outlined on pages 12-13.

Either way, the overall lesson sequence is the same, and the final event of the day is an optional clinic in drill, uniforms, and military courtesy, aimed at students who do not come from a military or cadet background.

Up to this point, students have focused mostly on the "Leading Cadets" block. Now, their attention will turn to the "Managing a Cadet Program" block.

During the important "Managing a Cadet & Senior Team" seminar, students will discuss how the staff works together in a squadron, and what seniors and cadets should expect from one another.

The conversation about roles and responsibilities naturally leads into a discussion about planning and conducting cadet operations. The "Great Activities" seminar considers how the staff should work together to plan weekly meetings and special events.

"Partnering with Parents," a seminar in the leadership block, follows. The discussion in that seminar will naturally dovetail with the "Positive Approaches Toward Legal Responsibilities" seminar, which also emphases the importance of communicating with parents.

The course's final exercise, "Virtual Cadet Squadron," tests the students' ability to apply what they learned from the seminar discussions.

Finally, TLC concludes with a course critique and an informal graduation.

SUGGESTED SCHEDULES   The Course Director should organize the lessons according to one of the
schedules below, and allow students to take a 5-minute break between each
seminar.

Pre-Arrival   *Optional on-line lessons recommended for students who are new to the Cadet Program*

15 min   S1   Cadet Program Fundamentals
15 min   S2   Electronic Almanac
30 min   M1   Guidelines for Administering the Cadet Program

Option A   *Recommended when students commute to and from TLC each day*

Day 1
0900   P1   Welcome & Overview
0930   S1   A Strategic Overview of the Cadet Program
1000   L1   Core Values: Guiding Seniors, Developing Cadets
1030   M1   Seminar in Cadet Program Administration
1200   Lunch
1300   L2   Adolescent Development
1400   L3   Leading Indirectly
1500   Depart for the day or…
1500   L5   Drill, Uniforms & Military Courtesy Clinic (optional)

Day2
0900   M2   Managing a Cadet / Senior Team
1000   M3   Great Activities
1100   M4   Partnering with Parents
1130   Lunch
1230   M4   Positive Approaches Toward Legal Responsibilities
1330   X1   Practicum: "Virtual Cadet Squadron"
1500   X2   Course Critique & Graduation
1530   Depart for home

Option B   *Recommended when students travel a great distance to TLC, and stay overnight*

Day 1
0830   P1   Welcome & Overview
0900   S1   A Strategic Overview of the Cadet Program
0930   L1   Core Values: Guiding Seniors, Developing Cadets
1000   M1   Seminar in Cadet Program Administration
1130   L2   Adolescent Development
1230   Lunch

1330	L3	Leading Indirectly
1430	M2	Managing a Cadet / Senior Team
1530	M3	Great Activities
		Depart for the day or…
1630	L5	Drill, Uniforms & Military Courtesy Clinic (optional)

Day2

0830	M4	Partnering with Parents
0930	M4	Positive Approaches Toward Legal Responsibilities
1030	X1	Practicum: "Virtual Cadet Squadron"
1200	X2	Course Critique & Graduation
1230		Depart for home

INTENT OF
LESSON PLANS

TLC's lesson plans provide a synopsis of desired content for each class; they are detailed outlines describing how to lead students toward specific and measurable 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 obviously need help in conducting the lesson. For this reason, TLC lesson plans include detailed narratives that inexperienced instructors may choose to 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.

METHODS OF
INSTRUCTION

TLC employs five methods of instruction. Whenever possible, TLC's lesson plans make use of methods that encourage active learning and student interaction so that students learn from each other's successes and mistakes in leading cadets. For more guidance on these methods, see AFMAN 36-2236, *Guidebook for Air Force Instructors.*

Case Studies

Case studies illustrate real-life challenges, bridging the gap between class-room theory and practice. Therefore, case studies are effective only when students understand the vocabulary, concepts, and principles at work in the case. The case study method takes students out of the role of passive listeners and makes them partners with the instructor in applying knowledge gained earlier in the course.

Demonstration / Performance	The demonstration / performance method is based on the belief that students learn best by doing. It is by far the most common way of teaching drill, but is widely-used in other subjects that require mental know-how and physical dexterity. In this "demo-perf" method, first the instructor demonstrates the particular movement or procedure. Then, as the students attempt the movement on their own, the instructor acts as a coach who helps the students overcome any rough spots or errors in their performance. While impromptu teaching and problem-solving is inherent in this method, "demo-perfs" nevertheless require the instructor to provide a thorough explanation, a well-designed demonstration, ample practice time for students, and a valid evaluation of student performance.
Guided Discussions	Guided discussions help students learn by challenging them to share knowledge and experiences during class discussions. However, the discussion is controlled by the instructor, who asks pre-planned, carefully devised questions to guide the students toward the learning objective. Because the instructor refrains from entering the discussion, the flow of communication within the seminar exists as a transaction between all students, rather than a recitation and response between the instructor and individual students.
Informal Lecture	In the informal lecture method, the instructor directly relates the teaching points by means of an oral presentation. Lecturing is a good method for quickly acquainting students from diverse backgrounds with an unfamiliar subject, or presenting facts and basic knowledge in a short time. Students may ask questions during an informal lecture, but unlike the guided discussion, asking questions and sharing experiences is not an integral component of the lecture. A significant disadvantage of the lecture is that it fosters passiveness and a dependence on the instructor.
Practicum	The practicum enables students to apply what they learned in the seminar discussions, under the guidance of instructors. Instructors ensure students understand the assignment, role-play characters involved in the scenario, and provide feedback to the students. Practicums require students to use problem-solving skills, interpret the principles they learned in the classroom, and use their imagination and creativity.
GRADUATION & REPORTING REQUIREMENTS	To graduate and receive credit for TLC, students must successfully complete 80% of the in-residence curriculum. A graduation certificate is available at cap.gov/tlc. So that each member's record will be updated to show completion of TLC, the Course Director sends HQ CAP/DP a completed CAPF 11, *Senior Member Professional Development Program Director's Report,* listing all TLC graduates.

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.

Who picks the Course Director?
The commander of the hosting unit selects the Course Director.

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.

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

Are there any pre-requisites for students?
Seniors should complete Level I prior to attending TLC.

Must TLC be conducted over a single weekend?
Although the course will take 2 days to complete, it may be scheduled over two separate weekends, or completed during a single weekend.

Are any portions of TLC optional?
Yes. Some students bring considerable cadet program experience to TLC, and may choose to skip the on-line modules and drill clinic (lessons S1, S2, M1 & L5). Of course, the entire TLC program is optional, although completing TLC is a pre-requisite for earning the senior rating in the cadet programs specialty track.

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.

What if I have suggestions on how to improve TLC?
Feedback is most welcome. Email your suggestions to National Headquarters via the TLC homepage, cap.gov/tlc.