TRAINING LEADERS *of* **CADETS**

INTERMEDIATE COURSE

LESSON PLAN

2.4 Partnering With Parents

VERSION: December 2016 *please verify this is the latest version by visiting capmembers.com/TLC*

DURATION: 60 minutes approximately, and subtopic times shown in margins below are also approximate

INSTRUCTOR: A master-rated cadet programs officer or highly experienced CC or DCC is suggested.

KEY QUESTION: How do we develop partnerships with parents?

OBJECTIVES:

1. Defend the notion that parental involvement benefits the parents, cadets, staff, and CAP as a whole.
2. Defend the notion that proactive communication creates a positive rapport and reservoir of trust between seniors and parents.
3. Explain how the parental and youth chains of command exist in parallel and are complementary.
4. Describe practical ways to mitigate young seniors' difficulties in interacting with parents.
5. Discuss practical methods for communicating effectively with parents and developing a positive relationship with them.
6. Discuss practical methods for delivering difficult news to parents and maintaining positive relationships with them in the process.

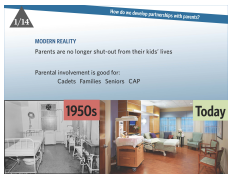
SIMPLE OUTLINE:

1. Starter & Overview: Makers & Breakers
2. Context for Today's Parent – Senior Relationships
3. Challenges Facing Young Seniors
4. Human Relationships Make the Program Succeed
5. Useful Methods for Building Relationships With Parents
6. Delivering Tough News & Maintaining the Relationship

ACTIVITY: Students will role-play in three sessions, acting once as the commander, once as a parent, and serving once as a debriefer.

TIME WARNING: This lesson could easily run long. Accordingly, much of it is delivered as an informal lecture with a handful of discussion questions. Instructors should try to move briskly so that at least 15 minutes can be invested in the role-playing activity.

EQUIPMENT: Butcher paper or white board and markers to capture discussion notes, as needed; hard copies of the exercise / worksheet associated with this class; further, it'd be helpful (but not necessary) to provide participants with hard copies of the *Parents' Guide to the CAP Cadet Program*



Welcome & Starter

2 min

Today, parents are involved in their kids' lives more than ever. Perhaps for you or your parents, the maternity ward was an unwelcoming environment. Dads were prohibited from the delivery room. Moms were expected to obey doctors' orders and not voice feedback. Today, dads cut the umbilical cord, and mom's voice is heeded during the labor process. In some places, the entire family is present for a birth.

Consider taking a moment to invite students, especially any who are grandparents, to relate a quick anecdote confirming this difference between the earlier era's delivery room practices versus today's.

In other words, the days of passive parenting and silent deferral to authority are over. Parents are actively involved in their kids' lives from the moment of birth, so it's no wonder that many of them take a hands-on approach to other aspects of their kids' lives, including their teens' extracurricular activities. That trend surely has some relevance to this hour's topic.

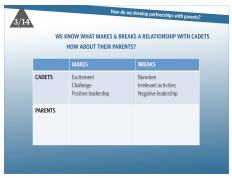
Overview

1 min

For the next hour, we'll try to answer the question, "How do we develop partnerships with cadets' parents?"

That question stands upon the assumption that when parents are well-informed, have a rapport with the seniors, and feel invited to participate in the squadron to varying degrees, everyone wins. When the parents and the squadron mutually respect one another and work together, the cadets' experience is better, the parents cooperate and add value to the squadron, the staff has fewer headaches, and CAP enjoys greater mission success and a positive public image.

We'll discuss some basic principles about working with parents, dive into some practical tips and tricks, and do some role-playing.

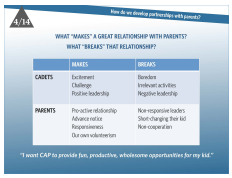


Makers & Breakers

3 min

In many instances at TLC, we've tried to approach the Cadet Program from the cadet's perspective. In one way or another, we've identified what they like – excitement, challenge, positive leadership – and what they dislike – boredom, irrelevant activities, and negative leadership.

Q1: Now, let's think about CAP from the parents' perspective. What do you imagine makes or breaks our relationship with a parent?

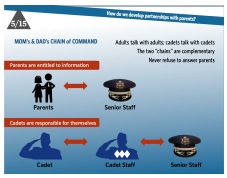


A1: *Responses can vary greatly; it's not important for the class to come up with these answers in particular. What's shown below is offered merely to point the conversation in the right direction.*

"Makes" a Relationship	**"Breaks" a Relationship**
Pro-active communication: Parents expect you to work with them and develop an adult-to-adult relationship	Non-responsive leaders: Parents get angry when a teacher, coach, or CAP senior member won't talk with them
Advance notice: Parents want to know what's going on, especially regarding weekend activities, fees, & purchases	Short-changing their kid: Every parent wants their kid to get a "turn" and have equal opportunity for the cool stuff
Responsiveness: If a parent has a question or comment, they expect a response within a few days	Non-cooperation: Life is busy, everyone knows that, but parents will be angry if local leaders are unwilling to work with them to resolve issues and concerns
Volunteerism: Most parents will appreciate us for our volunteer service to their kids	

Summary: Restated, most parents will probably nod in agreement if this statement is put forth as a synopsis: "I want CAP to provide fun, productive, wholesome opportunities for my kid."

Transition: In terms of making or breaking a relationship with parents, our chain of command can either help strengthen relations with parents or create a negative, adversarial environment. Let's look at the chain of command next.



Mom's & Dad's Chain of Command 5 min

CAP interacts with families through two parallel and complementary chains of command.

First, adults speak with adults. Accordingly, a parent is always entitled to direct access to the senior staff. Parents are never sent to a cadet for help with their questions. Parents have a right to information about cadet activities, even if that same information is being conveyed through the cadet chain of command. We do not exclude parents from the information loop.

Second, youth speak with youth. Accordingly, a cadet's first source for information, answers, help with concerns, etc., is with the cadet staff. A big part of cadet life includes the fact that cadets are being held responsible for their own performance.

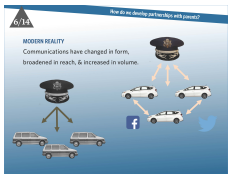
Q1: Is it possible to keep parents informed while simultaneously holding cadets accountable for the information passed down to them through the cadet chain of command? What does it mean to say these two chains of command are complementary?

(Optional Example): Suppose the cadet staff tells the airmen to bring a canteen to this Saturday's training. The night before the training, Mom calls the commander to ask what her new, 12 year old cadet needs to bring on Saturday. How do we handle that?

A1: Answers may vary; some key points are listed below.

- Key principle is we answer parents' questions. Don't withhold the information in an attempt to teach the cadet a lesson.
- Advise the parent that the cadet had been informed and, further, that the cadet's first source of information is the cadet staff. Accordingly, cadet staff will address this matter with the cadet.
- Encourage the parent to reinforce the message of personal responsibility and solving one's own problems through the cadet chain of command. (Next time the cadet has a question, the mom could reply to the cadet, "Don't you have a cadet staff you can ask?")
- The dual, parallel chains of command are complementary because each audience – parent and cadet – has access to leaders who can answer their questions and resolve issues.

Transition: A big theme has been communication. We have to communicate with parents. How we do that is changing, thanks to social media. Let's look at communication next.



Communication Today

5 min

If you haven't been to youth soccer, little league, cub scouts or brownies lately, they can be fairly sophisticated operations today. Parents and coaches are often well-organized partners through Facebook, Twitter, or special smart phone apps designed to manage teams and coordinate among the adults. With young kids, obviously there's more parental involvement in their clubs and teams out of necessity, versus with cadet-aged youth. Regardless, great communication between adult staff and parents is now an expectation in the youth-serving sphere.

Q1: Has anyone seen this change firsthand?

A1: Rhetorical question; be generous in allowing responses

Social media is changing the parent / staff dynamic in another way, too. Technology makes it easier for parent-to-parent communication. This can be good because sometimes a parent might feel more comfortable talking with a fellow parent, versus bothering the overburdened volunteer. They reach out to the other parent via Facebook and begin peer-to-peer chatter. This increased communication between parents can be challenging for youth organizations because the grapevine is closer at hand. Parents can compare notes and share gripes, which could unfortunately lead to a negative groupthink.

If you have weak, antagonistic relationships with parents, today's parents have more opportunities to complain about you to one another. One angry parent will produce another and another, whereas in an earlier era, one parent's negativity might not have had an opportunity to spread to the other parents.

Q2: Has anyone experienced the effects (positive or negative) of parent-to-parent chatter on social media?

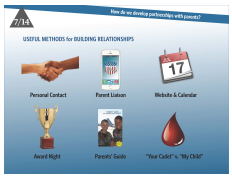
A2: Rhetorical question; be generous in allowing responses

Q3: Does anyone have best practices to share for using social media to help develop good relationships with parents?

A3: Some key points include:

- Every squadron needs a Facebook; it's the 21st century equivalent of a phone roster
- Email lists still work well; the difficulty is that newcomers have to be manually added by the staff, whereas with Facebook, people can self-subscribe
- Young people tend to use Twitter as their favorite social media
- Keep it simple. Don't try to be present on every social media platform
- Social media changes quickly, so this information may already be passé

Transition: Let's get even more detailed and practical as we discuss parental communications. That communication and relationship-building can take many forms.



Useful Methods for Building Relationships 8 min

What are some practical ways we can build positive, ongoing relationships with cadets' parents? Let's discuss the handful of ideas shown on the slide and go from there.

Personal Contact. A volunteer organization is a people organization. We should keep our humanity in the forefront. That means that personal contact between seniors and parents should be a priority. Knowing a mom and dad on sight, their knowing your name seem like minimal goals. And while we will use the web to pass along information, when it comes to conferring with a parent about misconduct, hurt feelings, or CAP being in error, personal contact is the preferred method. Why? Personal contact conveys emotion and intention better than written communication, which is easily misinterpreted. With email and Facebook posts, people tend to act differently than they do when face to face – we sometimes speak louder and more aggressively when fueled by "email courage." Mild disagreements can escalate via email, while personal interaction may defuse a problem quickly. Keep communications as human as possible. Deliver good news and difficult news in person, face to face.

Q1: Does anyone have a quick anecdote about personal contact saving the day or, alternatively, about email creating bad feelings through misunderstanding?

A1: Answers can vary, so long as they do not contradict the points mentioned above.

Parent Liaison. Who can help CAP develop good relationships with parents? Other parents. Consider asking the parent of a cadet to serve informally as the new parents' resource. Of course, this will work only if the family has been involved in CAP for a while. The goal is for this parent to touch base with a new cadet's parent, peer to peer, and be a resource for the quick and easy questions common to newcomers. Sometimes new parents have questions but hesitate to contact the official leaders so as not to be a burden, but those parents may feel more comfortable talking parent to parent. A parent liaison does not relieve the squadron leadership team of its duty to parents, but rather supplements the commander's efforts. A parent liaison could be a CSM or even a nonmember just helping in this very minimal capacity.

Q1: Does anyone have a success story or best practice to suggest regarding parent-to-parent support?

A1: Answers can vary, so long as they do not contradict the points mentioned above.

Website & Calendar. The Cadet Protection Policy requires squadrons to maintain an online calendar of cadet activities. Think about this rule from the parent's perspective. Mom and dad want to know what's going on in CAP and how to get in touch with someone if they have a concern. Therefore, it seems that keeping the calendar or webpage simple is the way to go. Keep it simple to view. Keep it simple for the staff to update. Don't post lengthy missives. But ensure that every activity is listed on the calendar as far in advance as possible, and keep it up to date.

Q2: Does anyone have a suggestion regarding online calendars, or perhaps has an app or technical trick to share?

A2: Answers can vary, so long as they do not contradict the points mentioned above.

Award Night. When a cadet is promoted, it's great if the parent can pin-on the new insignia. Accordingly, you might structure your monthly schedule such that promotion decisions are made on week 1, and promotion ceremonies conducted on week 2, so parents have that 7-day heads-up and can plan to attend. And if the cadet is earning a major award, it's okay to allow the family to bring cake and ice cream – that could be a nice, warm touch. If your PAO does a news release and photo for the award, include the parents' name in the article. ("Cadet John Curry receives the Mitchell Award . . . He is the son of John and Mary Curry of Montgomery.")

Q1: Who has some suggestions about award nights as they relate to our efforts to maintain good relationships with parents?

A1: Answers can vary, so long as they do not contradict the points mentioned above.

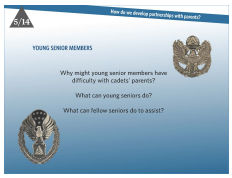
Parents' Guide. National Headquarters publishes the *Parents' Guide to the CAP Cadet Program,* and every parent receives a hard copy when their cadet receives their New Cadet Kit. Some ways you can use the *Parent Guide* to develop positive relations with parents include having a few on-hand in the squadron to use when prospective members visit, mentioning it to cadets and parents shortly after the cadet joins so the parent knows to look for it in the New Cadet Kit, referring Spanish-speaking parents to the Spanish edition at capmembers.com/padres, and referencing it as an authoritative guide to CAP policy when parents dispute local practices. ("Ma'am, I assure you, it's standard procedure in CAP to allow ranking cadets to take a leadership role over new cadets, as you'll see here in the Parents' Guide on page x.")

Q1: Does anyone have any other tips and tricks for using the *Parents' Guide* as a tool for developing a positive relationship with parents?

A1: Answers can vary, so long as they do not contradict the points mentioned above.

"Your Cadet" vs. My Child. Blood is thicker than water. This final point is not so much a method for working with parents as a cautionary note we all must remember. Perhaps you speak about "your cadets," and in one sense that's a beautiful sentiment. But in a literal sense it's false because "your cadets" are in fact someone else's children. By acknowledging that fact, by not letting yourself forget that important distinction, you take an important step toward making right your relationship with parents.

Transition: Everything we've discussed so far should be useful to most everyone. But there's a portion of the senior staff that may require extra support when they interact with parents. Next we'll consider the special challenges facing young senior members.



Challenges Facing Young Senior Members 5 min

Young senior members, especially former cadets, may encounter some challenges in working with parents. A 21-year-old Spaatz recipient knows the Cadet Program backward and forward from a cadet perspective. What he or she may lack is the life experience equipping them to build peer-to-peer relationships with adults or anticipating their needs and concerns. There's a huge gulf of experience dividing young seniors from parents of cadets. The young senior member may be 20 years younger than the cadets' parents. Other differences may include owning a home (or even the young adult still living with their parents), being firmly settled in an occupation, and being married and having kids.

Q1: If you're the young senior member serving as a commander or DCC, what can you do to mitigate the challenges you face as a young adult when interacting with parents?

A1: Suggested responses include:

- Share the burden; ask another senior (especially a parent) to be the go-to person for parent matters
- Never say no to a parent without running that decision past a colleague
- Invest more time than you ordinarily would to talk with parents; work harder to build a rapport
- Work harder to listen to their concerns
- Ask parents for confirmations. "Does this approach sound good to you? Did I answer your question?"
- Participate in as many professional development opportunities as you can – in CAP or out.

Q2: If you have a young senior member in a leadership role in your squadron, how might the adult staff collectively support that senior?

A2: Suggested responses include:

- Again, share the burden; have an older senior be the point person for parent matters
- Coach / role play with the young senior member before major interactions ("You're calling from encampment, so the first thing you need to say is that Timmy is okay because their first reaction may be to assume he's been hurt.")
- Listen, stand by the young senior's side during parent interactions; let him take the lead but be there to back him up and watch out for unintended problems

Transition: We've discussed general principles for establishing and maintaining a positive relationship with parents. Now let's get more specific by focusing on your #1 parent-related challenge: having to deliver tough news.

Delivering Tough News 5 min

Tough news is easier to deliver and has the greatest chance of being well-received if you've built up a reservoir of trust with the other person.

Trust doesn't just happen, you have to earn it by cultivating a positive relationship with parents by greeting them when you see them, providing an orientation to CAP, inviting them to promotion ceremonies, ensuring they know you by name and know how to reach you, and generally keeping them informed.

If a sensitive matter or "tough news" arises, who is going to have an easier time and be more successful working with the parents, the commander known to the family, or the stranger whose first interaction is negative?

Stop and Think. The tougher the news, the more carefully you need to proceed. So stop, and think through how you'll approach the parent, when you'll make contact, what you'll say, what you won't say, and try to anticipate their feelings and concerns. News about a child's behavior, performance, or overall cadet experience can be a sensitive issue, which means that if handled thoughtlessly, a small matter can blow-up into a brouhaha.

Confer with a Colleague. If you're about to begin a conversation with a parent about cadet misconduct or some other matter that won't be fun, do a test run with a colleague. Rehearse or role play and ask the colleague to be mindful of your attitude or defensiveness, word choices, and focus on the future. Generally, two people working together make better judgments than one person on his or her own, so apply that principle of collective brainpower to a tough news problem.

Set the Time, Set the Agenda. If possible, stay in control of the situation by being the person who initiates the talk / meeting. ("Mrs. Curry, do you have a few moments, I'd like to confer with you about something privately . . .") During that talk, you'll have your facts ready, you'll have a thoughtful message ready, and by not having the cadet in the room, you have further empowered yourself to speak adult-to-adult without fear of the cadet trying to rebut you on the spot. If you don't take the initiative to talk with parents, they'll set the time, place, and agenda of a difficult conversation, which means you'll be unprepared, stressed, and defensive.

Q1: What have we forgotten? Who has a principle to add to our list, or wants to amplify one of the principles on the slide?

A1: Answers may vary.

Transition. Next, let's look at how we manage four different types of issues that can affect staff / parent relationships. We'll review the main points national has listed on the slide, see if there are other points that our group wants to add to that list or if anyone wishes to amplify one of the slide's items we can do that, too. Then, after that quick overview, we'll have a practical activity.

Issues Affecting Parent / Staff Relationships 10 min

Cadet Misconduct

We take a progressive approach to discipline, so when we interact with parents following an instance of cadet misconduct, we'd like them to know that we're not wantonly and harshly punishing cadets, but trying to help them learn through successive, incremental interventions.

In the class on progressive discipline, we talked about the value of having a paper trail following serious interventions. That's still true, but regarding the tactics of how we communicate with people, it's wise to begin with that face-to-face conversation and follow up with an email documenting it, not the other way around. Restated, nobody wants to hear via email that their kid has been disciplined for misconduct. Pick up the phone.

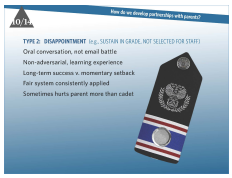
When we discipline cadets, we're not their adversaries. Discipline is a learning experience. This attitude needs to show through in our dealings with parents. What does that mean? A parent should never think that you "hate" their kid or wish their cadet would leave CAP. If they sense hatred or negativity it could mean you're being too adversarial.

Every time we interact with parents, especially in highly-charged incidents like misconduct, we must stay calm and professional. Again, this is a reason we want to be the one calling the meeting. When it's our meeting, we're in control and we're more apt to be calm and professional.

Because disciplinary action is a learning experience for cadets, we want to show parents that we're focused on the future. Cadet Curry may have acted out inappropriately or been disobedient, etc., but our focus now is on teaching him the skills necessary for future success.

Q1: Those are some fundamental points to keep in mind when working with a parent following cadet misconduct. What else? What did we miss? Who wants to briefly amplify one of those points?

A1: Answers may vary, so long as they are not inconsistent with the above.



Disappointment

When a cadet is sustained in grade, not selected for a coveted staff position, or experiences some other type of momentary setback, we might hear from the parents. Better still, if we know that the disappointing news is going to be a sensitive matter, we should be pro-active and reach-out to the parent instead of waiting for their angry phone call.

Again, personal contact is in order. The humane, caring approach is to speak with them face to face or over the phone. The last thing you want to do is get into an email battle.

"Non-adversarial" is shown on the slide again. If we didn't select Cadet Curry as first sergeant, that doesn't mean we're displeased with him or hate him. We need to convey that positive, supportive, non-adversarial attitude by reaching out to the parents and saying, "Your son/daughter is doing great as a cadet. He's feeling a bit down because he wasn't selected for a coveted position. Please know that the squadron's leadership team will continue to encourage him and there are still opportunities for him to shine, etc."

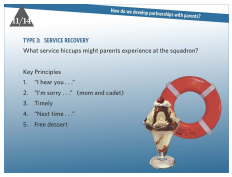
When speaking about disappointments, let's emphasize that CAP disappointments are momentary setbacks. There's not even one disappointing experience in CAP that will adversely impact a young person's long-term life goals, so there's no cause for major angst. Adults realize that fact even though the young person is distraught. By voicing this perspective to parents, we can keep the conversation at the adult level, not down in the weeds as to why the other cadet was selected instead.

Parents should be reassured that we operate a fair system and consistently apply the rules regarding promotions, staff assignments, activity selections, and other facets of our program that can cause disappointment. In conferring with parents following a disappointment, be ready to briefly explain the *system* or *standard process* you used to make your decision.

Finally, we have the sort of truism that you ought not come right out and declare, but look and listen for it regardless. When a cadet is disappointed, sometimes the parent feels worse than the cadet. We want the best for our kids. No one wants to see their kid feeling down, so consequently, parents sometimes over-react to a young person's momentary setback. You might hear phrases like, "If my son isn't named first sergeant, *I'll* feel terrible."

Q2: Those are some fundamental points to keep in mind when working with a parent following a cadet's disappointment. What else? What did we miss? Who wants to briefly amplify one of those points?

A2: Answers may vary, so long as they are not inconsistent with the above.



Service Recovery

As Cadet Programs Officers we can become so focused on our important mission that it's easy to forget that we have much in common with the service industry. We're providing services – great weekly meetings, leadership development for cadets, aerospace instruction, etc. – just as a restaurant, bank, or dentist serves its customers. Accordingly, customer satisfaction is important to us, with the customers being the cadet and the parent.

Q3: What sort of service hiccups might parents experience at the squadron?

A3: Suggested responses may vary and include:

- Commander forgets to approve a promotion or qualification in eServices, causing a delay
- Cadet membership application sits in the queue in eServices too long

- Cadet experiences bad leadership, lack of a mentor / wingman
- Cadet and/or family inadvertently excluded from important news
- "Life" happens – working late, sick spouse, car trouble – causing a volunteer to miss a meeting and impacting a cadet
- (NHQ) Cadet's books or membership card delayed
- (Vanguard) Problem ordering uniforms at Vanguard

Emphasis: Some of those service hiccups we identified aren't "our fault." But great service isn't about winning the blame game. As good leaders, we know it's important to take care of our people. So, if someone in our squadron is experiencing a CAP-related problem outside of the squadron, we still have a part to play in resolving it.

Q4: How do you respond to a service-related problem? How do you perform what the experts call "service recovery?"

A4: Answers may vary.

Here's a five-step process for making things right and successfully managing a service recovery.

1. "I hear you . . ." Listen to the angry parent. Just by listening you're helping.

2. "I'm sorry . . ." Apologize. Don't deflect the problem, but speak for CAP as an organization and say you're sorry for the problem. Remember that we might owe that apology to both parent and cadet, and realize that sometimes when the incident is acute, the apology should be made publicly. ("Attention everyone. Last week I raised my voice and let my emotions get the best of me. I'm sorry for that . . .")

3. To be effective, a service recovery has to be timely. There are at least two reasons for this. One is that bad feelings tend to fester, so it's better to solve problems right away. Another is that if we don't fix a problem quickly, the customer might never return – we can't delay the apology because we might not get another chance to apologize in the first place.

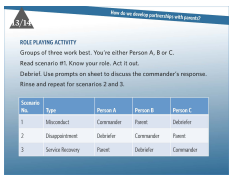
4. Mistakes happen. But what is CAP doing to ensure the problem doesn't happen again and impact the next fellow? When issuing the apology, we also like to be reassured that management is altering their way of doing business. Only an irresponsible leader would deliberately allow a problem to recur again and again.

5. At the restaurant, service recovery might include a free dessert. Broadly, a free dessert is anything the organization does to re-earn the customer's faith. Maybe the squadron can buy the cadet's next insignia. Or a cadet who missed out on an activity because of our error can be placed first in line for next time. Another "free sundae" might be an ad hoc leadership opportunity, such as being the cadet who introduces the guest speaker to the group. With a little creativity, we can often find a "free sundae" when one is needed.

Emphasis. One neat thing about service recovery is that it's paradoxical. The restaurant gets my order wrong. I'm upset. But then the manager comes by, sincerely apologizes, brings me a free dessert, and makes amends so well that I'm wow-ed and become a bigger fan of that restaurant than I would have had the mistake not happened in the first place. That's the paradox of service recovery.

Major Crisis

We could spend a great deal of time discussing how to respond to the rare, major crisis where the police are involved, a cadet is seriously injured, or some other unfortunate circumstance. Fortunately, such situations are rare. Suffice it to say that our message today is to remember you are not alone. Call your wing commander. Your wing commander, DCP, and legal officer can help. Also, you can contact NHQ. It's better to ask for help and refer a matter up the chain of command than to try to tackle a sensitive, complex, acute situation on your own. You can't go wrong asking for help, so ask. Finally, another tool to keep in mind is our IG complaints or grievance program. If you're trying to work with a parent but aren't able to satisfy them, you can reassure them from a position of strength by explaining, "CAP takes parent grievances very seriously. If you're not happy with how local leaders are trying to help you, please know you can call our wing (state) commander, DCP, or inspector general." If you're interacting with parents in a manner consistent with what we've discussed today, you have nothing to fear, so referring the family up the chain provides great service and demonstrates that CAP truly wants to partner with parents and takes its responsibilities seriously.



Activity

15 min

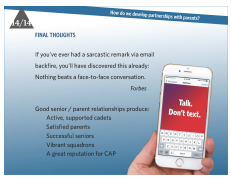
Distribute the activity hand-outs. Divide the class into groups of 3, if able. Each student will cycle-through three roles, one a time, as the group works through three scenarios. The three roles are parent, commander, and debriefer. If needed, the instructor may serve as a debriefer.

Students will need a moment to read the first scenario, and then the person acting as the commander should take the lead in beginning the role play. The person acting as the parent should interrupt at times, acting as a concerned or moderately angry parent might.

The goal is for the person acting as commander to handle the situation in a way that is consistent with the guidance discussed above in the Issues Affecting Parent / Staff Relationships section.

As the role play transpires, the debriefer observes the commander's conduct and compares it against the ideals outlined in the worksheet's right column. When the role play concludes, the debriefer shares constructive feedback, identifying what the commander did well and identifying any ideals that were not demonstrated during the role play. All three participants can also informally share their thoughts with one another before moving on.

This exercise works best if everyone gets to cycle through all three roles, with each group completing three scenarios. If time is limited, or if the total class size is small (under 12), the instructor could keep the class in a single group, cycle people through the scenarios, playing parts as able, and try to expedite the process.



Final Thought

1 min

To maintain a positive relationship with another person, treat them as a person. Shake hands. Talk with them. Listen. Don't text at them.

Good people skills build good relationships with parents. In turn, the parent is happy, the cadet shines, you're successful, and CAP develops a great reputation.