

REGION CADET LEADERSHIP SCHOOL GUIDE

NATIONWIDE GUIDANCE for REGION CADET LEADERSHIP SCHOOLS

Region Cadet Leadership Schools are the next step for a CAP cadet. Region Cadet Leadership Schools are a keystone of Civil Air Patrol's Cadet Program. As a requirement for the Ira Eaker Award, cadets who attend RCLS will become masters of strategic thinking, organizational leadership, and executive planning. RCLS is designed to be conducted as a week-long academically intensive activity for cadets between the grades of Cadet Master Sergeant and Cadet Major.

Mission: The purpose of the Region Cadet Leadership Schools (RCLS) is to offer cadets a course in officership, indirect leadership, mentorship, and other themes relating to command expectations.

Vision: The vision of the cadet Region Cadet Leadership School is "to meet the challenges of cadet officership through teamwork, dedication, and higher level thinking."

Philosophy: RCLS presents five key aspects of cadet officer life - Officership & Character, Communication Skills, Interpersonal Relations, Critical & Creative Thinking, and Leadership Theory. This challenges cadet officers to think beyond their local unit and personal leadership style, and cultivates an environment of growth. RCLS trains cadets to fulfill the role of officers through problem-solving, critical thinking, and collaboration. Regions retain the flexibility to modify their programs in response to local needs. Follow the spirit of this guidance; if not the letter

Goal Areas: To develop in cadets the Phase III leadership skills (indirect leadership) outlined in the cadet regulation's Leadership Expectations (ref: CAPR 60-1, Chapter 8).

This publication was developed by the **National Cadet Advisory Council**, in collaboration with the **National Cadet Programs Team**. Special thanks to the following individuals for their contributions:



Civil Air Patrol National Headquarters

United States Air Force Auxiliary
105 South Hansell Street
Maxwell AFB, AL 36112-6332
www.gocivilairpatrol.com

Cover image courtesy of Civic Leadership Academy.

CONTENTS

Part 1	Introduction to the RCLS Program	4
Part 2	Operational Structures	5
Part 3	Staff Structure	8
Part 4	Learning Experiences	9
Part 5	Virtual RCLS Best Practices	10
Part 6	Curriculum Outline	12

DRAFT

PART 1

INTRODUCTION *to the* RCLS PROGRAM

1.1 Key Program Guidance

a. Authorization. Regions are authorized to conduct one or more RCLS annually. Wings may host schools if approved by the Region.

b. Military and Federal Agency Support. AFI 10-2701 (3.9.2), Organization and Function of the Civil Air Patrol, authorizes Air Force installations to support cadet activities. Title 10, USC §9443, allows federal agencies to support CAP activities with equipment, supplies, and other resources.

c. Venue. The ideal environment for an RCLS is an Air Force installation, Air Force Reserve or Guard base, other military installations, college campuses, or other suitable facilities. The biggest consideration when selecting a venue is classroom facilities, as RCLS is academically heavy.

d. Duration. Schools must offer at least 40 hours of instruction and should. Under this model, an RCLS could be conducted over a 4-day weekend or over two weekends. If local conditions allow, schools should offer a full week of instruction.

e. Eligibility. Because RCLS addresses skills relating to indirect leadership and company-grade cadet officer topics, participating cadets need to be cadet officers or cadets on the cusp of officership. Therefore, students attending RCLS should have completed an encampment and hold a grade of C/MSgt or higher.

f. Participants. Four groups of participants participate in RCLS -

- **Students.** First-time attendees. Students are “in ranks” cadets. Because their primary responsibility is to learn, they shall be called “students.”
- **Cadet Cadre.** Consists of command staff, seminar advisors, and support staff. Cadre facilitates the student experience at RCLS, by leading discussions, mentoring seminars, and instructing.
- **Senior Staff.** Senior Staff are adult members who supervise and mentor the cadet corps.
- **Other Instructors/Speakers.** Guests may be invited to RCLS to instruct curriculum and elective classes.

g. Graduation Requirements. As with other activities, cadets must satisfactorily complete at least 80% of the program to graduate, as judged by the activity director.

h. Course Frequency. Each region must offer at least one RCLS per year or conduct a school in cooperation with another region. Wings may host RCLS, with approval from the region.

i. Reporting Requirements. Activity directors submit graduation rosters in Word or Excel to Cadet Programs at cadets@capnhq.gov.

1.2 Financial Management

a. Funding. NHQ typically provides \$1,000 to each region in support of their RCLS. To request funds, region DCPs should contact Cadet Programs at cadets@capnhq.gov and provide an activity plan or schedule showing that the RCLS will follow the guidelines below. If a region hosts more than one RCLS, the NHQ funding remains the same and the region decides how it will divide those funds between its schools. Submit funding requests by 1 May annually; after that date, NHQ may release the funds to other cadet-related programs. Funds must be spent by 30 September. Funding availability is subject to change due to budget demands.

b. Average Price. The cost per student varies by RCLS. Facilities, funding, and resources dictate how much students have to pay to attend.

d. Adult and Cadet Staff Fees. Cadre and senior staff costs are at the discretion of the region. Typically, staff members attend at a reduced fee or for free.

PART 2

OPERATIONAL STANDARDS

2.1 Welcome Materials. Upon acceptance into the school, students are sent a welcome letter containing important information regarding the event. The welcome letter includes travel information, packing information, forms, emergency contacts, and any pre-course work.

2.2 Intensity. As RCLS is a leadership school mostly consisting of cadet officers, it is much less intense than an encampment. Although still professional, high intensity should only be used in instances of immediate safety concern. Classroom intensity and social intensity are the primary levels used at RCLS.

2.3 Uniforms. Uniforms worn at RCLS are at the discretion of the activity director. In addition to Air Force Style blues and utility uniforms, schools can authorize a “polo shirt” uniform.

2.4 Meals, Sleep, and Personal Time.

a. Meals. Schools will provide every participant three full, well-balanced meals daily, excluding travel days. Cadets may be excused from a meal only by the activity director or designee.

b. Drinks and Snacks. Cadets may bring drinks and snacks to RCLS at the discretion of the Activity Director. Energy drinks (i.e.: Red Bull, Monster) are prohibited at all times. Sports drinks are permitted.

c. Sleep. Cadets are provided a minimum of 8 hours of uninterrupted sleep per night.

d. Personal Time/Hygiene. All cadets will shower daily and use deodorant/antiperspirant. Seniors will shower separate from cadets. Cadets will receive ample personal time to complete all assignments throughout the week.

2.5 Safety. Although RCLS is not a high-intensity activity, it still presents safety risks that must be addressed. RCLS Activity Directors will appoint a Safety Officer for all days of the activity, and the Safety Officer will ensure the activity is conducted safely.

2.6 Required Documents. Cadets should be required to bring CAPF 160, CAPF 161, CAPF 163 CAPF 60-80. These are all health, safety, and permission forms required for overnight activities.

2.7 Contraband. Items prohibited at RCLS include, but are not limited to:

- Tobacco, e-cigs, alcohol, illegal drugs, vapes
- Non-prescription drugs, herbs, supplements, etc., not indicated on CAPF 31 application
- Weapons, sharp objects, or fireworks

2.8 Award Programs. The following awards are recommended for the school:

a. Honor Cadet. Overall highest performing cadet. The RCLS Honor Cadet is committed to the core values, and demonstrates themselves to be an outstanding team player, motivator, and highly dedicated student. A combination of cadet echelon staff and senior command staff should work to decide the winners of each award with input from other cadet staff members.

b. Outstanding Speaker. Cadet with the highest scoring/performing speech.

c. Outstanding Writer. Cadet with the highest scoring/performing writing.

d. Most Improved Cadet. Cadet with the most improvement over the course.

e. Honor Seminar. Highest performing seminar, exemplifying outstanding teamwork.

f. Honor Cadet Staff Member. Highest performing cadet staff member.

g. Honor Support Staff Member. Highest performing support staff member.

2.9 Graduation. Graduation formats are at the discretion of the Activity Director. Schools may decide to host a "Dining-In," or awards ceremony, on the last night of RCLS.

PART 3

STAFF STRUCTURE

3.1 Organizational Structure. RCLS is a squadron-sized organization that typically operates at least two seminars of students. Larger schools with at least four seminars can be organized into sections, equivalent to squadrons.

- a. **Staff Selection Authority.** The RCLS activity director selects the cadet executive cadre, with the approval of the region commander. The cadet commander typically selects the remaining members of the cadet cadre, subject to the director's approval. Within each seminar, the seminar advisor may select or rotate students through optional positions such as seminar leader, scribe, academics officer, game master, etc.
- b. **Senior Members.** In order to maximize cadet participation, RCLS should be mostly led by experienced cadets, with the exception of the activity director and other necessary staff (such as a deputy director, support staff member, or registrar).

3.2 Organizational Design Considerations. Because regions are vastly different in terms of size, geographics, and resources, no one standard is applicable to RCLS. The organizational design is flexible based on the needs and resources of one's region (or the host wing). The organization of RCLS should be based on three factors.

- a. The number of cadets participating is a factor. An RCLS with fewer than forty students does not necessarily need sections, as the span of control is much smaller. This applies to the number of cadet cadre available as well. Larger regions may be able to have additional positions such as support staff or section assistants.
- b. Another design consideration is whether the RCLS is in person or virtual, the host format is fundamental to how an activity is run. There are specific concerns for each; for example, an in-person activity may need kitchen support staff while a virtual activity may need an information technology officer.
- c. Lastly, the time/duration of the RCLS is critical to planning. RCLS is often held for multiple days in the winter during school break, during summer break, or even held virtually throughout multiple weekends in the spring. The best practice for an RCLS is to host it in person during a break. RCLS hosted during school (on the weekends) can put extra stress on students, but is a viable option if an RCLS is needed within the region.

3.3 Seminar Size. Due to the learning style throughout the school a smaller group size is necessary. Seminars should have no less than six cadets and no more than twelve. One seminar advisor should be assigned to each seminar.

3.4 Cadet Cadre. Cadet cadre should be selected through an application process available to cadets that have attended RCLS or Cadet Officer School. Selection for cadet commander should be made by the Activity Director. Other staff selections should be made by the cadet commander and their team.

3.5 Position Descriptions. RCLS is only possible through the hard work of numerous individuals. Those individuals include:

- a. Activity Director.**
 - i. Directs and supervises the senior and cadet side of the activity. Ensures the activity remains on track and sees the big picture.
- b. Cadet Commander.**
 - i. Directs the cadet staff before and during the activity. Keeps the cadets on task and ensures the students are reaching their learning outcomes. Reports to the activity director.
- c. Section Mentor.**
 - i. Responsible for 4 or less Seminars and their Advisors. Aid the seminar advisors with any issues that arise and check that the advisors meet the seminars' goals and expectations.
- d. Seminar Advisor.**
 - i. Lead students to success through facilitating their learning, grade assignments, lead discussions, provide feedback, and help students develop their skills.
- e. Support Staff (as needed).**
 - i. Public Affairs
 - 1. Document the activity, post on the activity's social media, and create newsletters that shows what the cadets are doing at the activity.
 - ii. Cadet Information Technology
 - 1. Ensure all devices are working and troubleshoot any issues.
 - iii. Standards and Evaluations
 - 1. Ensure all assignments are created and relevant to the day's courses. Ensure all seminar advisors are grading fairly and at an even difficulty.

PART 4

LEARNING EXPERIENCES

4.1 Overview. To fulfill the purpose of RCLS, the curriculum is organized into five blocks: Officership & Character, Communication Skills, Interpersonal Relations, Critical & Creative Thinking, and Leadership Theory. In addition, regions may create elective courses to supplement the established curriculum.

4.2 Contact Hour Requirements. The minimum contact hour requirement is 40 hours (IAW CAPR 60-1, Chapter 8). The curriculum lessons in this guide consist of 24 total contact hours. Regions must devise 16 elective contact hours for their schools to meet this requirement.

4.3 Lesson Plans. This guidance includes lessons, objectives, resources, and key points. Instructors and regions have the flexibility to create and customize their own presentations based on these guidelines. The full curriculum can be found in Section 6.

4.4 Learning Process

To meet the goal of RCLS, the experience is split into four distinct phases, each consisting of separate goals and activities. While encampments are often categorized by different phases regarding team building, the RCLS phases are in reference to where a cadet is in their personal leadership journey to creating their own leadership philosophy.

- a. Phase I - The Challenging Phase
 - i. This phase should consist of rigorous academic work that challenges preconceived notions of leadership.
 - ii. Pre-assignments should be assigned to cadets prior to the school beginning to aid in the facilitation of this phase. This allows their current abilities to be graded along with their current philosophies to be challenged.
- b. Phase II - The Forming Phase
 - i. This phase should allow cadets to begin forming their own ideas and philosophies based on comments and criticisms from the previous phase.
 - ii. Cadets should be taking notes from their classes and relating them to personal assignments challenging their leadership ideas and abilities.
- c. Phase III - The Exploring Phase
 - i. This phase should allow cadets to discuss with others regarding their leadership philosophy to gain a greater understanding and more perspectives.
 - ii. Cadets should use guided discussions and discussion boards to understand academically challenging leadership topics.
 - iii. Cadets should also begin work on a rigorous final assignment during this phase that requires teamwork and extensive communication and collaboration.
- d. Phase IV - The Concluding Phase
 - i. This phase should allow cadets to create their own leadership philosophy based on their classes, assignments, and experiences throughout the school.
 - ii. Cadets should be finalizing their final project throughout this phase and present it to a panel of leaders.

PART 5

VIRTUAL RCLS BEST PRACTICES

5.1 Virtual RCLS Overview. Although running a virtual school is an excellent idea, it also has physical, mental, and technical difficulties. Risks like back pain, strain in the eyes, and degradation in knowledge retention may result from long hours spent in front of a computer while taking virtual courses. Also, technical problems are issues with an internet connection, failure of commercial infrastructure, and hardware and software complications that may interfere with virtual classes. In consequence, the following best practices guide offers recommendations that are beneficial for instructors and students.

- a. **Virtual Platform.** RCLS staff could host meetings on platforms like Zoom, Google Meets, or Microsoft Teams. Cadets should be encouraged or required to turn on their cameras during

courses, and microphones muted unless they are speaking. Staff will record classes for cadets with internet connection problems, and recordings will be available for them to watch later.

- b. Uniform.** Cadets may be required to wear their ABUs for classes and Class B uniforms when presenting speeches or their capstone.
- c. Participation.** Participation in classes counts for the final grade of RCLS. Instructors may ask questions or do polls during classes to encourage cadet participation during courses.
- d. Course Content.** RCLS staff can use Microsoft Teams to store course content and share it with students. Also, they can store course content into folders using the curriculum outline as a guide. Each subsection includes the class presentation in PDF, a weekly assignment, and a resource.

5.2 Duration. A virtual RCLS can have six weeks, where instructors offer two days a week, two-hour-long brackets of class. Each day two courses are offered. According to the week's lessons, a series of assignments are due at the end of the week. Cadets may have one more hour for speech evaluations or debate activities at the end of the two classes per day. This dissemination of contact hours allows cadets to have time to work on assignments and attend virtual classes without facing the possible risk of staring at a computer for long-hours..

5.3 Assignments. Each week has a series of assignments due. Assignments may consist of writing tasks, speeches, planners, or more. The activity director may use platforms like Google Classroom or Schoology to have cadets turn in their assignments.

- a. Each week a cadet has to turn in a journal and planner, which promotes time management to complete assignments.
- b. Other assignments are Staff Duty Analysis technical writings, such as media packages, budget plans, or more. These assignments work toward developing the cadet's skill with critical thinking.
- c. The final assignment is a capstone. The capstone project develops an operations plan directed toward one of the Civil Air Patrol's needs, like increasing diversity within a Wing. Cadets work in assigned teams for the capstone assignment. At the end of the RCLS, they present their capstone project.

5.4 Evaluations. With a virtual RCLS, the lack of an in-person component makes evaluating the cadets difficult. The following guidelines help activity directors and seminar leaders evaluate the assignments and participation of the students.

- a. Graduation.** As with other activities, cadets must satisfactorily complete at least 80% of the program to graduate, as judged by the activity director.
- b. Capstone Evaluation.** Each cadet evaluates their team members individually and confidentially based on their efforts to prepare the project. Cadets send these evaluations to the senior evaluator immediately after presenting the capstone. A late report will have 10% of the final grade subtracted for each day the information is late.
- c. Participation.** Participation is a matter of active engagement. Participation quality is an evaluation based on the following:
 - i. Level 1 (Beginner):

1. Little or no preparation
 2. Lets others set and pursue the agenda
 3. Observes passively and says little or nothing
 4. Responds to questions
 5. They give the impression of wanting to be somewhere else
 6. Attendance record is haphazard and inconsistent; may be absent or late without notice
- ii. Level 2 (Novice):
1. Moderately prepared in advance
 2. Takes some part in setting group goals and agendas
 3. Participates in discussions, letting others provide the direction
 4. Occasionally introduces information or asks questions
 5. If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities
- iii. Level 3 (Proficient):
1. Well prepared in advance
 2. Takes a large part in setting group goals and agendas
 3. Actively participates in discussion and asks questions
 4. Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
 5. Volunteers willingly and carries their share of the group's responsibilities
- iv. Level 4 (Advanced):
1. All of the markers of proficient participation, plus:
 2. Draws out ideas or concerns of others, especially those who have said little
 3. Re-visits issues or ideas that need more attention
 4. They help the group stay on track
 5. Summarizes group decisions and action assignments

PART 6

Curriculum Outline

- I. Officership & Character
 - A. Leading for Core Values
 - B. Leadership in Safety
 - C. Officership & Professional Standards
 - D. Cadet Staff Roles & Responsibilities
 - E. Drug Demand Reduction
- II. Communications Skills
 - A. Effective Writing
 - B. Public Speaking Fundamentals

- C. Exercise: The Briefing
- III. Interpersonal Relations
 - A. Mentoring
 - B. Coaching
 - C. Supervision & Discipline
 - D. Myers-Briggs Type Indicator
 - E. Conducting Leadership Feedback
- IV. Critical & Creative Thinking
 - A. Principles of Critical Thinking
 - B. Leadership & Creativity
 - C. Project Management
- V. Leadership Theory
 - A. Servant Leadership
 - B. Situational Leadership
 - C. Leading Indirectly Through Delegation

I. Officership & Character

A. Leading for Core Values

SUGGESTED RESOURCES:

US Air Force, [Little Blue Book](#) (Part III, Core Values Strategy)

Civil Air Patrol, [Learn to Lead](#), Chapter 6 – “Leading in a Diverse Society”

SUGGESTED CONTENT OUTLINE:

Assumptions about leadership for the core values

Key question: how can cadet officers impart the core values to airmen?

The “schoolhouse weave”

Top-down & bottom-up approaches

The “TEAM” model

Prejudice, hatred, and the Leader

Five ways to fight hate

POTENTIAL ACTIVITY: You’re a successful cadet officer who volunteered to help a nearby squadron rebuild its struggling Cadet Program. You’ve attended a few of their meetings, but now your school commitments have caught up to you so you can no longer be personally involved in helping the neighboring squadron. The highest ranking cadet, a C/SSgt, asks you what she can do to motivate the squadron’s cadet airmen. Develop a list of 10 practical tips that can fit on a wallet card to help the C/SSgt succeed in this leadership challenge.

B. Leadership in Safety

SUGGESTED RESOURCES:

Dominic Cooper, [Improving Safety Culture: A Practical Guide](#), pp. 30-32

James Roughton & James Mercurio, [Developing an Effective Safety Culture: A Leadership Approach](#), pp. 17-25 & 29-31

SUGGESTED CONTENT OUTLINE:

What sets the culture {see both readings}

Why cultures fail

MacGregor's Theory X as safety leadership {see Roughton}

MacGregor's Theory Y as safety leadership {see Roughton}

The "caring" model {see Cooper}

The "controlling" model {see Cooper}

Values vs. priorities {see Roughton}

Vision of a safety culture {see Roughton}

Safety culture defined: "Culture is the way it is around here." {see Roughton}

Four leadership approaches to safety {see Roughton}

Exploitative authoritarian

Benevolent authoritarian

Consultative

Participative

Application for cadet officers

POTENTIAL ACTIVITY: Working in small teams, identify the five biggest safety issues affecting cadets. Identify the root cause of each. Identify ways to avoid those potential hazards. Identify possible complaints or pushback that cadets and/or senior members are likely to voice in response to your proposed solutions.

C. Officership & Professional Standards

SUGGESTED RESOURCES:

Col Philip Meilinger, [The Ten Rules of Good Followership](#)

Capt Hardy J. Sellers III, [Leadership Principles for Successful Company Grade Officers](#)

Civil Air Patrol, [Cadet Staff Handbook](#), Section 2.9

Civil Air Patrol, [Learn to Lead](#), Chapter 4

SUGGESTED CONTENT OUTLINE:

Concept of professionalism

Leaders as followers

Traits of good commanders

Journaling as self-development tool

POTENTIAL ACTIVITY: Have cadets write their own “Code of the Cadet Officer” similar to the “Creed of the NCO” found in Learn to Lead, Volume 2 Chapter 4.

D. Cadet Staff Roles & Responsibilities

SUGGESTED RESOURCES:

Civil Air Patrol, [Cadet Staff Handbook](#), Sections 1.1 – 1.5, 1.6, 2.2, Appendix 1

Civil Air Patrol, [CAPR 60-1, Cadet Program Management](#), Chapter 4

SUGGESTED CONTENT OUTLINE:

- Designing a cadet staff

- Staff selection process

- Role of position descriptions

- Review of key position descriptions, sharing of best practices

- Cadet operations

 - Unit goals

 - Weekly squadron meetings

 - Attendance and retention

POTENTIAL ACTIVITY: Diagram the cadet staff structure for your squadron and evaluate its suitability against the principles described in the Cadet Staff Handbook. Identify possible improvements to this structure, or defend why the existing structure is appropriate as is. Then, imagine how your squadron will look in six months as cadets advance a few steps in rank. Diagram a possible cadet structure for that future scenario.

E. Drug Demand Reduction

SUGGESTED RESOURCES:

Civil Air Patrol, [CAPP 52-22](#)

Civil Air Patrol, [Memo: Future of Drug Demand Reduction](#)

Cadets will also be made aware of the dangers of drug abuse, consistent with Drug Demand Reduction (DDR) program guidelines. To this end, a minimum of one (1) hour will be dedicated to a drug demand reduction lesson using resources from the DDR website, which include lesson plans, the Famous Fliers biographies, the Fit For Flying and Let’s Go Flying textbooks, and the DDRx Activity Guide.

II. Communication Skills

A. Effective Writing

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), Volume 2 Chapter 8

AFH 33-337, [Tongue & Quill](#), parts 2, 3, and 6

SUGGESTED CONTENT OUTLINE:

Defining the purpose
Brainstorming ideas
Outlining and organization skills
Editing for clarity and proofreading
Formats for business/military writing (e.g., position paper, background paper, after action report, staff study, memorandum, etc.)

B. Public Speaking Fundamentals

SUGGESTED RESOURCES:

John Kline, [*Speaking Effectively*](#)

Civil Air Patrol, [*Learn to Lead*](#), Chapter 8

SUGGESTED CONTENT OUTLINE:

Defining the purpose
Analyzing the audience
Brainstorming, outlining, and organizational skills
Principles of effective delivery
Impromptu, extemporaneous, and manuscript talks
Overcoming nervousness
Working with visual aids

C. Exercise: The Briefing

SUGGESTED RESOURCES:

Civil Air Patrol, [*Learn to Lead*](#), Chapter 10

Cadets are to develop and present a 5-minute informational / advocacy briefing on a topic of their choice. Allow 30-45 minutes to develop the briefing, and/or have cadets prepare their briefing at home before arriving at RCLS. Potential briefing topics include: proposal for a weekend cadet activity, introduction to the emergency services mission for cadets, status of the squadron's current goals and initiatives, proposal asking a school principal to allow CAP to conduct a recruiting drive at the school, etc.

This activity could easily require 2 or 3 hours to complete if a couple dozen cadets are attending the RCLS. Therefore, due to time limitations, activity directors should consider having multiple instructors on hand so multiple cadets may deliver their briefings simultaneously.

EVALUATION CRITERIA:

Clear purpose to the briefing
Logical organization
Content: thoroughness in addressing all issues
Clear statement of a recommended course of action
Good presentation skills: eye contact, voice, confidence, gestures, etc

III. Interpersonal Relations

A. Mentoring

SUGGESTED RESOURCES:

John C. Kunich & Richard I. Lester, [Leadership & The Art of Mentoring](#)

Maj Don T. Riley, [Serve Your Soldiers to Win](#)

Civil Air Patrol, [Learn to Lead](#), Chapters 4 and 6

SUGGESTED CONTENT OUTLINE:

- Concept and definition

- Mentoring as an obligation and responsibility of leadership

- Mentoring process (using Kunich & Lester's mnemonic for mentoring)

B. Coaching

SUGGESTED RESOURCES:

Madeleine Homan, ["What's Your LPoV?"](#)

Civil Air Patrol, [Learn to Lead](#), Chapters 4 and 6

SUGGESTED CONTENT OUTLINE:

- The leadership point of view

 - Concept: a personal statement of leadership philosophy and attitudes

 - Your sources of inspiration

 - The gap analysis

 - What will you expect from yourself?

 - What do you expect from your people?

 - Writing it down

- Elements of successful coaching

- Techniques of coaching

- Classical conditioning

POTENTIAL ACTIVITY: Develop your own "leadership point of view." Create some type of document (essay, bullet notecard, slide presentation, etc.) that identifies (1) your sources of inspiration, (2) what you expect from yourself, and (3) what you expect from your people. Share this document and discuss it with fellow cadets as if you were being appointed their flight commander at encampment and you were introducing yourself and your leadership point of view to the airmen. Note: if this activity is conducted, plan on 2 hours being needed for this lesson.

C. Supervision & Discipline

SUGGESTED RESOURCES:

Ken Blanchard & Spencer Johnson, [The One Minute Manager](#), "One Minute Praisings" & "One Minute Reprimands"

Robert E. Lee and J.E.B. Stuart, from [The Killer Angels](#)

Civil Air Patrol, [Learn to Lead](#), Chapter 4

SUGGESTED CONTENT OUTLINE:

- Trusting and fair supervisor
- Constructive discipline
- Elements of the one-minute praising
- Elements of the one-minute reprimand
- The example of Lee and Stuart

POTENTIAL ACTIVITY: Use role-playing to demonstrate how to perform a “one minute praising” and a “one minute reprimand.”

D. Myers-Briggs Type Indicator

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), Chapter 6

Myers-Briggs Type Indicator: self-assessment via [HumanMetrics](#)

SUGGESTED CONTENT OUTLINE:

- Non-judgmental philosophy of MBTI
- Four dimensions of type
- Knowing oneself better to be more effective in working with others

POTENTIAL ACTIVITY: Before arriving at RCLS, have the cadets attempt a MBTI self-survey online. The goal here is for the cadets to arrive knowing their MBTI type, but not for them to arrive with a firm understanding of MBTI itself. Further, select a handful of well-known people or fictional characters and attempt to identify their MBTI types, backing up their reasoning with examples from that individual’s or fictional character’s observable behaviors.

E. Conducting Leadership Feedback

SUGGESTED RESOURCES:

Lt Col Henry A. Staley, [Feedback: A Unique Key to Leadership](#) (pg.22)

John Kunich & Richard Lester, [Leadership and the Art of Feedback: Feeding the Hands that Back Us’](#)

Civil Air Patrol, [Leadership Feedback](#)

Civil Air Patrol, CAPVA 60-100, [Cadet Super Chart](#)

SUGGESTED CONTENT OUTLINE:

- Importance of feedback
- Informational feedback
- Motivational feedback
- CAP’s Leadership Expectations Chart
- Use of the CAPF 50

IV. Critical & Creative Thinking

A. Principles of Critical Thinking

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), Chapter 5

Peter A. Facione, "[Critical Thinking: What It is and Why It Counts](#)"

SUGGESTED CONTENT OUTLINE:

- Introduction
 - Basic principles
 - Universal standards
 - Elements of thought
- Core critical thinking skills
- Delphi method
- Disposition toward critical thinking
- Modes of thinking
- Conclusion: Leading, critical thinking, and our nation's future

POTENTIAL ACTIVITY: Provide the cadets with an operations plan (or similar document) for a cadet activity. Have them evaluate that plan against the principles of project management. Further, have them use at least two creative thinking tools to identify at least two unconventional ideas that could improve the cadet activity.

Note: if this activity is conducted, plan on 2 hours being needed for this lesson.

B. Leadership & Creativity

SUGGESTED RESOURCES:

William Klemm, [Leadership: Creativity and Innovation](#)

Civil Air Patrol, [Learn to Lead](#), Chapter 5

SUGGESTED CONTENT OUTLINE:

- Unappreciated genius
- Monuments to the status quo
- Victories through creative thinking
- Tools for creative thinking

C. Project Management

SUGGESTED RESOURCES:

Carl Chatfield & Timothy Johnson, "[A Short Course in Project Management](#)"

Civil Air Patrol, [Learn to Lead](#), Chapter 10

SUGGESTED CONTENT OUTLINE:

Resources and deliverables
Time, cost, and scope
Managing constraints

V. Leadership Theory

A. Servant Leadership

SUGGESTED RESOURCES:

Maj Don T. Riley, [Serve Your Soldiers to Win](#)
Civil Air Patrol, [Learn to Lead](#), Chapter 4

SUGGESTED CONTENT OUTLINE:

Concept and definition
Serving others so that they can accomplish the goal

B. Situational Leadership

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), Chapter 7, pages 144-146
Maj George Yeakey, [Situational Leadership](#) (pg. 72)

SUGGESTED CONTENT OUTLINE:

The four leadership styles
Define effective leader
Life cycle theory
Environmental variables
Situational leadership model

C. Leading Indirectly Through Delegation

SUGGESTED RESOURCES:

Wayne Turk, [Effective Delegation, a Win-Win Strategy](#)
Civil Air Patrol, [Learn to Lead](#), Chapter 11

SUGGESTED CONTENT OUTLINE:

Why delegate
Empowerment
How to delegate
What not to do when delegating

VI. Electives, Practical Exercises, Projects

A. Electives

Directors can use the potential activities listed in the curriculum, include guest lecturers from the local area, have the cadets participate in additional team leadership problems or use additional time for the classes. These electives also allow cadets to learn about things they want to learn that may not be in the curriculum. Below are some example lessons or discussions that could be included in the course.

- Squadron Communication
- Virtual Presentation Skills
- Respecting Boundaries
- Phase 4 Cadet Life

Courses can also be offered that look into more officership topics that are found in Volume 3 of Learn to Lead.

B. Practical Exercises

In addition to classes and discussions, the curriculum can include practical exercises related to the classes taught. These can include simulating a governing body, practicing writing special documents, or planning and executing a response to a situation a leader may face.

C. Projects

Projects should be an integral part of the curriculum. These projects should require extensive planning and cooperation among cadets in a Seminar in order to complete. Time should be scheduled for Seminars to work on projects. The number of projects should vary depending on the length of the school.

VII. Administrative / Non-Academic

A. Welcome Briefing

SUGGESTED CONTENT OUTLINE:

- Director's Intent
- Academic Overview
- Goals of RCLS
- Safety

B. Course Critiques

Ensure cadets have the opportunity to receive feedback from and give feedback on each class and activity, along with an overall program.

C. Graduation