

TLC INTERMEDIATE COURSE
STUDENT PACKET



TRAINING LEADERS *of* CADETS

INTERMEDIATE COURSE

STUDENTS' WELCOME

Outcome: Cadet Programs Officers prepared to lead a squadron Cadet Program

Learning Goals:

1. Explain basic principles of youth development
2. Describe methods for positive, indirect leadership
3. Describe resources for each program element
4. Describe major national and wing activity programs

Format: 8 hours of discussion-based learning in-residence, with two web modules

Target Audience:

- Graduates of the TLC Basic Course
- Adult volunteers serving on a squadron Cadet Programs staff
- Veteran CP officers seeking refresher training

Graduation Requirement: Adult volunteers who complete the two web modules and participate actively in at least 80% of the course, in the judgment of the course director, receive graduation credit

Block 1 Cadets as Learners

1.1 Generation Z as Learners **WEB MODULE**

Key Question: Who is Generation Z? What are the different domains of learning that go into educating a whole person, and how are those domains expressed in lesson plans and assessments in the Cadet Program?

1.2 Special Needs Cadets

Key Question: What is CAP policy regarding special needs cadets, and what specific accommodations might local leaders use in serving them?

Block 2 Positive Leadership

2.1 Transformational Leadership

Key Question: What does it mean to be a transformational leader? How can you use transformational leadership to develop cadets?

2.2 Feedback & Mentoring

Key Question: What is the Cadet Program Officer's role in providing feedback, and specifically, how are feedback meetings supposed to work?

2.3 Progressive Discipline

Key Question: Can discipline be a learning experience? What are some examples of progressive discipline?

2.4 Partnering With Parents

Key Question: How do we develop partnerships with cadets' parents?

Block 3 Program Elements in Depth

3.1 Tour of the Cadet Curriculum

Key Question: What curricular resources are available in each of the program elements? What are some of the guidelines leaders should know to implement them effectively?

Block 4 Safe & Challenging Cadet Activities

4.1 Cadet Activities II

Key Question: What are the premiere wing- and national-level activities, and how can you get your cadets involved?

4.2 Cadet Safety & Welfare **WEB MODULE**

Key Question: How could cadets get hurt? How can we keep them safe?

CIVIL AIR PATROL VOLUNTEER
April - June 2016

CAP's 'Ironman'

By Jennifer Gerhardt

Cadet Staff Sgt. Jamison Satterlee works diligently through the obstacle course during the Alabama Wing Encampment.

Photo by Susan Schneider,
CAP National Headquarters

Weighing in at 60 pounds and standing less than 4 feet tall, Civil Air Patrol Cadet Staff Sgt. Jamison Satterlee has been full of surprises for the last 17 years.

His first surprise was being born 12 weeks earlier than his due date. The second surprise was that Jamison's foot had developed upside down.

"We were not expecting any of that to happen," said Gina Satterlee, his mother. "But we felt it was meant to be, so we kept moving forward."

Refusing to give up, one cadet's determination inspires others

By age 3, Jamison had a prosthetic leg.

"I stopped counting surgeries when we passed 20," Gina said. "It never slowed him down, though. If he wanted to try something, we figured out a way to adapt it, so he could do it. But we never really gave him a choice. We were always like, 'Come on, let's do this.'"

The can-do attitude definitely influenced Jamison. Initially, he was interested in his school's Junior ROTC program. After learning about Civil Air Patrol through a Facebook friend, though, Jamison's curiosity sent him on a different path.

"I wanted a program outside of school that would give me some leeway, but also challenge me," Jamison

said. "The more I learned about Civil Air Patrol, the more I liked it."

In fact, Jamison became interested in everything from firefighting and law enforcement to cyber security and emergency services.

"Whatever CAP needs, he wants to do it," Gina said. "As parents, we believe you find your child's strengths and then build on them. CAP really works for Jamison."

After completing all his research, Jamison decided to go to a Civil Air Patrol meeting.

"He showed up one evening interested in everything," remembered Lt. Col. Michael Guthrie, the deputy commander for cadets for the Alabama Wing's Redstone Composite Squadron 119. "We didn't have experience with disabilities before. I wasn't sure what he could participate in or what he could do."

Guthrie didn't have to wait long to find out what Jamison could or could not do. "His mom was like a first sergeant," he said. "She told us he could do whatever we needed him to and to push him to his limits."

Jamison had more surprises in store for Guthrie when he attended his second CAP meeting. It was physical fitness night.

"We had a shuttle run, and Jamison

really wanted to do it," Guthrie said.

"I was worried about him, so we initially set the course one-third of the length. But Jamison said he wanted to do the full length, so we let him. He completed it with flying colors."

It was at the encampment that Jamison's enthusiasm and true spirit shined through, earning his nickname, "Ironman."

"I was completely amazed by his determination and performance," Guthrie. "He even had the advantage on the horizontal ladder. I'm really

proud of him." He said Jamison participates in formations, drills and almost every activity he can, just like his fellow cadets.

"He's quite the inspiration to everyone here," Guthrie said. "He's such a great example for kids with disabilities, too. They might not think they can do it, but Jamison is proof it can be done."

Overcoming seemingly difficult challenges and inspiring others comes naturally for Jamison, who likes to focus more on challenging his peers than seeing challenges for himself.

"If you feel like giving up, don't. Always keep your chin up, and keep pushing forward," said Jamison. "It'll help you achieve more in the long run." ▲

CADETS WITH SPECIAL NEEDS

EXERCISE

INSTRUCTIONS

1. Complete a total of three scenarios, one scenario from each grouping (I-Simple Accommodations, II-Moderate Accommodations, III-Complex Accommodations).
2. For each scenario, describe the “wrong mentality” that a unit commander might possess were he or she not properly trained in supporting special needs cadets.
3. Further, describe some potential accommodations that a properly trained unit commander would consider to support the cadet.
4. Be prepared to share your views with the class.

Scenario <small>Indicate your scenario by checking the box <input checked="" type="checkbox"/></small>	Wrong Mentality	Potential Accommodations
Group I Simple Accommodations		
<p><input type="checkbox"/> (1) Broken Arm</p> <p>A cadet broke her right arm and her cast extends above the elbow. She obviously cannot do push-ups or render a normal salute for the next 8 weeks.</p> <p><input type="checkbox"/> (2) Attention Deficit Hyperactivity Disorder</p> <p>A cadet's ADHD makes it difficult for her to do well on written tests, especially if there's a time limit involved.</p> <p><input type="checkbox"/> (3) Social Anxiety Disorder</p> <p>A newcomer has a significant anxiety disorder, for which he is being treated. He wants to join and become a cadet, but worries about the squadron's practice of calling on cadets to share aerospace current events and do impromptu speaking.</p>		
Group II Moderate Accommodations		
<p><input type="checkbox"/> (4) Limited Diet</p> <p>An active, successful cadet wants to attend encampment, but due to medical issues, she has a limited diet. It's unlikely that the “normal” offerings at the military dining facility will suffice.</p> <p><input type="checkbox"/> (5) Participation on the Sabbath</p> <p>Your encampment begins at noon on a Saturday, but a Seventh Day Adventist family requests permission for their cadet to arrive after sunset on Saturday (roughly 6 hours later than normal) due to their observance of the Sabbath.</p> <p><input type="checkbox"/> (6) Group Showers</p> <p>A devout family is concerned for their cadet's modesty in a communal shower setting where public nudity is virtually unavoidable.</p>		

Scenario <small>Indicate your scenario by checking the box</small> <input checked="" type="checkbox"/>	Wrong Mentality	Potential Accommodations
Group III Complex Accommodations		
<p><input type="checkbox"/> (7) Blindness</p> <p>A newcomer is blind and wants to join CAP. He will not be able to drill as a member of the flight, he cannot read from a hard copy textbook, and will likely encounter lots of practical challenges in cadet life, especially during overnight activities.</p> <p><input type="checkbox"/> (8) Paralysis</p> <p>A cadet is paralyzed below the neck. She relies upon a wheelchair and requires a high degree of assistance in her daily life. She loves learning about space and read about CAP's model rocketry program.</p>		

AVOID	DIRECT			INFLUENCE			
ABSENT	TRANSACTIONAL			TRANSFORMATIONAL			
Laissez-Faire	Management by Exception		Contingent Reward	Individual Consideration	Intellectual Stimulation	Inspirational Motivation	Idealized Influence
	Passive	Active					
LF	MBE-P	MBE-A	CR	IC	IS	IM	II
"Delay"	"Fix"	"Control"	"Reward"	"Mentor"	"Challenge"	"Inspire"	"Model"
PASSIVE	CORRECTIVE	TRANSACTIONAL	TRANSFORMATIONAL				

A full range leadership model, as depicted by the Air Force version of Bass's and Avolio's standard diagram.

ANALYSIS OF THE FULL RANGE LEADERSHIP MODEL

Examine the diagram above. FRLM is an adaptive approach to leadership that considers the leader, the follower, and the mission. The graphic shows a cafeteria line of leadership behaviors. On the left side, laissez-faire behavior represents an absence of true leadership. The center focuses on the effective but potentially manipulative brand of leadership called transactional. The far right side showcases a flourishing of leadership in transformational leadership. The goal is for every leader to develop skills that allow him to utilize transactional or transformational leadership to the highest effect. Put another way, FRLM is **not** a situational approach; the message is not to use laissez-faire in some situations or management by exception in others. Rather, FRLM presents multiple approaches across a spectrum. Those approaches becomes progressively more effective, yet more demanding of leadership skill.⁶⁸

Is FRLM really a full explanation of leadership? Maybe yes, maybe no. Bass and Avolio chose the term "full range" to nudge other scholars. If FRLM is not full range, what's missing?⁷⁰

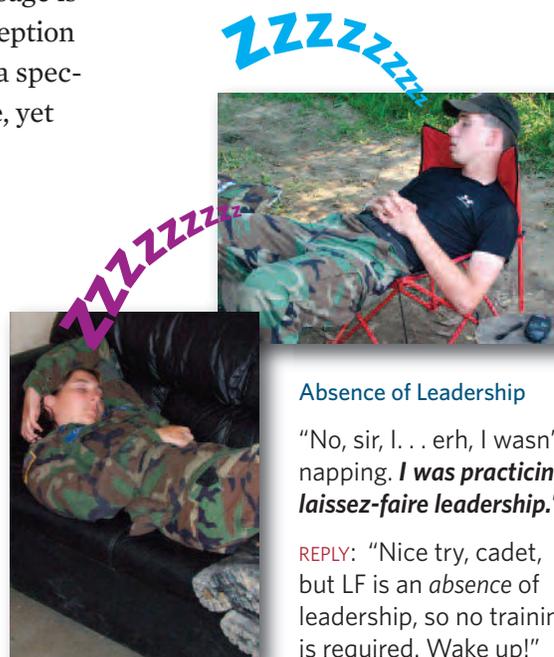
ABSENCE OF LEADERSHIP

Laissez-faire (LF) is the absence of leadership. LF is a boss who plays hooky from work. It's the non-leader whose behavior shows no signs of being concerned about the mission, nor her people.⁶⁹ No wonder our model regards LF as the most impoverished view of leadership.

TRANSACTIONAL LEADERSHIP

MBE is management by exception. MBE is a form of transactional leadership. You do something, and I react. Or I do something, and you react.

In one type of MBE called "passive" MBE or MBE-P, the leader waits for mistakes to happen, steps in to fix them, and then steps back again into an almost laissez-faire stance until some other problem



Absence of Leadership
 "No, sir, I . . . erh, I wasn't napping. **I was practicing laissez-faire leadership.**"
REPLY: "Nice try, cadet, but LF is an *absence* of leadership, so no training is required. Wake up!"

develops.⁷¹ This “leader” is like a robot that comes alive only when something goes wrong. Work for the MBE-P boss, and the only time you see him is when a team member goofs up. Your dealings with the boss are often accompanied by negative feelings, and you’re definitely not inspired to up your game.

A second type of MBE is called “active” MBE or MBE-A. Here, the boss is not a slumbering robot like above, but is highly visible to the team and can often be found checking up on everyone’s work, looking for errors.⁷² MBE-A is more effective than MBE-P because at least the boss is actively engaged in the team’s efforts. The problem, though, is that the focus remains on the negative. The boss is more akin to a critic who is constantly on patrol than a leader who brings the team to higher levels.

Contingent Reward (CR) is a form of transactional leadership that focuses on getting things done. Here, the leader uses incentives to encourage people to do the right things. The leader sets goals for the team, but the leader/team relationship might be perceived as cold, impersonal, and seemingly defined by a contract (if not a real contract, an implied one).⁷³ Meet the leader’s goals, earn a cookie. Fail to meet the goals, no cookie. CR creates a predictable, consistent environment, and that sense of security fulfills an important need. Again, CR is basically positive; note that the emphasis is on rewarding performance, not in punishing non-performance. Experts have found that CR is “generally effective in building base levels of trust and commitment in followers.”⁷⁴ Fair enough, but don’t you think good leadership involves a bit more?

Transactional Leadership: Final Analysis. Management by exception and contingent reward are valid tools available to the leader, especially when operating at the tactical and operational levels of leadership. However, FRLM insists that a transformational approach to leadership is superior. Scientific data bears that out. Moreover, displaying too much MBE and CR is not leading but working tit-for-tat, trying to pass off manipulation as a form of leadership.⁷⁵ The team will work just hard enough to get by. Only through transformational leadership can a leader truly bring the team to new accomplishments.

Contingent Reward

Leaders use incentives to encourage followers to perform in the CR approach. Meet the goals, get a cookie. Experts say that CR is generally effective in building a basic level of trust between leader and follower.



Management by Exception - Passive MBE-P

In the MBE-P variant of leadership, the boss is like a robot that comes alive only when something goes wrong.

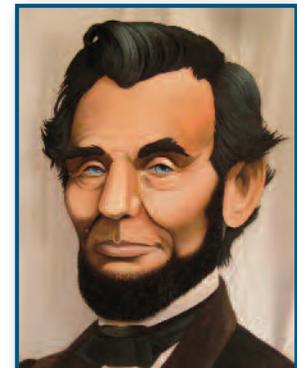


TRANSFORMATIONAL LEADERSHIP

Now comes transformational leadership. From chapter 7 you know that transformational leadership is where the leader “strives to heighten the motivation and morality of himself and his followers.”⁷⁶ And of course, to “transform” something implies that you are changing it into something better. The leader is the midwife for new cultures and value systems. Within transformational leadership we have four components, the 4I’s described below.

Individual Consideration (IC) is where the leader develops people. He or she listens to, coaches, and teaches the individual members. Put another way, IC means to mentor someone on a one-on-one basis. Instead of viewing team members as easily replaceable cogs in the machine, a leader who shows strong IC has empathy and sees each individual as a unique person.⁷⁷ Research shows that people respect a leader who treats them as individuals, and those good feelings translate into increased mission effectiveness.

Intellectual Stimulation (IS) requires the leader to challenge team members to really think. Instead of the leader viewing himself or herself as the all-knowing source of all wisdom, he turns to the team members and engages their brainpower. The team wins because now there’s not just the leader’s

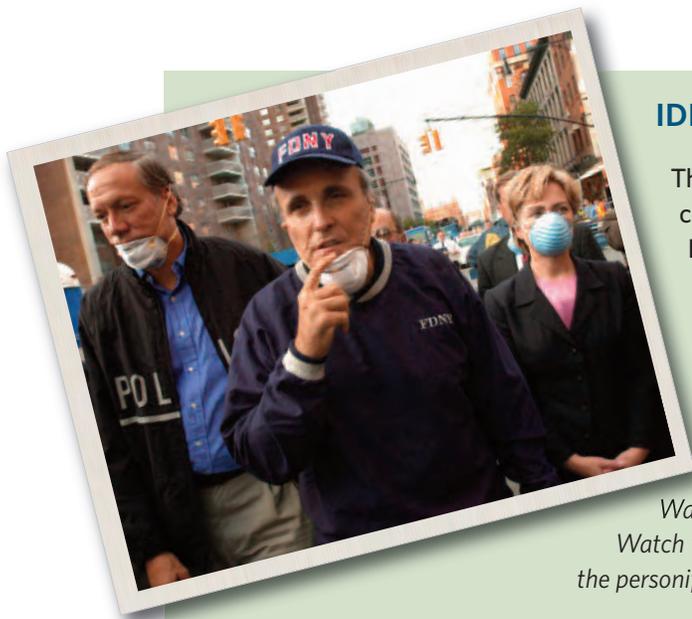


PROFILES OF TRANSFORMATIONAL LEADERS

More Than Cheerleaders
Transformational leadership has a lot to do with changing people’s values for the better, but as the highest form of leadership, it goes well beyond mere cheerleading.

IC: Develop other people
IS: Promote the use of brainpower
IM: Inspire confidence about the future
II: Lead by personal example

	JOHN GLENN	ROSA PARKS	JOAN OF ARC	ABRAHAM LINCOLN
IC	Set the pace and developed his fellow Mercury astronauts into a cohesive team	Organized and developed the early leaders of the Montgomery Improvement Association	A mere peasant and young girl, Joan had to convince many individuals in power to take her seriously	Developed and held together a cabinet, army, and navy to save the Union
IS	A champion of math and science to generations of young Americans	Nonviolence showed that the answer to democracy’s challenges lay in reasoned discourse	Quick-witted during a politically motivated trial, the uneducated teen stupefied her interrogators	One of the most learned and thought-provoking communicators of all time
IM	Supreme confidence in the face of danger showed that space exploration was worth the risks	Refusal to move to the back of the bus launched a nationwide civil rights movement	Lead common soldiers and peasants in combat against a larger, better trained, and better equipped English force	How many millions recall words from his Gettysburg Address or Second Inaugural?
II	A squeaky-clean character combined with brains and bravery - who wouldn’t want to be like Glenn?	One of the few private citizens to lay in honor under the Capitol Rotunda upon death, thereby distinguishing her as a truly idealized American leader	Her purity, faith, and patriotism made her the national heroine of France and a saint	“In this temple, as in the hearts of the people for whom he saved the Union, the memory of Abraham Lincoln is enshrined forever”



IDEALIZED INFLUENCE on 9/11

Through idealized influence, the leader exemplifies, through consistent behaviors, what each individual should become. Here's David Letterman, shortly after 9/11, paying tribute to the idealized influence of Mayor Rudolph Giuliani's leadership.

"If you're like me, and you're watching and you're confused and depressed and irritated and angry and full of grief, and you don't know how to behave and you're not sure what to do and you don't really... because we've never been through this before... all you had to do at any moment was watch the Mayor.

Watch how this guy behaved. Watch how this guy conducted himself. Watch what this guy did. Listen to what this guy said. Rudolph Giuliani is the personification of courage."⁷⁸

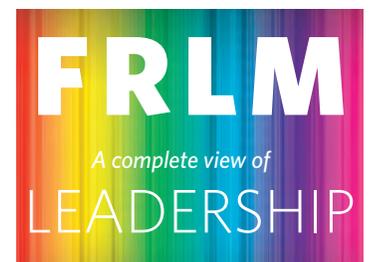
- DAVID LETTERMAN

intellect working on the problem, but everyone is contributing new thoughts and different perspectives.⁷⁹ Individuals win, too, because their work now engages their whole person, so they can really flourish in that Aristotelian sense mentioned earlier. Work means learning, and learning brings success, confidence, and personal satisfaction.

Inspirational Motivation (IM) calls on the leader to express confidence in the team and encourage its members to become better than they think they can be.⁸⁰ Put another way, an IM leader is a visionary who is not only able to articulate "headlines of tomorrow," but also to make the team believe those awesome accomplishments are within their reach. But do not be confused. A cheerleader is not an IM leader. Cheering and encouragement are great, but IM is about motivating people to accomplish a *well-articulated* vision.

Idealized Influence (II) is another way to say "leadership by example." The II leader is a role model. He or she exemplifies, through consistent, everyday behaviors, what each individual team member should become.⁸¹ Moreover, the followers know that the leader is having a deep effect upon them, and they attribute exhibited behaviors and attitudes to their leader/role model. If you want to learn the team's core values, simply watch the II leader because they'll be on display. This is the most excellent sense of leadership because the leader's espoused beliefs and actions are one and the same. The leader is a leader because she leads well. You can't be an authentic transformational leader if you only talk the talk; you have to walk the walk.

In the final analysis, FRLM presents a complete view of leadership. On the far left of the diagram, we see a pathetic excuse for leadership; then we see increasingly more active and positive expressions of leadership; until on the extreme right, the individual actually becomes, through personal actions, the very best example of what the team is aspiring to.



TRANSFORMATIONAL LEADERSHIP

EXERCISE

Scenario: Young C/2d Lt Leads First Squadron Bivouac

Part 1

"Nate" is a fifteen year old C/2d Lt in your small squadron. He's been pestering the squadron commander to support a weekend bivouac. Although he's never attended a "bivouac," he's eager to go "into the field" and "train" and "get our fingernails dirty." The commander finally approves the request and turns the 2¹/₂ day long project over to you and another senior, though you're a bit perplexed what is meant by a "bivouac" and what constitutes "training." You ask the commander if there is a written operations plan or at least a schedule for the activity and she says no.

Nate has three cadet NCOs assisting him. Each is a few years older, about 17 or 18. All the new cadets in the squadron are attending - ten airmen, mostly middle school aged.

The next time you see Nate, it's at a squadron meeting one week prior to the bivouac. Do you meet with him? What do you say and do? What do you *not* say or do?

(True, this bivouac is obviously behind schedule in the planning process, so your leadership will have to deftly balance coaching behaviors in working with Nate and quality control / managerial follow-through to ensure the bivouac achieves at least a basic level of success.)

Part 2

It's noon on Saturday. You're at the bivouac and the group has just finished lunch, so you've seen Nate in action at the bivouac for about 4 hours last night, plus about 5 hours this morning. You've noticed he spends most of his time warming himself by the firepit with his NCOs at his side. They pass the time chatting and laughing and they address Nate by his first name, not grade. Meanwhile, you've seen the airmen left to their own devices, and many have struggled to set-up their tents, make camp, stay warm, or accomplish any training.

Part 3

The bivouac is over. You're at the next squadron meeting and see Nate. The squadron commander has set aside 15 minutes for a debriefing with her, yourself, and Nate. What do you say and do? What do you *not* say or do?

(Again, this bivouac was obviously behind schedule in the planning process. Nate should have been instructed in advance on the need for and process involved in doing a thorough debriefing, so your leadership will have to deftly balance coaching behaviors in working with Nate and managerial follow-through to capture some basic feedback about the activity to improve for next time.)

FEEDBACK & MENTORING

EXERCISE

“Kristen”

Eligible for C/Amn

In-Ranks Cadet

15 years old

Joined CAP 1 month ago

1. Kristen's uniform is clean and well-pressed. You often see her checking her gig line and brushing lint off. Her boots are polished, but not spit-shined.
2. She says “sir” and “ma’am” all the time.
3. Kristen scored a 80% on the Curry written test. Her flight sergeant wonders if she fully understands how grade insignia works. She gets mixed up between stripes, pips, and diamonds.
4. Upon arriving at the squadron, she hangs up her coat, gets her binder out, checks her uniform, and quietly hangs out near her flight sergeant until it's time for formation.
5. She was the last cadet to finish the mile run, barely passing with a time of 11:05.
6. During the CPFT, she really cheered on her partner during the push-ups and curl-ups event.
7. On the drill field, she is proficient in facings and flanks. Her flight sergeant told her to fall in into column formation, but she had no clue what that meant.
8. Kristen is incredibly shy. She won't make conversation with anyone unless they initiate it. No one on the staff believes she has made any friends yet.
9. It's hard to know if she listens well. She seems to follow directions, but if an officer tells her something, she acts like she's trying to get away from them as quickly as possible.
10. She signed up to help the squadron support a local airshow. The night before the event, she texted her flight sergeant to say she couldn't attend after all, but she did not give a specific reason for having to back out.

“Dylan”

Eligible for C/SMSgt

Flight Sergeant

13 years old

Joined CAP a little over 1 year ago

1. Dylan averages a 96% on his achievement tests.
2. Whenever you see him, his uniform looks spectacular. You wonder how many hours he spends shining his boots and shoes.
3. The cadet commander approached Dylan three times to give him tips on transitioning into his new flight sergeant role. Every time, Dylan gave her his complete attention. He listens intently to every single word his leaders say.
4. If there's a CAP activity, Dylan will be there. He's obviously very eager to participate in every possible event. Once or twice, he's asked when he'll be invited to the staff meetings currently attended by two C/CMSgts and two cadet officers.
5. Dylan's father says he's on track to attend the Air Force Academy.
6. One cadet in his flight has an outstanding uniform. But most cadets' uniforms are OK at best. Knowing this, Dylan often cries, “I expect your uniform to be perfect, people!” He seems to always be looking for uniform infractions on his cadets. The cadet commander remarks that she's never heard him congratulate cadets for looking sharp in any way.
7. During classes and activities, you've noticed Dylan does not fully pay attention. His mind is elsewhere. You ask him about this and he responds, “I need to watch my flight and make sure they're sitting up straight.”
8. Dylan really drives his cadets. He often threatens them with “demerits” if they fail to meet his expectations in drill and customs and courtesies, even though your unit does not use demerits. You've heard him say that he is an NCO, and the airmen he leads need to respect his authority.
9. The other flight sergeant, in contrast, takes extra time to teach her flight how to improve their uniforms and how to perform better in drill. This seems silly to Dylan. “People are either motivated or they're not,” you hear him say.
10. You were driving the cadets through an economically depressed part of town when you heard Dylan say, “Why don't poor people just work harder and get jobs that pay more money? My dad makes \$350,000 per year.”

CADET LEADERSHIP FEEDBACK – PHASE I

CADET'S
NAME:

CAP
GRADE:

INCLUSIVE DATES
OF REVIEW:

FOR INSTRUCTIONS, SEE REVERSE

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

CADET'S PERSPECTIVES

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

LEADER'S PERSPECTIVES

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

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

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

PROMOTION
APPROVED

RETAINED
IN GRADE

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

EVALUATOR'S SIGNATURE & TITLE

CADET'S SIGNATURE & DATE

INSTRUCTIONS

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

INTRODUCTORY GUIDELINES

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

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

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

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

EVALUATORS

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

HOW TO COMPLETE THIS FORM

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

GUIDELINES FOR RATING CADETS' PERFORMANCE

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

Very Good: Meets most goals most of the time

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

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

HOW TO PROVIDE CADETS WITH FEEDBACK – SUGGESTED PROCEDURE

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

FINAL THOUGHT

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

CADET LEADERSHIP FEEDBACK – PHASE II

CADET'S
NAME:

CAP
GRADE:

INCLUSIVE DATES
OF REVIEW:

FOR INSTRUCTIONS, SEE REVERSE

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

CADET'S PERSPECTIVES

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

LEADER'S PERSPECTIVES

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

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

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

PROMOTION
APPROVED

RETAINED
IN GRADE

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

EVALUATOR'S SIGNATURE & TITLE

CADET'S SIGNATURE & DATE

INSTRUCTIONS

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

INTRODUCTORY GUIDELINES

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

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

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

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

EVALUATORS

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

HOW TO COMPLETE THIS FORM

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

GUIDELINES FOR RATING CADETS' PERFORMANCE

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

Very Good: Meets most goals most of the time

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

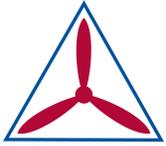
Needs Improvement: Does not meet most goals; this category requires the cadet's and leader's attention

HOW TO PROVIDE CADETS WITH FEEDBACK – SUGGESTED PROCEDURE

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

FINAL THOUGHT

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



TRAINING LEADERS *of* **CADETS**
INTERMEDIATE COURSE
VISUAL AID HANDOUT

2.3 Progressive Discipline

A CONTINUUM *of* DISCIPLINARY INTERVENTIONS

	PRIVATE		PUBLIC	
	LIGHT	MEDIUM	HARD	FINAL
OPTIONS	Soft verbal reminder (public or private)	Verbal warning	Remove from staff position	Membership termination
	Closer supervision	Verbal reprimand	Membership suspension	
	Direct, close mentoring	Behavior contract	Demotion	
	Verbal praise & encouragement (catch 'em doing things right)	Written warning		
	Granting of special privileges for meeting the standard	Delayed promotion		
	Repeats of the above	Exclusion from special activity		
		Temporary suspension from a staff position, forfeit normal duties and privileges		

PARTNER WITH PARENTS

EXERCISE

Scenario #1 Misconduct

John is a sixteen year old C/SSgt. At the squadron meeting two weeks ago, you noticed he was wearing an eight-inch Bowie knife on his hip and had been showing it off to various cadets.

"Hey, Cadet Shepard," you said to him, "nice knife, but we don't wear knives in uniform, plus this is just a squadron meeting, it's not like we're in the field, so there's no need for a knife today. Please keep it put away and don't wear it anymore."

Last week's squadron meeting had run as planned, so you thought, but afterward, your son, a cadet, innocently mentioned to you that Cadet Shepard had worn a knife with his uniform (under the ABU blouse, not visible), and had quietly showed it off to a few friends.

Tonight, as soon as Cadet Shepard walked into the squadron, you noticed the sheath for that long knife was peeking out, mostly obscured by the ABU blouse. Somehow realizing that you had noticed the knife, Cadet Shepard defiantly states, "It's a birthday gift from my grandfather. He was a Pararescueman in Vietnam. I'm not taking it off."

Just then, at that very instant, the cadet's dad appears in the building. Mr. Shepard strikes you as a rebellious sort of man. He rides a Harley, wears long hair and a Fu Manchu moustache, sports lots of tattoos, and you can't help noticing, is wearing a knife on his hip.

"Hey, John," the dad says, "you forgot your hat in the car. Here."

You have an opportunity to talk with Mr. Shepard. What do you do? For the purpose of this exercise, we won't get into how you would respond to the cadet himself.

Hallmarks of a Good Response

- ❑ Shake hands. Ask the dad if he has five minutes to speak privately with you. *This reduces potential for confrontation; if the cadet were present, the dad may feel he has to stand up for his son. It also reinforces idea that the adults are in charge and consequently see the world differently from youth.*
- ❑ Ask if the dad is aware that we don't allow knives to be worn and that you've spoken with John about his. *By starting with a question, you show you give the dad the benefit of the doubt and aren't making unsubstantiated accusations.*
- ❑ Acknowledge that the knife is a special gift and that John is understandably proud of it. *Doing so shows that you understand this matter is charged with emotional content and is subtly different from what might mistakenly be seen as garden-variety disobedience.*
- ❑ Appeal to the grandfather's status as a pararescueman. "PJs are elite, and so they're superbly professional. I'm sure your (father) grandfather would tell you that there's only one way to wear the uniform - the right way." Ask the dad to help reinforce this message at home. *Showing respect for the grandfather helps show your lack of hostility.*
- ❑ Mention that we should consider inviting the grandfather to visit the squadron and be a guest speaker. *Again, reference to the grandfather helps you build rapport and engender trust.*
- ❑ Tell the dad that John's disobedience here is disappointing, but considering he's had no prior problems of that nature, it should be considered an expression of his love for his grandfather, not an intentional attempt to disobey his commander. *This approach demonstrates that you're handling the matter in a way that's appropriate to the cadet's age and view of him as a whole person not defined by one or two small incidents.*
- ❑ To show that you understand the real motivation here and are a reasonable person, mention that although you probably should document this as a written warning, you'll consider this matter closed because you and the dad understand John's intentions. *The lesson has been learned, and the dad will ensure the cadet doesn't bring the knife back. By withholding punishment, you show you're fair and generous to the cadet.*
- ❑ Shake hands.

Fold Here – Only the Debriefee Should See the Right Column – Fold Here

Scenario # Disappointment

Alex is a very smart thirteen year old C/TSgt who is now eligible for promotion to C/MSgt. He has a great attitude, is proud to be a cadet, and obviously has enormous potential.

The cadet commander and deputy commander for cadets have advised you, the squadron commander, that we should sustain Alex in grade as a C/TSgt for 60 days. They believe that before Alex transitions to a senior NCO grade, he needs to become more proficient in leading a flight in drill, and his command voice especially needs help. Further, they're concerned that Alex hasn't learned the difference between a boss and a leader, for when conducting uniform inspections, he's said how much he enjoys "getting" cadets or "gigging" them for minor uniform infractions. Never does Alex explain to the cadets how to fix what they got wrong, and he's never been heard voicing words of encouragement to the flight.

At 13, Alex is an outstanding cadet and has ample time to progress through the Cadet Program. As commander, you agree, Alex will remain a C/TSgt for 60 days, receive greater mentoring from a cadet officer, and get coaching on his drill ability and on using positive leadership.

Alex and his dad are not going to be very happy. Both are very competitive. They know Alex outshines most cadets in the squadron in many regards. His uniform is always perfect. He's smart and always wins quiz bowl games. When there's a drill-down, if Alex is in-ranks, he wins. He has never missed a squadron meeting or special activity. Because there are obviously no objective deficiencies or instances of misconduct, Alex's dad will be angry when he learns his son is being denied a promotion.

The cadet commander, assisted by the DCC, will counsel Alex during a leadership feedback meeting. Do you meet with the dad, and if so, what do you do?

Hallmarks of a Good Response

- ❑ Ask to meet with the dad. *Doing so allows you to acknowledge to the dad that you know the issue of his son's promotion is important to him. From a tactical perspective, it's better for you to call the meeting and be prepared for it than for the dad to demand a meeting the next time he sees you and catch you off-guard.*
- ❑ Meet one-on-one with the dad. Shake hands. Explain the promotion process to him, particularly the "Leadership Expectations" portion of the *Cadet Super Chart*. Show and tell with the *Parents' Guide* or *New Cadet Guide*, which includes some sections about being sustained in grade. *Use of national-level resources shows that you're faithfully implementing the CAP program, not targeting the cadet for special, negative treatment.*
- ❑ Apologize to the dad for not having made the performance aspects of cadet promotions clear before. *The apology shows humility and your willingness to own part of this problem. It also may disarm any angry feelings the dad has toward you.*
- ❑ Assign a cadet officer to mentor Alex; double-up that mentor with a senior to ensure the job is done well. Convey this information to the dad as reassurance. *Such an approach focuses the dad (and by extension, the cadet) on the future, which is what we want.*
- ❑ Catch Alex doing things right and commend him on-the-spot as an ongoing coaching strategy. *Making this strategy known to the dad reassures him that you're concerned with developing his son's potential, not knocking down an outstanding cadet.*
- ❑ After helping the dad understand the situation and the way forward, ask him to reinforce your message at home. Shake hands. *This is what it means to treat parents as partners.*

Fold Here - Only the Debriefers Should See the Right Column - Fold Here

Scenario #3 Service Recovery

Becky is a 12 year old cadet airman who joined CAP because of her love of airplanes. She's not very interested in the leadership aspects of CAP, grudgingly tolerates the physical fitness activities, but absolutely loves doing AEX activities and talking with the squadron AEO, a retired airline pilot.

Your squadron meets Monday nights, and that's tonight. Six days ago, on the Tuesday following your most recent meeting, you were reading the local newspaper and noticed that a WWII bomber, a B-29 *Superfortress*, would be making a stop at your local airport on Saturday. You sent an email to all cadets and seniors, telling everyone of this short-notice opportunity, where and when the squadron would meet-up, what to wear, etc.

On Saturday, the day of the event, about half the regular cadets attended and they spent an hour getting a personal tour of the aircraft by the pilot, a WWII veteran.

It was very exciting, so at school Monday morning (today) the cadets were still talking about it, and it was through the grapevine at school that Becky heard of the event. When she learned what she missed, Becky was brought to tears. Your son, a cadet, goes to school with Becky, and told you how disappointed she is.

On hearing this unfortunate news, you remembered that you emailed all cadets but not parents, and you remember Becky's mom had told you that Becky wasn't on email or social media and that all communication should go to the mom's email, which was registered in eServices. You goofed. That's why Becky missed out. The squadron meeting starts in one hour.

Hallmarks of a Good Response

- ❑ Watch for the parent to arrive at the meeting and/or ask a cadet to help you be on the lookout so you can speak with the parents before they drive off. Shake hands and immediately apologize to both the cadet and the parent. *When a decent, responsible person realizes error, he or she wants to put things right. Further, by taking the initiative, you gain some control over the situation, versus waiting and having your perceived inaction cause the family to become doubly angry.*
- ❑ Acknowledge that your oversight caused Becky to feel disappointed. Bonus points if the apology to Becky is made publicly, at opening formation. Bonus points if the apology makes mention of the fact that everyone makes mistakes and that a mature, responsible leader always "owns" his or her mistakes. *The apology and acknowledgement will build a reservoir of trust that will help you maintain positive relations in the future in case a misunderstanding about a different issue develops. ("Mmmh. That doesn't sound like your squadron commander. He's forthright and would apologize if he did something wrong.")*
- ❑ Confer with AEO. Can he think of anything fun to substitute as a "free dessert" make-up? (If possible, do this before issuing the apology, so you can relay the "free dessert" news at that time.) *It may be difficult to find a "free dessert" to help make things more right, but at least confer with the AEO and try to think creatively.*
- ❑ Explain to mom, and staff, that from now on all email traffic to cadets will also go to parents as a new standard procedure. Hopefully, this will prevent the problem from reoccurring. *It's not enough to apologize; we want to prevent recurrences if we can. By showing your attentiveness to this, the mom will see you truly do care about serving cadets and not just keeping yourself out of trouble.*

Fold Here - Only the Debriefee Should See the Right Column - Fold Here



CAP CADET PROGRAMS

Horizontal Curriculum Map

LEADERSHIP

Goal. The goal of the Cadet Program's leadership element is to develop in cadets the ability to think independently and lead others in an atmosphere of teamwork and mutual respect.

Version: July 2016

Monthly Requirement: 1.5 hours

CONTENT AREA	ACADEMICS	ACTIVITIES	AIR FORCE TRADITIONS	SERVICE LEARNING
RESOURCES	Learn to Lead - Vol. 1, Personal Leadership - Vol. 2, Small Team Leadership - Vol. 3, Indirect Leadership - Vol. 4, Strategic Perspectives - Lesson Plan Library - Curriculum Guide	Cadet Great Start - Curriculum Guide - New Cadet Guide Learn to Lead Activity Guide Cadet Encampment Program - Cadet Encampment Guide - Cadet Encampment Handbook - Lesson Plan Library - 20 contact hours in leadership ed. Red Ribbon Leadership Academy - Curriculum Guide - Student Guide Region Cadet Leadership School - Curriculum Guide - Readings Cadet Officer School - Curriculum Guide - Student Guide - Readings Spaatz Association Leadership Grants	The Uniform - New Cadet Guide - CAP Uniform Manual - Curry Blues Voucher Military Customs & Courtesies - Respect on Display Drill & Ceremonies - Cadet Drill Guide - AFMAN 36-2203 - CAP Drill & Ceremonies - AFOATS Drill & Ceremonies Videos - AFJROTC Drill & Ceremonies Instructor Guide	Cadet Staff Service - Cadet Staff Handbook Staff Duty Analysis - SDA Guide Cadet Advisory Council - CAC Handbook
ASSESSMENTS	Achievement Tests Milestone Award Exams	Informal - Course Critiques - Quizzes - Instructor Feedback	Uniform Inspection Scorecard Drill & Ceremonies Performance Tests	CAPF 50 Leadership Feedback
AWARDS				



CAP CADET PROGRAMS

Horizontal Curriculum Map

AEROSPACE

Goal. The goals of the Cadet Program’s aerospace element are to inspire in youth a love of aviation, space and technology; provide them with a foundation in aerospace’s scientific principles; and introduce them to aerospace career opportunities. Cadet “aerospace” includes the separate domains of aviation, space, and cyberspace.

Version: July 2016

Monthly Requirement: 1.5 hours

CONTENT AREA	ACADEMICS	ACTIVITIES	CAREER EXPLORATIONS	FLYING
RESOURCES	Aerospace Dimensions - Module 1 Introduction to Flight - Module 2 Aircraft Systems & Airports - Module 3 Air Environment - Module 4 Rockets - Module 5 Space Environment - Module 6 Spacecraft - Study Guide - Leader’s Guide Aerospace: Journey of Flight - Teacher’s Guide	STEM Kits (Flight simulator, robotics, weather stations, astronomy, MARC, rocketry, quadcopter, hydraulics) Activity Guides: - Model Rocketry - Advanced Rocketry - Introduction to Robotics - Introduction to Cyber Security - Aerospace Excellence (AEX) 5 books Air Force Association Grants Cyber Patriot Encampment Program - 4 core classes (aviation, space, cyber) - 6 hours of tours, speakers, hands-on	National Cadet Special Activities (30+ academies) - Aviation Careers - Air Force Careers - Technology Careers AE Careers Module (online)	Cadet Orientation Flights - Powered Aircraft - Glider Aircraft - Military Aircraft National Flight Academies Advanced National Flight Academy
ASSESSMENTS	Achievement Tests Milestone Award Exams	Informal - Course Critiques - Quizzes - Instructor Feedback	Informal - Course Critiques - Quizzes - Instructor Feedback - Project-Based Learning	Informal - Course Critiques - Quizzes - Instructor Feedback
AWARDS		Cadet Rocketry Badge Cadet STEM Badge Cadet Cyber Badge		Formal - Flight Evaluations (academies) - FAA Written Exams (academies)



CAP CADET PROGRAMS
 Horizontal Curriculum Map
FITNESS

Goal. The goal of the Cadet Program's fitness element is to develop in cadets a habit of regular exercise.

Version: July 2016
Monthly Requirement: 1.0 hours

CONTENT AREA	ACTIVITIES	ACADEMICS	ATTITUDES
RESOURCES	Best Guide to Physical Fitness Encampment Program (1 hr academics, 7 hours fitness activities)	Fit to Fly - Student Text - Instructor Guide Lesson Plan Library PYFP Test Videos	Mentoring Promotion Board Counseling
ASSESSMENTS	Cadet Physical Fitness Test (Presidential Youth Fitness Program, modified for CAP) Informal - Course Critiques - Performance Checks - Instructor Feedback	Informal - Course Critiques - Quizzes - Instructor Feedback	
AWARDS	Cadet Merit List - Cadet Fitness Excellence Badge		Squadron Hall of Fame PYFP Awards



CAP CADET PROGRAMS

Horizontal Curriculum Map

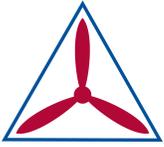
CHARACTER

Goal. The goal of the Cadet Program’s character element is to develop in cadets an ability to think critically about moral and ethical issues, and to develop a commitment to live CAP’s Core Values.

Version: July 2016

Monthly Requirement: 1.0 hours

CONTENT AREA	ACADEMICS	ACTIVITIES	MENTORING	SERVICE LEARNING
RESOURCES	The Cadet Oath Cadet Wingman Course Flight Time: Values for Living Medal of Honor Character Development Fit to Fly - Student Text - Instructor Guide Let’s Go Fly - Student Text - Instructor Guide	DDR-X Cadet Honor Academy Wreaths Across America Encampment program (C1 Honor Agreement, C2 Core Values, C3 Becoming a Core Values Leader, and C4 Drug-Free Lifestyle) Region Cadet Leadership School Cadet Officer School International Air Cadet Exchange “Schoolhouse Weave”	Adult staff serving as role models, chaperones, and mentors Interactions with Air Force members as role models and mentors Cadet Wingman Program as peer-to-peer mentoring Ministry of presence by CAP chaplains Feedback Meetings (promotion boards)	Cadet Staff Service Red Ribbon Leadership Academy National Character Day Wreaths Across America Participation in CAP’s Emergency Services mission (real-world humanitarian efforts) Color guard & honor guard activities Other community service projects.
ASSESSMENTS	Informal - Course Critiques - Quizzes - Instructor Feedback	Informal - Course Critiques - Quizzes - Instructor Feedback	Informal	Informal - Course Critiques - Quizzes - Instructor Feedback
AWARDS	Cadet Merit List - Academic Excellence Badge			



TRAINING LEADERS of CADETS
 INTERMEDIATE COURSE
COURSE CRITIQUE

DECEMBER 2016

Was TLC a worthwhile experience? We need your feedback and help to continue improving the course. This critique is anonymous, so please sound off with your honest feedback.

WHERE YOU BEGAN

1. Before today, I would have described by my knowledge and abilities as a Cadet Programs Officer as

EXCELLENT	VERY GOOD	SO-SO	WEAK	VERY WEAK
<input type="radio"/>				

WHAT YOU LEARNED

2. I increased my understanding of how cadets learn and I acquired a handful of tools, methods, and new perspectives that will help me be an effective instructor.

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
<input type="radio"/>				

3. I increased my understanding of the soft, people skills needed to indirectly lead cadets, mentor them, and discipline constructively.

<input type="radio"/>				
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4. I possess a deep knowledge of all four program elements and I'm aware of a variety of curricular resources in each program element.

<input type="radio"/>				
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5. I possess a deep knowledge of wing- and national-level cadet activities, and I increased my awareness of safety practices.

<input type="radio"/>				
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THE INSTRUCTORS & CURRICULUM

6. The TLC instructors were ready to teach, knew their subject matter, and communicated well.

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
<input type="radio"/>				

7. The TLC program covered topics appropriate to intermediate Cadet Programs Officers, and included a good mix of lectures, group discussions, and hands-on activities.

<input type="radio"/>				
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8. *For instructors only.* The lesson plans clearly explained the learning objectives and were easy to follow. I had everything I needed to be a successful instructor.

<input checked="" type="radio"/>				
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WHERE YOU FINISHED

9. Having completed TLC Intermediate, I would now describe my competence as a Cadet Programs Officer as

EXCELLENT	VERY GOOD	SO-SO	WEAK	VERY WEAK
<input type="radio"/>				

10. Overall, TLC was a positive and meaningful experience. I'd recommend TLC to a colleague.

STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
<input type="radio"/>				

ADDITIONAL COMMENTS Use reverse if necessary.