TRAINING LEADERS of CADETS

A curriculum for the adults who lead CAP cadets

PROGRAM GUIDE & COURSE DIRECTOR’S HANDBOOK

January 2017

Basic Intermediate & Advanced Courses
Training Leaders of Cadets is the premiere venue for Cadet Program Officers to learn how to become better mentors of cadets and more effective managers of cadet squadrons. The 3-course program is a component of the Cadet Programs Officer Specialty Track in the Senior Member Professional Development Program.

Preface to the 2017 Edition

1. Program Goals & Content Outlines
   TLC Basic Course
   TLC Intermediate Course
   TLC Advanced Course (currently incomplete)

2. Implementation Guidelines for TLC Directors
   Operating Standards
   National Headquarters Support
   Instructor Preparation
   Equipment List
   Suggested Planning Timeline
   Suggested Announcement
   Frequently Asked Questions

Appendix: Transition Plan for Compliance Matters

On the Cover. We honor Lt Col Margarita Mesones of Florida for directing TLC during numerous National Conferences, lending her expertise to many wings needing the services of a master instructor, and contributing to this edition of the course.
Preface to the 2017 Edition

Every generation of cadets says that the #1 factor contributing to the success of their cadet experience is the quality of adult leaders. Therefore, the importance of the Training Leaders of Cadets program, which is the premiere forum for adult volunteers to learn how to mentor cadets and implement a successful Cadet Program, cannot be overstated.

For ten years, until 2016, the program was delivered as a single, 1.5-day course. Students and instructors reported high satisfaction with that curriculum, yet too many adult volunteers could not participate due to the multi-day format. Therefore, the main purpose of the redesign that produced this 2016 edition has been to find ways to deliver the most essential information via a 1-day format, and to encourage intermediate and advanced students to keep coming back for more.

Objectives for this Revision of TLC

1. Convert the program to a 1-day format, thereby making it easier for more students to participate, and easier for wings to host

2. Provide quick-start opportunities for seniors “drafted” into a Cadet Program role, available prior to their attending the course

3. Expand the curriculum to address the needs of advanced students and wing Cadet Programs staff

4. Maximize the time available for discussion by converting knowledge-level briefings into online, pre-arrival modules

5. Promote currency and continuing education among CP officers by placing an expiration date on the TLC credential. (A member would be “TLC current” if he or she has completed any TLC course in the previous 48 months, but this rule will not take effect until CAPR 52-16 is revised.)
1. **Program Goals & Content Outlines**

**Enduring Goal:** Equip adult volunteers with the knowledge and skills necessary for mentoring cadets and implementing the Cadet Program at the squadron and wing level.

<table>
<thead>
<tr>
<th></th>
<th>TLC Basic Course</th>
<th>TLC Intermediate Course</th>
<th>TLC Advanced Course</th>
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</thead>
<tbody>
<tr>
<td><strong>Format:</strong></td>
<td>7 hours of discussion-based learning in-residence, with two short web modules</td>
<td>8 hours of discussion-based learning in-residence, with three short web modules</td>
<td>6 hours of discussion-based learning and briefings delivered via NHQ-hosted webinars</td>
</tr>
</tbody>
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| **Outcome:** | Adult leaders prepared to *contribute* as Cadet Programs Officers on a squadron staff | Cadet Programs Officers prepared to *lead* a squadron’s Cadet Program | Cadet Programs Officers prepared to *administer* a wing Cadet Program |

<table>
<thead>
<tr>
<th><strong>Target Audience:</strong></th>
<th>New adult volunteers</th>
<th>Graduates of the TLC Basic Course</th>
<th>Graduates of the TLC Intermediate Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adult volunteers serving in positions below squadron deputy commander</td>
<td>Adult volunteers preparing themselves for service as a squadron commander or deputy commander for cadets</td>
<td>Adult volunteers recently appointed as Region or Wing DCPs</td>
</tr>
<tr>
<td></td>
<td>Veteran CP officers seeking refresher training</td>
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</table>
TLC Basic Course Outline

Block 1  Introduction to the Cadet Program

1.1 Elements, Traits, & Outcomes  45 min

**Key Question:** What does the Cadet Program aim to accomplish and why?

**Activity:** Follow-along worksheet

- Demographics
- Program mission
- Program elements
- Key traits of cadet life
- Our #1 challenge

1.2 Cadet Advancement  ONLINE

1.3 Review: Cadet Advancement  20 min

**Key Question:** How do cadets advance through their program?

**Activity:** Web module completed before arrival, followed by a promotion status exercises worksheet completed as a review

- Promotion pre-requisites
- Testing system
- Online promotion application
- Cadet Super Chart & Personal Tracker
- Leadership Feedback process (CAPF 50)

Block 2  Cadet Program Leaders

2.1 Cadet Programs Officers  50 min

**Key Question:** How does the adult staff work together to serve cadets?

**Activity:** Working in pairs, students transferred tasks and responsibilities from a common bank to the respective staff officer; students then build upon that basic knowledge of job functions through a discussion about best practices for each position.

- Starter: The army behind the scenes
- Overview: The Cadet Programs Officer
- Activity: Research & report
- Best practices additions
- Conclusion
2.2 Service Learning

Key Question: How do cadet program officers establish, supervise, and guide a cadet staff?

Activity: Design a squadron staff and defend its structure by referencing the modular designs found in the Cadet Staff Handbook.

- Starter: Wreaths Across America
- Service learning principles
- Anatomy of a cadet staff
- Cadet staff design principles
- Cadet staff selection practices
- Activity

Block 3  Squadron-Level Cadet Program

3.1 Cadet Great Start

Key Question: How and why does CAP use Cadet Great Start for cadet orientations?

- Recruiting models: pipeline v. trickle in
- Open House program
- Comprehensive, structured orientation
- Success stories, best practices
- New Cadet Kit & Curry Blues Voucher

3.2 Squadron Meetings

Key Question: What are the hallmarks of great squadron meetings, and why are meetings so important?

Activity: Each student critiques a few of the sample meeting schedules provided; then, each student creates a schedule for an upcoming meeting in their squadron and shares it with a classmate for constructive criticism.

- Starter: A visit to the local squadron
- Key principles
- Minimum monthly requirements
- Meeting template
- Schedule coordination process
- Check ride system
- Best practices
- Activity
3.3 Cadet Activities I  

**Key Question:** What are some fun opportunities available beyond the squadron meeting, and what are the key rules and procedures governing them?

**Activity:** Show and tell about successful local activities and through discussion, draft a list of generic activity planning principles that students could use as a checklist.

- Local “Saturday” opportunities
- Wing-specific programs (local info)
- Flying: national system, local procedures
- Authorizations & publicity

3.4 Quality Cadet Units  

**Key Question:** How can you use the QCUA to guide your squadron through a successful year?

**Activity:** Check unit’s QCUA status and identify potential solutions.

- Starter: Mount Everest
- Overview: Metrics
- Compliance metrics
- Peer support
- Self assessments
- Special emphasis:
- Commander’s Dashboard
- Quality Cadet Unit Award
- Activity

3.5 Continuing Education  

**Key Question:** When TLC is over, what are your next steps for improving your skills and knowledge as a cadet programs officer?

- Top ten self-help continuing education resources
- Professionalism
**Suggested Schedule  TLC Basic Course**

<table>
<thead>
<tr>
<th>Start</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800</td>
<td>Z.1  Greetings &amp; Overview</td>
</tr>
<tr>
<td>0820</td>
<td>1.1  Elements, Traits &amp; Outcomes</td>
</tr>
<tr>
<td>0920</td>
<td>2.1  Cadet Programs Officers</td>
</tr>
<tr>
<td>1020</td>
<td>3.2  Squadron Meetings</td>
</tr>
<tr>
<td>1110</td>
<td>Lunch (eat-in)</td>
</tr>
<tr>
<td>1200</td>
<td>1.3  Review: Cadet Advancement</td>
</tr>
<tr>
<td>1220</td>
<td>3.3  Cadet Activities I</td>
</tr>
<tr>
<td>1320</td>
<td>2.2  Service Learning</td>
</tr>
<tr>
<td>1500</td>
<td>3.4  Quality Cadet Units</td>
</tr>
<tr>
<td>1600</td>
<td>3.5  Continuing Education</td>
</tr>
<tr>
<td>1615</td>
<td>Z.2  Conclusion</td>
</tr>
<tr>
<td>1630</td>
<td>Depart</td>
</tr>
</tbody>
</table>

Most activities are 50 minutes in duration, but are shown here as being 1 hour; a 10-minute break should be assumed between each major event on the schedule.
TLC Intermediate Course Outline

Block 1  Cadets as Learners

1.1 Generation Z as Learners

Key Question: What are the characteristics of Generation Z, and 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?

- Generation Z’s facts and characteristics
- Implications for CAP
- Aims of education
- Cognitive: Bloom
- Affective: Krawthol
- Moral: Kohlberg
- How lesson plans work
- Assessments in the Cadet Program

1.2 Special Needs Cadets

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

Activity: Scenarios, with students describing inclusive and anti-inclusive responses

- Policy & vision
- Maximum inclusion in the least restrictive environment
- Starting points for accommodations
- Success stories
Block 2  Positive Leadership

2.1 Transformational Leadership of Cadets  60 min

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

**Activity:** Case studies

- Precepts, via the Full Range Leadership Model
- 4 I’s of transformational leadership
- Transformational leadership applied to a cadet project
- Hazard: the adult ego

2.2 Feedback & Mentoring  50 min

**Key Question:** What is the cadet program officer’s role in providing feedback, and specifically how are leadership feedback meetings supposed to work?

**Activity:** CAPF 50 development & role playing exercise.

- Johari window
- Habit of self-criticism
- Leadership expectations
- The CAPF 50
- Feedback meeting practices

2.3 Progressive Discipline  60 min

**Key Question:** Can discipline be a learning experience?

**Activity:** Scenarios, with students identifying lessons to be learned and suitable consequences

- Traits supporting character education
- Virtue & its three requirements
- Biological development (adolescent brain)
- Moral development (Kohlberg and ethic of care)
- CAP as a “safe place to fail”
- CAP’s continuum of disciplinary interventions

2.4 Partnering with Parents  60 min

**Key Question:** How can we develop partnerships with parents?

**Activity:** Role-playing exercise, with each student serving once as commander, parent, and debriefer

- Parents’ expectations
- Challenges facing young seniors
- Building relationships
- Service 101
- Delivering tough news
Block 3  Program Elements in Depth

3.1 Tour of the Cadet Curriculum  50 min

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

Activity: Poster pad walk-about for each of the four elements.

Block 4  Safe & Challenging Activities

4.1 Cadet Activities II  50 min

Key Question: What are the premiere wing- and national-level activities available to cadets, and what administrative procedures and operating guidelines govern them?

- Activity plans & their relationship to the squadron’s annual goals
- NCSA & scholarship opportunities
- Color guard & cadet competition
- ES training
- Wreaths Across America
- Service projects
- Success stories

4.3 Cadet Safety & Welfare  ONLINE

Key Question: What are the most common safety issues in cadet life, and what are some best practices local leaders can use to create a pro-safety culture?

Activity: Case study

- Two deep for better decisions
- Most common safety issues for cadets
- Activity plans & CAPF 32’s
- Leadership for a pro-safety culture
- Advanced CPP follow-up Q&A
## Suggested Schedule  TLC Intermediate Course

<table>
<thead>
<tr>
<th>Start</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>0800</td>
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<tr>
<td>0820</td>
<td>3.1  Tour of the Cadet Curriculum</td>
</tr>
<tr>
<td>0920</td>
<td>4.1  Cadet Activities II</td>
</tr>
<tr>
<td>1020</td>
<td>2.1  Transformational Leadership</td>
</tr>
<tr>
<td>1120</td>
<td>Lunch (eat-in)</td>
</tr>
<tr>
<td>1200</td>
<td>1.2  Special Needs Cadets</td>
</tr>
<tr>
<td>1250</td>
<td>2.2  Feedback &amp; Mentoring</td>
</tr>
<tr>
<td>1350</td>
<td>2.3  Progressive Discipline</td>
</tr>
<tr>
<td>1500</td>
<td>2.4  Partnering With Parents</td>
</tr>
<tr>
<td>1600</td>
<td>Z2.  Conclusion</td>
</tr>
<tr>
<td>1630</td>
<td>Depart</td>
</tr>
</tbody>
</table>

Breaks are not specifically listed, but each activity should end approximately 10-minutes before the next one begins to allow for a short stretch break. However, breaks are not suggested after two classes end, Z1 Greetings & Overview and 2.4 Partnering With Parents.
The TLC Advanced Course is delivered only in webinars led by NHQ. Participation will be limited, and new DCPs will receive priority seating. The TLC Advanced Course is not a requirement for any level in the Cadet Programs Specialty Track.

Further program details will be forthcoming in 2017.

**Block 1**  Organizational Leadership

1.1 Supporting the Commander

1.2 Service Recovery

1.3 Squadron Support & Supervision

**Block 2**  Program Leadership

2.1 Cadet Advisory Councils

2.2 Cadet Activities III

2.3 Encampments

2.4 NHQ Support Programs

2.5 Best Practice Exchange
2. Implementation Guidelines for TLC Directors

Operating Standards

**Educational Setting.** To help expose students to diverse leadership practices and success stories, TLC is conducted at the group level or higher. It is not to be conducted where all participants come from a single squadron, as group discussion and the sharing of new ideas is an essential part of the course.

**OPR.** The group or wing director of cadet programs is the officer of primary responsibility for the TLC program. DCPs are responsible for ensuring TLC is offered annually.

**Course Leadership.** The commander of the hosting unit (a group commander or higher) selects the Course Director, who should be a master-rated senior member possessing considerable Cadet Programs experience. The instructional staff should also possess master ratings in Cadet Programs or a related specialty, or have graduated from TLC.

**Student Eligibility.** Training Leaders of Cadets is a curriculum about adult leadership of the Cadet Program. To foster a learning environment that encourages open discussion among senior members, *cadets are prohibited from participating in this course.* Students should have already completed Level I of the Senior Member Professional Development Program, as TLC assumes a basic knowledge of CAP.

**Class Size.** The recommended class size is 8 to 20 students. With too few students, group discussions are stale; with more than 20 students, group discussions are impractical. The ideal is about 15 students.

**Personalizing.** Learning will be most successful when instructors and students bring forth their own experiences. Instructors may personalize their seminars, provided that the content still fulfills the learning objectives listed on the TLC lesson plan.

**Classroom Set-up.** To facilitate group discussion, arrange the students’ seats in a seminar or open-square format, if feasible. Try to have the students face one another, not just the instructor.

**Evaluations.** At the conclusion of TLC, each student completes a critique that measures performance in two areas: overall student satisfaction with the course and fulfillment of the learning objectives. The TLC staff should review the critiques to help improve the course for next time. Instructors also evaluate students’ performance informally by monitoring their participation in discussions. Further, course directors and instructors are asked to complete the TLC faculty critique.

**Graduation Requirements.** To graduate, students must complete the course’s online modules and actively participate in at least 80% of the course, as determined by the Course Director. A participant may serve in a dual-capacity as both a student and staff member.

**Reporting Requirements.** The Course Director should send to Member Services at National Headquarters a completed CAPF 11 listing the graduates’ names and CAPIDs. If possible, attach the course critiques. (Email: registrars@capnhq.gov. Fax: 334.953.4262)

National Headquarters Support

For TLC curriculum questions and suggestions: cadets@capnhq.gov 877.227.9142 x401
To resolve TLC course credit issues: registrars@capnhq.gov 877.227.9142 x210
Instructor Preparation

TLC’s lesson plans outline what should be taught during each class. They are detailed guides describing how to lead students toward meaningful learning objectives.

Instructors who have considerable experience in the Cadet Program are welcome to use the lesson plan as a general guide – not a script that they must follow precisely. What matters most is that the instructors’ lessons result in the students fulfilling the learning objectives.

Each instructor should carefully review their lesson plan(s) in advance, annotate them with speaking notes, get a feel for how one teaching point connects with the next, and decide how they will personalize the teaching points.

Instructors should also browse the overall course outline so they can see where their subject might abut similar topics contained in other lessons.

Because inexperienced instructors will need help in conducting the lesson, TLC lesson plans include detailed narratives they can follow step-by-step.

Lesson plans include anticipated responses for each discussion question. They are not meant to constitute a definitive list of all “correct” answers, but should give the instructor a general idea of what direction the discussion should take. If the students’ responses are off the mark, the instructor should re-direct the discussion.

Equipment List

- Classroom with desks or tables for each student
- Whiteboard, blackboard, or easel with butcher paper
- Dry erase markers, chalk, etc.
- Masking tape for posting notes written on butcher paper to the wall
- Computer, LCD projector, extension cord, and screen
- Wi-fi, or at least decent cell reception for participants to use their smart phones to access the Web a few times during the day
- Lesson plans (each instructor should download and print their own from capmembers.com/tlc)
- Student handouts (download and print from capmembers.com/tlc)
- CAPF 11 for reporting graduation credit
- Completed graduation certificates (create using fillable PDF at capmembers.com/tlc)
- Copies of all available cadet textbooks and activity guides
- Coffee, donuts, snacks, sodas, napkins, and the like (optional)

A NOTE ABOUT SLIDES

It is vital that all instructors, regardless of experience level, thoroughly review their lesson plans in advance. Instructors who think they can “talk to the slides” without any preparation are likely to struggle. Slides have been prepared as visual aids for the students, not cue cards for the instructors. Course directors are asked to emphasize this point.
# Suggested Planning Timeline

<table>
<thead>
<tr>
<th>Wing DCP or CC</th>
<th>Select director</th>
<th>Visit course, assist with graduation if feasible</th>
<th>Review course critiques</th>
<th>Thank director</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Director</strong></td>
<td>Select dates &amp; venue; begin coordinating with host facility</td>
<td>Finalize &amp; brief instructors</td>
<td>Ensure A/V equipment is available</td>
<td>Arrive early to set-up facility &amp; greet participants</td>
</tr>
<tr>
<td></td>
<td>Begin registering students</td>
<td>Develop schedule</td>
<td>Confirm all needed equipment is available</td>
<td>Conduct course</td>
</tr>
<tr>
<td></td>
<td>Continue publicizing course</td>
<td>Continue publicizing course</td>
<td>Print student handouts</td>
<td></td>
</tr>
<tr>
<td><strong>Instructors</strong></td>
<td>Review lesson plan</td>
<td>Arrive at least 30 min before class</td>
<td>Review course critiques</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Register for TLC at least 30 days prior to course</td>
<td>Complete online modules</td>
<td>Arrive ready to learn and share ideas</td>
<td>Apply learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>90 Days Prior</th>
<th>60 Days Prior</th>
<th>30 Days Prior</th>
<th>7 Days Prior</th>
<th>Day of Course</th>
<th>7 Days After</th>
</tr>
</thead>
</table>

Prior to course:
-翼

Prior after course:
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Suggested Announcement

Dear Fellow CAP Officer,

Do you work with cadets? Do you want to become more effective at mentoring them and managing squadron level cadet programs? Then register for the Training Leaders of Cadets [Basic or Intermediate] Course being hosted by ABC Unit.

Some of the topics covered during the newly revised course include:

- Putting excitement into squadron meetings
- Getting cadets off to a great start
- Developing partnerships with parents
- Mentoring cadets to develop their potential
- Providing each cadet with a tailor-made challenge

- Understanding the millennial generation
- Supporting special needs cadets
- Helping cadets develop habits of self-criticism and self-development
- Employing constructive discipline
- Getting the most from wing and national-level activities

Most of all, TLC is a great venue for sharing best practices and seeing how other squadrons cope with the perennial challenges of leading a cadet unit, so there’s something for newcomers and experienced leaders alike.

BASIC INFORMATION

Eligibility: Open to seniors who have completed Level One (sorry, no cadets allowed – this is a forum where adults can freely discuss their challenges in mentoring cadets)

Dates & Times:
Location:
Uniform:
Fee:
Lodging Options:

HOW TO REGISTER

To register, please email your name, CAPID, and unit affiliation to [details]

STUDENT PREPARATION

Before attending, please invest about 45 minutes by completing the online modules in eServices > Online Learning > Training Leaders of Cadets [Basic or Intermediate Course]

Sincerely,

[Signature block]
Frequently Asked Questions

1. **Who can lead TLC?**
   A senior who is master-rated in the Cadet Programs specialty track should serve as the Course Director. If possible, instructors should be master-rated too, or have graduated from TLC.

2. **Who picks the Course Director?**
   The group or wing commander sponsoring the course selects the Course Director.

3. **Can my squadron conduct TLC on its own?**
   No. To expose students to diverse leadership practices and success stories from different squadrons, TLC is sponsored by the group or wing, although a squadron may act as the local host.

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

5. **Are there any pre-requisites for students?**
   Seniors should complete Level I prior to attending TLC. Further, students who are new to Cadet Programs are urged to invest about 45 minutes by completing some online training before attending. (See eServices > Online Learning.)

6. **Must TLC be conducted over a single weekend?**
   The TLC program may be conducted during a single weekend (Basic Course on Saturday, Intermediate Course on Sunday), or the two courses may be scheduled at different times of the year.

7. **What's the ideal class size?**
   Having 10 to 15 students is ideal. Too few students and discussion is stale; too many and discussion is impractical. It is recommended that class size be capped at 20 students.

8. **How are course materials obtained?**
   Course materials are available exclusively online. All printing needs are the responsibility of the sponsoring organization or the individual participants.

9. **How is TLC recorded on members' records?**
   When the Course Director sends a completed CAPF 11 to National Headquarters, the registrar’s office will update the members’ records in eServices.

10. **What if I have questions about TLC or suggestions on how to improve the course?**
    Feedback is most welcome. Email your questions and suggestions to cadets@capnhq.gov.
Appendix  Transition Plan for Compliance Matters

The Training Leaders of Cadets program’s new design has implications in CAP compliance matters.

Cadet & Composite Squadron Staffing

CAPR 52-16, § 2-2e, requires that every cadet or composite squadron have at least two TLC graduates on its membership roster. Graduation from either the “old” TLC course or the “new” TLC Basic Course will satisfy the requirement, and the regulation will be updated accordingly at the next opportunity.

Specialty Tracks

Three specialty tracks in the Senior Member Professional Development Program are affected: Cadet Programs, Chaplain, and Character Development Instructor. Where completion of the “old” TLC course had been required to earn a rating, completion of either the “old” course or the TLC Basic Course will satisfy the requirement.

For the Master Rating in the Cadet Programs Officer specialty track, one TLC-related requirement will change. The Master Rating currently requires staff service at TLC or the Required Staff Training (RST) program. Sometime in 2017, that requirement will be deleted, and completion of the TLC Intermediate Course will be added.

Completion of the TLC Advanced Course will not be a pre-requisite for any specialty track rating. There are no compliance matters associated with the TLC Advanced Course.