



TRAINING LEADERS *of* CADETS

BASIC COURSE

STUDENTS' WELCOME

Outcome: Adult leaders prepared to contribute as Cadet Programs Officers on a squadron staff

Format: 7 hours of discussion-based learning in-residence, with two short web modules

Target Audience:

- New adult volunteers
- Adult volunteers serving in positions below squadron deputy commander
- Veteran CP officers seeking refresher training

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

Unit Compliance: Cadet and composite squadrons are required to have at least 2 TLC graduates on their rosters. The TLC Basic Course fulfills that requirement.

Block 1 Introduction to the CAP Cadet Program

1.1 Elements, Traits, & Outcomes

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

1.2 Cadet Advancement WEB MODULE

1.3 Review: Cadet Advancement

Key Question: How do cadets advance through their program?

Block 2 Cadet Program Leaders

2.1 Cadet Programs Officers

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

2.2 Service Learning

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

Block 3 Squadron-Level Cadet Program

3.1 Cadet Great Start WEB MODULE

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

3.2 Squadron Meetings

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

3.3 Cadet Activities I

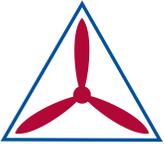
Key Question: What are some fun opportunities available beyond the squadron meeting, and what are the key rules and procedures governing them?

3.4 Quality Cadet Units

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

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?



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NOTE-TAKER

1.1 Elements, Traits, & Outcomes of the Cadet Program

KEY QUESTION: What does the Cadet Program aim to accomplish, and why?

SLIDE

3/9 Cadet Corps Demographics

Gender _____% male _____% female

Race _____% white _____% non-white

Average age: _____

Estimated out-of-pocket cost, annually: \$_____

Cadet & Composite squadrons: _____

Examples of Air Force investments in cadets:

- 1.
- 2.
- 3.
- 4.

4/9 Mission statement:

Vision statement:

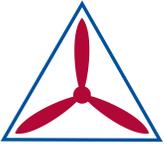
5/9 Program Elements: They explain “what” cadets learn.

- 1.
- 2.
- 3.
- 4.

6/9 Key Traits of Cadet Life: They explain “how” the program “looks and feels.”

- 1.
- 2.
- 3.
- 4.
- 5.

7/9 What is the #1 challenge affecting the Cadet Program?



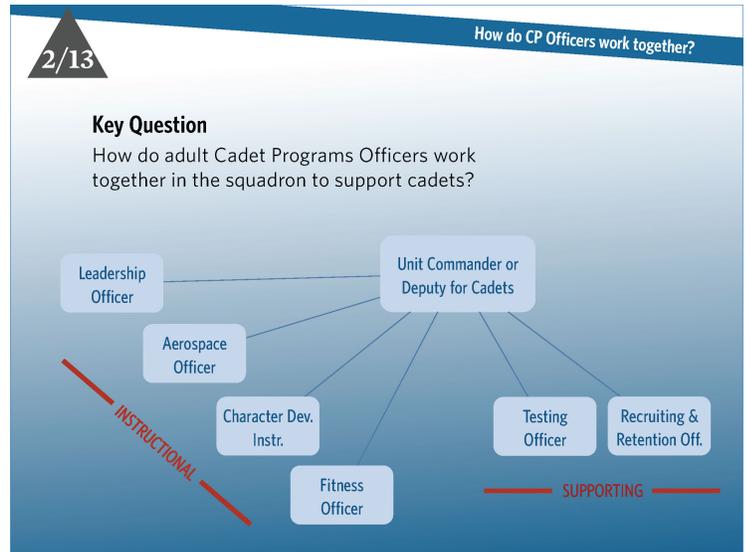
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2.1 Cadet Programs Officers

KEY QUESTION: How do adult Cadet Programs Officers work together in the squadron to support cadets?

1. Define the term "Cadet Programs Officer"

2. **Wiring Diagram.** A wiring diagram is shown below. On the next page, fill-in the blanks to record key facts about each position.



Unit Commander or Deputy for Cadets	
Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Leadership Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Aerospace Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Character Development Instructor

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Fitness Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Testing Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

Recruiting & Retention Officer

Time Commitment:	Prior Experience:
Key Duties	Key Publications:

Fun or Surprising Note

SQUADRON WEEKLY MEETING PLANNER

Meeting Date

Draft Version

Uniform of the Day

Drafted by

STAFF COORDINATION See page 2 for instructions on how to use this form

CD/CDC <input type="checkbox"/>	CPL <input type="checkbox"/>	AE <input type="checkbox"/>	CPF <input type="checkbox"/>	CPC <input type="checkbox"/>	CPT <input type="checkbox"/>
DA <input type="checkbox"/>	DO <input type="checkbox"/>	DP <input type="checkbox"/>	FM <input type="checkbox"/>	HC <input type="checkbox"/>	IT <input type="checkbox"/>
LG <input type="checkbox"/>	PA <input type="checkbox"/>	PD <input type="checkbox"/>	SE <input type="checkbox"/>	___ <input type="checkbox"/>	___ <input type="checkbox"/>
C/CC <input type="checkbox"/>	C/CD <input type="checkbox"/>	C/CE <input type="checkbox"/>	C/ACC <input type="checkbox"/>	C/BCC <input type="checkbox"/>	C/CCF <input type="checkbox"/>

APPROVED

TRAINING PLAN

I. Opening Formation

National Anthem
Meeting Overview & First Announcements

Time

Special Guests in Attendance

(newcomers, guest speakers, visiting dignitaries)

Uniform Inspection

Concurrent Administrative Tasks

II. Emphasis Item

Drill & Ceremonies Safety Briefing

Topic	Instructor	Students	Time
Topic	Instructor	Students	
Topic	Instructor	Students	
Topic	Instructor	Students	

Task A

Topic
Lead
Location
Participants

III. Training Block #1

Topic	Instructor	Senior Mentor	Time
Location		Participants	
Resources Needed			

Task B

Topic
Lead
Location
Participants

IV. Training Block #2

Topic	Instructor	Senior Mentor	Time
Location		Participants	
Resources Needed			

Task C

Topic
Lead
Location
Participants

V. Closing Formation

Upcoming Activities	Sign-Ups to Manage	Promotions & Awards	Time
Other Announcements			

Task D

Topic
Lead
Location
Participants

INSTRUCTIONS

Draft Version Enter 1, 2, 3, etc., if it is necessary to track the document through multiple edits.

Drafted by Enter name and grade of individual who created the schedule.

Office Symbols

Most common staff areas are represented on the form via their office symbol.

It is not necessary for every staff officer to coordinate on every weekly meeting plan. Local leaders should decide who needs to be included in the process.

CD Deputy Commander or CDC Deputy Commander for Cadets	DA Administrative Officer	C/CC Cadet Commander
CPL Leadership Officer	DO Operations / ES Officer	C/CD Cadet Deputy Commander
AE Aerospace Officer	DP Personnel Officer	C/CE Cadet Executive Officer
CPF Fitness Officer	FM Finance Officer	C/ACC Cadet Flight Cmdr, Alpha Flight
CPC Character Development Officer	HC Chaplain	C/BCC Cadet Flight Cmdr, Bravo Flight
CPT Testing Officer	IT Information Technology Officer	C/CCF Cadet First Sergeant
	LG Logistics Officer	
	PA Public Affairs Officer	
	PD Professional Development Officer	
	SE Safety Officer	

How to Comment on the Draft

Use the software's comment feature to append suggestions, requests, notes, etc. to the document.

In [MS Word](#), place the cursor near the appropriate field, click INSERT > NEW COMMENT.

In [Google Docs](#), place the cursor near the appropriate field, click COMMENTS > COMMENT.

The schedule creator can hover over the comment icons, read the remarks, and if desired, edit the plan accordingly.

How to Indicate That You've Coordinated

Click the check box adjacent to your office symbol to show that you've reviewed the document, whether you leave comments or not.

Approved This space is for the unit commander or designee to endorse the final plan.

***Use of this Weekly Squadron Meeting Planning Sheet is optional,
and units are welcome to edit the form to meet their needs.***

Civil Air Patrol Cadet Programs

CADET UNIT CLIMATE REVIEW

PURPOSE. This questionnaire helps leaders consider how well their squadron is implementing the CAP Cadet Program. It is completely subjective, encouraging leaders to examine local attitudes and policies.

INSTRUCTIONS. This self assessment should be completed using a team approach, consisting of cadet officers and seniors alike, with each individual completing the questionnaire on his or her own, and then coming together to discuss their findings as a group. Mark the bubble that corresponds with how you rate your squadron's performance in that area during the past 6 months.

EXCELLENT: We consistently display these traits and we are an excellent role model for other units.

GOOD: We display many of these traits, but not consistently. Overall, we are successful in this area.

MARGINAL: We occasionally display some of these traits, but it is easy to see a handful of deficiencies that are beginning to affect the cadets.

UNSATISFACTORY: We almost never display these traits. Our many deficiencies in this area require immediate attention.

PROFESSIONAL RESPONSIBILITIES

1. KNOWLEDGE. The squadron complies with all safety and cadet protection policies. Key staff are thoroughly familiar with cadet-related publications. Aerospace, leadership, and character development instructors are knowledgeable about their curricula.

EXCELLENT
GOOD
MARGINAL
UNSATISFACTORY

E G M U

2. PARENTS. The commander and key staff members know cadets' parents, and vice versa. Parents are kept abreast of news and events in a timely manner. A parents' committee or booster club is active. Some parents have decided to join CAP. The squadron invites parents to awards ceremonies and social events.

E G M U

LEADERSHIP ENVIRONMENT

3. MENTORING. Seniors have built a rapport with cadets, and therefore are successful in coaching and counseling them. Seniors motivate cadets to try new experiences and overcome challenges. The cadet staff is allowed to solve leadership problems on their own and to learn from their mistakes.

E G M U

4. TEAMWORK. The squadron functions as a team and displays esprit de corps. Cadets are motivated and help one another. Cadets and seniors follow through on their commitments. There are no cliques. The staff knows how their jobs contribute to the team. Cadets listen actively to seniors, and vice versa.

E G M U

ACTIVITIES

5. SUPPORT. Senior leaders attend weekly meetings regularly. Enough seniors make themselves available so that during one weekend each month, cadets may participate in a CAP activity. The squadron is well-rounded in that cadets have opportunities to experience the full range of cadet-related activities.

E G M U

6. PARTICIPATION. More than half of the cadets on the unit's roster participate actively on a regular basis. Membership rolls are high because the squadron works hard to retain cadets. The squadron is consistently well-represented at group and wing level cadet activities.

E G M U

CADET ADVANCEMENT

7. PROMOTIONS. Cadets are working hard to earn promotions. Records are kept up so there is no doubt about who is eligible for promotion. Cadets are promoted only when they have shown they are ready to accept increased responsibilities. Cadet officers prepare CAPF 50 evaluations on junior cadets.

E G M U

8. NEW CHALLENGES. When cadets are promoted, their responsibilities increase and the unit expects more from them. Cadets are assigned staff positions that are appropriate for their grade. Cadet staff members have been given guidelines on their roles and responsibilities.

E G M U

PLANS & PROGRAMS

9. RECRUITING. Prospective cadets are paired with a sponsor and given an orientation to CAP. New cadets complete their first achievement soon after joining. Honesty in recruiting is practiced; the squadron does not promise more than it can deliver. The squadron helps the cadet obtain a uniform right away.

E G M U

10. PLANNING. All members are kept informed about meeting and activity schedules, and arrive ready to participate. Meetings are carefully planned, and time is well-used. Seniors and cadet officers plan and build meeting schedules together. The weekly meeting schedule is evidence of a squadron that is well-managed and goal-orientated.

E G M U

11. TRAINING. Weekly meetings are exciting. Hands-on training is the norm; dull lectures the exception. Under senior supervision, the cadet staff leads much of the training. The squadron consistently meets the basic requirements for leadership, aerospace, fitness, character, testing, and safety each month.

E G M U

CADET ADVANCEMENT

12. ACADEMICS. Cadets study and look forward to achievement tests. CAP is developing cadets' curiosity about leadership and aerospace. Parents are pleased to see CAP is helping their cadet do well in school.

E G M U

13. APPEARANCE. Uniforms are worn properly. Ranking cadets ensure that junior cadets are prepared for inspections and help them correct errors. Formations and ceremonies showcase the cadets' military bearing. The cadets' appearance brings credit to themselves and CAP.

E G M U

14. DISCIPLINE. Customs and courtesies are practiced habitually. Cadets are polite and respectful in and out of uniform, with the cadet staff leading by example. Troublemakers quickly learn to change their attitude. When cadets' behavior requires correction, the problem is resolved fairly and promptly.

E G M U

15. FITNESS. The physical fitness program is encouraging cadets to exercise regularly and get in shape. All cadets strive to achieve their personal best. Cadets show a high degree of motivation and teamwork during physical fitness activities.

E G M U

16. INTEGRITY. The Core Values are woven into everything the squadron does. The cadet staff is quick to see the ethical aspects of the leadership problems they encounter. Cadets are proud to be in CAP, and work hard to live the Core Values in and out of uniform.

E G M U

STRENGTHS & PRIORITIES

Based on my assessment, I believe our three greatest strengths are:

- 1.
- 2.
- 3.

To improve, I recommend we do the following:

Based on my assessment, I believe the three areas that need improvement most immediately are:

- 1.
- 2.
- 3.

DOCUMENT DATA SQUADRON:

AUTHOR:

DATE: