CAPP 60-31 November 2016

CADET STAFF HANDBOOK

GOAL SETTING & PLANNING
LEADERSHIP & MENTORING
AIR FORCE TRADITIONS
POSITION DESCRIPTIONS
ORGANIZATIONAL CHARTS



CAPP 60-31 November 2016

CADET STAFF HANDBOOK

PREFACE

This handbook is a resource for cadets and the senior members who supervise and guide them.

What is the role of the cadet staff? How do senior members manage the staff program? This handbook answers those questions and more. It discusses how to design a cadet staff, select cadets for staff service, and make staff service a learning experience.

It also includes practical tools for cadets. There are detailed descriptions for the major cadet staff positions, resources for conducting uniform inspections, tips for planning squadron meetings, and more.

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Summary of Changes

Previously known as CAPP 52-15, this document has been renumbered as CAPP 60-31 as part of a CAP-wide publications reengineering project.

Two cadet publications mentioned herein are in the process of being renumbered. This publication refers to them using their new designations:

CAPR 52-16, *Cadet Program Management* will become CAPR 60-1.

The CAPF 50 series of *Leadership Feedback* forms will become the CAPF 60-90 series.

Units are encouraged to slightly modify the titles used for two cadet staff positions to reflect current Air Force nomenclature. See pages 47 and 51.

Section 2.4 has been revised to include use of the *Squadron Weekly Meeting Planner.*

Part 1

INTRODUCTION FOR COMMANDERS

1.1 INTRODUCTION

Cadets learn by leading. Service on a cadet staff gives cadets an opportunity to apply their leadership skills and develop their potential.

Their learning is especially effective because the cadets are actively engaged in their development as leaders. Cadets learn to lead by actually leading, instead of passively receiving knowledge from a lecturer. Cadets will have a higher motivation to learn and develop their potential if they see that as cadet staff they have a degree of autonomy that gives them a real stake in the success of the squadron.

Therefore, instead of senior members assuming the role of a classroom teacher and being the sole, infallible source of information, the senior leadership should share control of the squadron and allow cadets to explore the art of leadership by leading junior cadets. In the Cadet Program, senior members coach and mentor the cadet staff.

1.2 DESIGNING YOUR CADET STAFF

When selecting cadets to serve on the cadet staff, senior members should try to tie-together three things: the cadet's leadership skill, their rank, and their job.

For example, new cadets are learning how to follow and contribute to the team. They wear an airman's insignia, and therefore should be assigned a position appropriate for a novice, low-ranking leader, such as element leader. Cadet master sergeants, on the other hand, know how to follow and have moved on to learn how to take charge of small groups and execute plans their superiors have developed. Therefore, these cadet NCOs should be assigned positions that match their rank and skill, such as flight sergeant or first sergeant. The "Leadership Expectations" chart on pages 20-21 illustrates these concepts.

Tailoring the Challenge

This principle of tying leadership skill, rank, and position together is all about providing a tailor-made leadership challenge for each cadet. However, this may result in the squadron needing to keep some staff positions vacant. For example, if the ranking cadet is an airman, their position still should be limited to element leader because we want to match them with a job that is appropriate for their leadership skill and rank – it would be premature to appoint that cadet as cadet commander. If the ranking cadet is a master sergeant, that cadet could serve as flight sergeant or first sergeant, but higher positions like flight commander and cadet commander should remain vacant.

By assigning cadets to positions that match their rank and skill, we ensure each cadet has a leadership challenge that is appropriate. Further, by keeping high positions vacant until cadets achieve rank commensurate with the positions, we give the ranking cadet(s) additional challenges to strive towards and a reason to pursue promotions. As the cadets advance in CAP and mature as leaders, they can gradually be promoted into higher positions on the cadet staff.

1.3 ORGANIZATIONAL CHARTS

If units provide tailor–made challenges for ranking cadets, each unit is apt to have a unique organizational structure. There is no "one size fits all" solution or standard organizational chart for a cadet unit. Each squadron should choose an organizational structure that is appropriate for its mix of cadets, be the squadron big or small, top-heavy or bottom-heavy.

This handbook includes organizational charts designed for a variety of circumstances. Unit commanders should select the organizational structure best suited for their unit, or even customize one of the organizational charts suggested in this handbook.

1.4 THE CHANGING ROLE OF SENIOR MEMBERS

A squadron's cadet staff is a dynamic system – as junior cadets advance and experienced cadets outgrow the Cadet Program, the staff structure will need to change. What does this mean for the cadets' mentors, the senior member staff?

The level of adult involvement – the degree to which the senior staff takes a hands-on or hands-off approach – should depend on the maturity of the cadet staff.

Well-Established Units

For example, in well-established units that have a number of mature cadet officers, the cadet staff should be afforded considerable autonomy. It is the cadet officers who should be setting goals, planning activities, and making decisions for the unit, under senior supervision. In situations like this, senior leaders can delegate many leadership functions to the cadet staff, while still supervising and mentoring the cadets.

New or Rebuilding Units

In contrast, if the unit is bottom-heavy – perhaps it is brand new or rebuilding – the senior staff will need to take a more hands-on approach. In the absence of mature cadet officers, the senior staff must fulfill the goal-setting, planning, and decision-making functions until junior cadets acquire some rank, maturity, and leadership skills. The senior staff may even need to instruct cadets in fundamental subjects like drill and the wear of the uniform, performing duties normally assigned to cadet NCOs. Hopefully, cadets will progress quickly and earn entry-level leadership positions. When that happens, the senior staff should gradually delegate more authority to the cadets and enlarge the cadet staff's sense of autonomy. In other words, every time the cadet staff takes one step forward in the Cadet Program, the senior staff should take one step back.

The Importance of Cadet Position Descriptions

How much authority should be granted to cadets? What is the ideal scope of their responsibilities? The answers to these questions are found in the cadet staff position descriptions. After finding an appropriate

staff assignment for a cadet, the senior leadership should grant the cadet enough space or autonomy to perform that job, as it is laid out in the position description. Likewise, the scope of the cadet's responsibilities should be limited by their position description. In other words, flight sergeants should have freedom to perform flight sergeant duties, but *only* flight sergeant duties.

1.5 TERM LIMITS

Commanders have flexibility in determining how long cadets serve in their staff positions. There is no standard term of office. However, unit commanders are encouraged to set term limits for three reasons:

(1) Term limits make it clear cadets must work hard if they are to continue enjoying the opportunity of serving on the cadet staff. Staff service is a privilege, not a right.

(2) Term limits allow other qualified cadets opportunities to lead. CAP wants to develop the leadership potential of all cadets by assigning them jobs befitting their rank and skill. Term limits can help ensure every deserving cadet has a chance to lead.

(3) Term limits create a face-saving measure if cadets are unable to perform their duties, for whatever reason. It is better for a cadet to be assigned to a different position at the end of the term, rather than be fired because of poor performance. Staff service is supposed to be a positive learning experience.

The duration of the term should depend on the situation. If the unit is new, with no cadets holding significant rank, cadets could be rotated through element leader positions on a monthly basis. If the squadron has a well-defined corps of cadet officers and NCOs, terms could be 6 to 12 months long. However, it is not recommended that a cadet be appointed to a term longer than one year because the unit commander should be reevaluating the cadet staff structure regularly. At the end of a term, however, the commander may find the staff structure does not need to be adjusted, and may elect to renew the cadets' terms of office. Of course, unit commanders always retain the prerogative of changing the cadet staff plan at any time to meet the squadron's needs.

1.6 STAFF SELECTION PROCESS

The unit commander has final authority over cadet staff assignments. That said, seniors who work directly with cadets should have a say in the process. And of course, cadet staff should have a great deal of input in selecting their assistants.

An Open & Honest Process

Whatever your selection process, follow it consistently. Ensure the process is fair and transparent. Avoid the appearance of favoritism, especially in parent / child situations.

Interviews

Commanders are encouraged to interview cadets before assigning them to a staff position. From a managerial perspective, an interview may seem unnecessary – in most units, cadets and seniors know one another well, and the cadets' rank structure may make it obvious which cadet will be assigned to which position. But interviews are good leadership experiences for cadets. They prompt cadets to take stock in their own leadership performance. Plus, learning how to behave in an interview is a good life skill. Moreover, by conducting interviews you underline the fact that staff service is something that must be earned. Some suggested questions to ask during a plaement interview include:

- ❑ Do you want the job? Why?
- ❑ What talents, qualities, and strengths would you bring to the job?
- ❑ How do you describe your leadership style?
- ❑ What leadership skills are you weak in? What are you doing to develop yourself?
- ❑ How long would you like to hold this job?
- ❑ Do you have any initial goals or ideas regarding this position?
- ❑ Why do you think you're the best candidate for the job?

Interviews should be two-way conversations. To promote open discussion, after the cadet reports, offer them a seat and help them relax.

Appointing the Cadet

Your cadet staff has been selected. Now it's time to ensure each cadet understands their role and responsibilities. A staff member should meet with the cadet to review the following:

- ❑ Congratulate the cadet for being selected.
- ❑ Review the position description.
- ❑ Discuss the main duties of the position.
- ❑ Discuss who the cadet will report to.
- ❑ Allow the cadet to ask questions.
- ❑ Define the term of office.
- ❑ Emphasize that staff service is a learning experience. It should be challenging, yet fun.
- ❑ Announce the appointment to the squadron.

Of course, if one cadet is replacing another in a staff position, the outgoing cadet deserves to be told personally that their term is coming to a close, before you start looking for their successor.

Concluding the Staff Service

At the end of a staff term, it is important to provide the cadet with feedback. When meeting with the cadet, some good discussion points to consider include:

- ❑ Thank the cadet for serving.
- ❑ Ask them what they learned from the experience.
- ❑ Name a few of the cadet's accomplishments, and congratulate them for their performance.
- ❑ Explain what their next role is, or if that is not yet determined, ask what they hope to do next.
- ❑ Explain what they can do to develop their leadership potential.
- ❑ End on a positive note. Consider presenting them with a certificate of appreciation.

1.7 SPECIAL SITUATIONS: THE SCHOOL ENRICHMENT PROGRAM

School-based squadrons find themselves in a special situation. Unlike traditional cadet units, theirs is a closed system — students typically become cadets during their "freshman" year at the school (ie: 6th grade), and leave the squadron after their "senior" year (ie: 8th grade).

When designing a cadet staff for a school squadron, consider the cadets' grade level and academic record in addition to their CAP accomplishments. Most school squadrons find it productive to have their 8th graders lead, mentor, and tutor their 7th and 6th graders, for example.

School squadrons might never have a cadet advance beyond the Mitchell Award, which is fine because most middle school students lack the maturity required of cadet officers. But if the squadron strictly followed this handbook's guidelines, they would never have a cadet qualify for cadet commander. Therefore, the unit commander might appoint several flight commanders, or a "cadet commander," but assign that top cadet flight commander-level responsibilities commensurate with their CAP grade and leadership abilities.

1.8 FINAL THOUGHT

Cadets learn to lead by leading. They need opportunities to make decisions independently and "sink or swim" under their own power. Senior members play a vital role in developing cadets' potential through mentoring and by helping cadets learn from their mistakes and successes. For additional perspectives on the senior/cadet staff relationship and principles of indirect leadership, please see the Training Leaders of Cadets course materials at capmembers.com/tlc.

Part 2

TOOLS FOR CADET STAFF

2.1 INTRODUCTION

"Leaders aren't born, they are made. And they are made just like anything else, through hard work." - VINCE LOMBARDI

Serving on a cadet staff is your opportunity to transform yourself into a leader. You've studied leadership by reading your text and observing other leaders in action. Through staff service, you test your ability to apply those leadership principles to the real-world challenges of leading a cadet corps.

This handbook includes a diverse mix of resources — position descriptions, organizational charts, formation diagrams, and more — to help you get started in your staff position.

Lead well!

2.2 POSITION DESCRIPTIONS

A position description outlines the major duties of a job. Your PD should be one of the first resources you consult when you're taking on a new assignment.

Position descriptions are important because they help ensure you and your boss are on the same page. The PD spells out the scope of your authority, defines what you are responsible for, and by implication, what others are responsible for. When this critical information is captured in writing, both subordinate and superior alike should know what a given job entails.

What should you do with your PD? Read it! Ask yourself if you understand what your main responsibilities are. Do you have a good idea as to what you're being requested to do? If not, ask. Here are some questions to keep in mind as you review your PD:

- ❑ What is the main role of the position?
- ❑ Who reports directly to you?
- ❑ Who do you report to?
- ❑ What is your superior's leadership style?
- ❑ How will your superior communicate with you?
- ❑ What do they expect of you?
- ❑ What are the main projects that you'll be involved with in the next couple months?

Also, after reading your new PD, you might check with your predecessor to see if they have a continuity file – a set of documents you can use as you take over cadet activities and programs. And, it might be helpful to ask your predecessor to share his or her insights about your new job. Just keep in mind that your predecessor's way of doing things might not be the best or only way. Make the job your own.

If you do a job well, you'll show your boss that you're ready for bigger responsibilities and a more prestigious assignment.

Sample position descriptions are found in Attachment 1.

GOAL SETTING & PLANNING

2.3 S.M.A.R.T. GOALS

"If you don't know where you're going, you might not get there."

- YOGI BERRA

Goals are dreams with deadlines. How do you set goals? What process should you follow? One approach is called "S.M.A.R.T. Goals."

Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location.

When: Establish a time frame.

Which: Identify requirements and constraints.

Why: Specific reasons or benefits of accomplishing the goal.

Example: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as How much? How many? How will I know when it is accomplished?

Attainable

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the

attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image, you see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic

To be realistic, a goal must represent an objective toward which you are both willing and able to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress. A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished seemed easy simply because they were a labor of love.

Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past, or ask yourself what conditions would have to exist to accomplish this goal.

Tangible

A goal is tangible when you can experience it with one of the senses: taste, touch, smell, sight or hearing. When your goal is tangible, or when you tie a tangible goal to an intangible goal, you have a better chance of making it specific and measurable, and thus attainable. Intangible goals are your goals for the internal changes required to reach more tangible goals. They are the personality characteristics and the behavior patterns you must develop to pave the way to success in your career or for reaching some other long-term goal. Since intangible goals are vital for improving your effectiveness, give close attention to tangible ways for measuring them.

From Paul J. Meyer's *Attitude is Everything*

2.4 PLANNING THE WEEKLY SQUADRON MEETING

Nobody will hang around for a whole year just to attend a cool activity next summer; the weekly meetings have to hold their attention. What goes into a good meeting? How does the staff make them happen?

Duration. A weekly squadron meeting should be 2 or 2½ hours' duration. The cadet regulation allows some flexibility here, but generally meeting from 6:30 to 9pm one night a week is the norm.

Basic Elements. It will be helpful if every weekly meeting is organized around the same five basic elements:

I.	Opening Formation	10 - 15 min
II.	Emphasis Item	10 - 20 min
III.	Training Block #1	45 – 60 min
IV.	Training Block #2	45 – 60 min
V.	Closing Formation	5 - 10 min

The content within each of those five blocks changes every week, but the presence of the blocks themselves ought to remain constant.

Sequencing & Monthly Requirements. Squadrons are required to provide a certain number of contact hours in leadership, aerospace, fitness, and character each month (see CAPR 60-1). Use the two training blocks for this programming, and consider adopting a standard sequence for that programming, similar to the one shown below.

Week	Emphasis Item	Training Block 1	Training Block 2
1	Safety	Leadership	Fitness
2	Drill	Aerospace	Open / Elective
3	Drill	Leadership	Character
4	Drill	Aerospace	Open / Elective

Planning System. Because the weekly squadron meeting is so important, the cadet and senior staff need to carefully plan the meeting in advance and coordinate that plan among all stakeholders. The suggested best practice is to have a cadet officer develop the first draft using the *Squadron Weekly Meeting Planner*, and then for the senior staff to review that plan, make edits if needed, and approve it. The staff coordination process can be web-based using Dropbox or Google Docs or

some other service. What you want is for every stakeholder – everyone who is helping with a class or taking care of an administrative task – to review the plan and make sure it'll work. Another suggested best practice is to draft the weekly plan two weeks in advance, allow a few days for staff coordination online, and publish the final schedule 48 hours before the meeting.

Specificity. The *Squadron Weekly Meeting Planner* has room to include a lot of specificity. If the plan is vague, "Training Block #1 this week is for aerospace," the given activity is apt to be under-prepared, ineffective, and boring. Instead, add specifics. In the "topic" field, identify the actual lesson title, such as "AEX II, Volume I, Activity 11 – Aeronautical Charts." Likewise, be specific about the people involved, the resources needed, the location in your facility, etc. Sometimes only the lead instructor (not the person drafting the meeting plan) will have the specifics for a given activity; that's okay, and it's why the plan will be coordinated among the staff before the commander approves it.

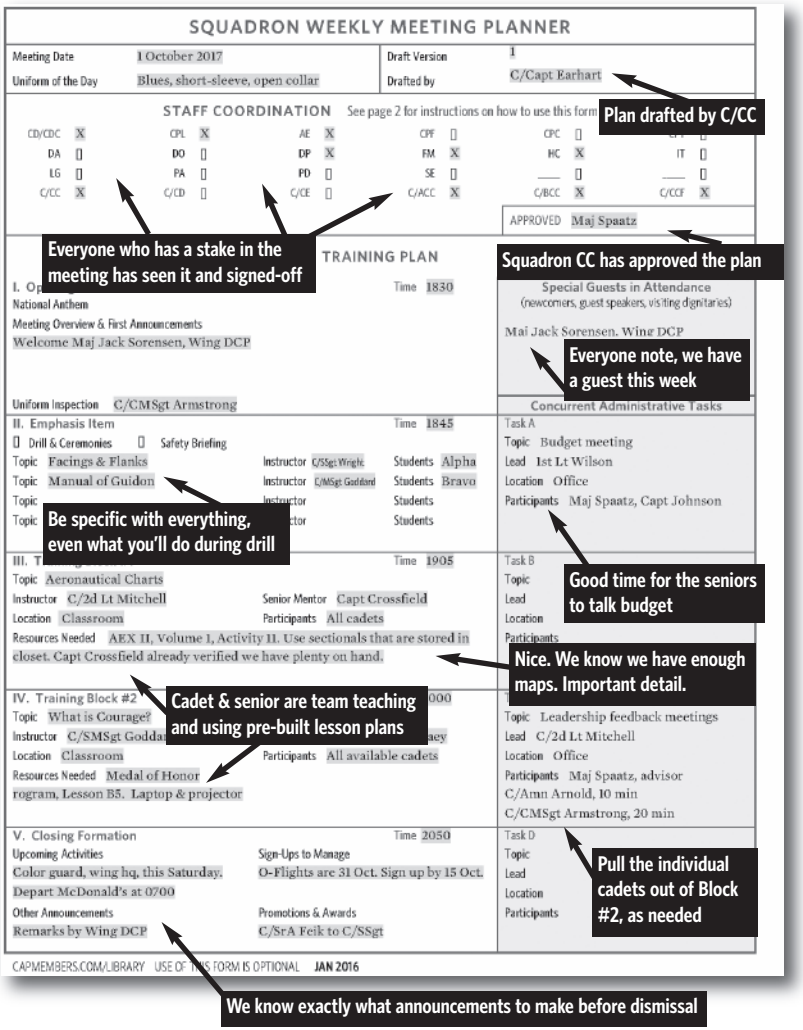
Concurrent Tasks. While the main events of the meeting are the formations, emphasis item, and training blocks, a variety of administrative tasks are apt to arise, such as promotion boards, budget meetings, drill tests, etc. The planner includes space for scheduling those tasks. Sometimes it may be necessary to pull an individual cadet out of a training block for a promotion board or whatnot, and so the weekly planner gives you a way to schedule those tasks.

Excitement Test. Perhaps the final check on a meeting plan should be called the excitement test. Look at the plan and try to picture it as a fourteen-year-old C/A1C will experience the meeting. Are there at least a couple events that are hands-on, where cadets are sure to be challenged and have fun? If not, you've just planned a boring meeting.

The bottom line is that the typical squadron only has about 2½ hours per week to accomplish its cadet mission. Therefore, careful planning and thorough coordination with all stakeholders is imperative. If you don't begin planning the meeting until you pull into the parking lot, that plan will fail and members will eventually stop participating.

Plans & Approvals: The solution for cadet staff who want more freedom

Cadets sometimes complain that seniors don't really allow them to run their program. One reason for this tension may be that the cadet staff has not proposed a clear plan of action. Never surprise your boss. Be clear about what you want to do, present the boss with a specific plan, ask him or her to officially approve it, and you'll develop their trust and steadily earn more autonomy. The *Squadron Weekly Meeting Planner* and the training plans discussed in the next section are solutions for cadet officers who desire more freedom to "run" their program.



2.5 DEVELOPING TRAINING PLANS

CAP has training materials already prepared for your use. But you may have an occasion where you'll want to prepare a class or activity from scratch. If you go this route, prior planning is key. Shown below are some important ingredients to include in your lesson plan.

Learning Objectives

Your learning objective(s) describe the overall purpose of the class or activity. They identify what students should know, feel, or be able to do at the end of the class. Good learning objectives begin with action verbs and are *specific* and *measurable*.

- ❑ Identify how cadet insignia is worn on the BDU uniform.
- ❑ Describe the three missions of CAP.
- ❑ Defend the idea that CAP should have Core Values.
- ❑ Demonstrate how to use a magnetic compass.

If students fulfill the objectives, your class or activity will be successful. Use your lesson objectives to guide you in developing a lesson plan.

Elements of a Lesson Plan

Part I: Introduction

Attention. The attention step signals that the activity or class is beginning, and therefore students should stop what they are doing and be ready participate. Your unit could adopt the practice of having cadets stand at attention at their seats until the instructor commands, "Seats." Moreover, the attention step should pique the students' interest and build enthusiasm for the activity. Some good attention steps include:

- ❑ A Fascinating Quote. "To affirm that the aeroplane is going to 'revolutionize' war is to be guilty of the wildest exaggeration." - *Scientific American*, 1910
- ❑ A Surprising Fact: "The sentinels who guard the Tomb of the Unknown Soldier are an elite group. In fact, the only military

insignia more rare than the Tomb Guard badge are the wings awarded to astronauts."

- ❑ A Rhetorical Question: "Would you like to fly the F-22 Raptor, the Air Force's newest and coolest fighter?"
- ❑ A Film Clip. Be sure the clip is relevant. Keep it brief, no longer than 1 minute.

Motivation. You have won the students attention, for the moment. But to keep it, you need to convince them that what you have to say is important. Why should the students pay attention? Give the students a specific reason for learning. Will it directly relate to a task or activity they'll be performing later? Is it a foundation for something else? Does it relate to their job responsibilities? Will they have fun?

- ❑ If you want to serve on a ground team, you'll need to become an expert with a compass, which is what we'll be learning today.
- ❑ We'll be learning how to perform columns. At the end of this class, we'll have a drill-down, and the winning cadet will earn 10 points in the Honor Cadet competition.

Overview. The overview sets the stage for the activity or lesson. What will the students be doing? What are the goals of this activity? How long will it last? What topics will be covered? The idea here is that if you know what you'll be studying, you will be a more successful learner.

Part II: Body

The body is the meat of the lesson or activity. It contains a few main points, usually no more than three, with each main point supported by a few subpoints. For example, if the lesson is on CAP's three missions, the points and subpoints could be arranged as follows:

- ❑ Main Point 1: The cadet program mission emphasizes character.

  Subpoint 1: CAP challenges cadets to live by their Core Values.

  Subpoint 2: The uniform motivates cadets to emulate the professionalism of Air Force leaders.

  Subpoint 3: Ranking cadets solidify their character by serving as role models for junior cadets.

- ❑ Main Point 2: The aerospace education program shows young people that aviation and space are exciting.
- ❑ Main Point 3: CAP saves lives and provides valuable community services through its Emergency Services missions.

Part III: Conclusion

The conclusion of a lesson may stick with the student longer than anything else said, so prepare your conclusion carefully.

Summary. One of the best ways to help students retain information is to restate your main points in a concise manner. Emphasize the most important aspects of the activity or a couple key facts of the lesson.

- ❑ In summary, the chain of command is the order of authority. It connects you to your flight commander, squadron commander, wing commander, region commander, and the national commander.
- ❑ To recap, there are four strokes in an internal combustion engine: intake, compression, power, and exhaust.

Remotivation. Before ending, take a moment to instill in students a desire to retain and use what they've learned. During the remotivation step, you answer the question, "Why is this learning important?"

- ❑ Next time you're hiking, bring a compass. Your knowledge of land navigation may rescue you if you become lost.
- ❑ During your next orientation flight, watch the attitude indicator. It's your best tool for knowing whether the aircraft is rolling or pitching.

Closing. Just as your attention step signaled the beginning of the activity, your closing signals its end. The closing stops you from rambling on and watering-down your message. Consider ending with a brief quote, a brief anecdote, or film clip..

- ❑ Having a plan is important. Yogi Berra said, "If you don't know where you're going, you might not get there."
- ❑ Hellen Keller summarized the importance of teamwork when she said, "Alone we can do so little. Together we can do so much."

LEADERSHIP & MENTORING

2.6 LEADERSHIP EXPECTATIONS

Feedback: It is the breakfast of champions. Simply put, feedback is when an experienced leader helps you see how you're doing as a leader. Feedback is like good nutrition for leaders. Leaders who take feedback seriously and listen to their mentors are successful. Leaders who skip feedback lose out. The "Leadership Expectations" chart is a feedback tool. It shows what leadership skills we expect to see from cadets during each phase.

The "Leadership Expectations" chart (see page 20) sets some goals for cadets during each phase. The goals are progressive. In other words, they get more challenging as cadets advance. Look at the goals in the "Sense of Responsibility" row. New cadets can claim success if they simply follow directions. From our cadet NCOs, we expect more, we expect them to follow directions and ensure airmen do, too. Cadet officers have an even greater challenge; we expect them to take full responsibility for the projects or activities they run. As cadets advance, they are expected to perform at a higher level of leadership.

CAP leaders use the goals listed in the chart to help cadets improve their leadership skills. Moreover, the chart is a tool for gauging whether a cadet is ready for new challenges or if they need more time to grow. When cadets become eligible for promotion, the cadet staff uses the Leadership Expectations chart (and the CAPF 60-90 that works hand-in-hand with it) to help them decide if they will recommend the squadron commander promote the cadet.

How can cadets use the Leadership Expectations chart?

- ❑ Find out what leadership skills you should be working on.
- ❑ Once a month, review the goals for your phase and ask yourself how you're doing in those areas.
- ❑ Use the chart as a tool to help you take charge of your own development as a leader.

How should you prepare for feedback?

- ❑ Look at the "Leadership Expectations" chart and think about how you've been doing in each of those areas.
- ❑ Be prepared to explain what you think you're doing well, and what areas you think you should be focusing on.
- ❑ If you're confused about any of CAP's expectations or uncertain about your duties, ask for help or clarification during the feedback meeting.

Remember, as cadet staff you'll be asked to help junior cadets understand the Leadership Expectations chart, but you should use the chart to guide your own development as a leader as well.

2.7 LEADERSHIP FEEDBACK MEETINGS & PROMOTION BOARDS

If you are a cadet officer, you'll be asked to evaluate cadets' leadership performance. This is an opportunity for you to help a junior cadet develop their leadership skills. At the same time, preparing the CAPF 60-90 *Leadership Feedback* tool and meeting with the cadet will test your own skills as a leader. Here are some things to keep in mind when evaluating cadets:

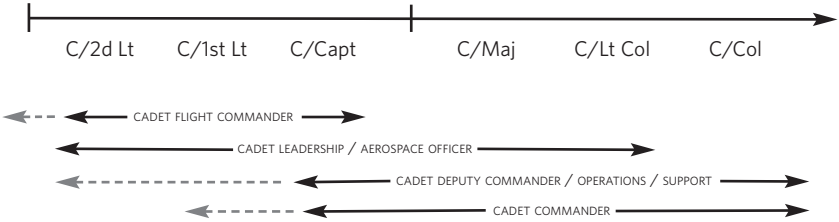
Introductory Guidelines

- ❑ Evaluate cadets at least once per phase using the CAPF 60-90 that corresponds with their phase. See the back side of the form for further instructions
- ❑ Many squadrons find it useful to evaluate cadets as they become eligible for promotion.
- ❑ The categories and performance goals listed on the CAPF 60-90 are derived from the "Leadership Expectations" outlined on pages 20 and 21. The form and the chart work hand-in-hand.
- ❑ If desired, file the completed form in the cadet's personnel record after providing them with a copy.

Leadership Expectations in the
CIVIL AIR PATROL CADET PROGRAM

	PHASE I THE LEARNING PHASE	PHASE II THE LEADERSHIP PHASE
ATTITUDE	Displays a positive attitude; optimistic; enthusiastic; is team oriented	Maintains a positive attitude and encourages good attitudes in others; does not flaunt rank or authority
CORE VALUES	Aware of the Core Values; honest; wears uniform properly; practices customs & courtesies	Displays a commitment to the Core Values; promotes team spirit, professionalism, and good sportsmanship as a team leader
COMMUNICATION SKILLS	Listens actively; attentive; asks good questions	Proficient in informal public speaking (ie: in giving directions to and training junior cadets)
SENSE OF RESPONSIBILITY	Follows directions; dependable; arrives ready to learn and serve; effective in managing own time	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
INTER-PERSONAL SKILLS		Guides and coaches junior cadets; recognizes when junior cadets need help; leads by example; is not a "boss"
CRITICAL THINKING		
DELEGATION SKILLS		
PROGRESSION OF CADET GRADES	C/Amn C/A1C C/SrA	C/SSgt C/TSgt C/MSgt C/SMSgt C/CMSgt
TYPICAL DUTIES	CADET ELEMENT LEADER	CADET FLIGHT SERGEANT CADET FIRST SERGEANT

PHASE III THE COMMAND PHASE	PHASE IV THE EXECUTIVE PHASE
Conscious of own performance; takes initiative to develop new skills; self-motivated and able to motivate others	Resilient; shows mental discipline in working to achieve long-term goals; welcoming of change; has habit of continual self-improvement
Fair, just, and consistent in dealing with subordinates; exercises good judgment in knowing which matters should be referred up the chain	Uses empathy; recognizes how Core Values relate to new and unfamiliar situations; makes sound and timely decisions independently
Writes and speaks clearly; presents ideas logically; wins through persuasion	Articulate; succinct; persuasive; varies message to fit audience; proficient in explaining complex issues
Given an assignment, takes project from beginning to end; develops appropriate goals, plans, standards, and follows through in execution; demonstrates sense of ownership in all assignments	Completes large projects with little supervision; follows and sets a command intent; self-starter
Actively mentors NCOs; resolves conflicts fairly; criticizes constructively; dissents respectively when disagreeing with superiors	Actively develops and mentors cadet officers; adapts leadership style to fit situation; calm under pressure
Thinks in advance and plans ahead to meet the unit's short-term needs; imaginative and not tied to old ideas	Sets long-term goals for the unit; imaginative and visionary; recognizes unit's long-term needs; mentally agile when faced with unfamiliar problems
Delegates routine tasks effectively and works through NCOs; keeps people informed; makes expectations clear; supervises work of other leaders	Directs multiple teams and manages multiple tasks; assigns people to right jobs; delegates well and enables others to take charge



Suggested Procedure for Feedback Meetings (Promotion Boards)

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' guidance. If using the CAPF 60-90 series form in conjunction with a promo tion board, state whether the cadet will be promoted or not. Getting that question out of the way allows the cadet to focus on the feedback.
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 CAPF 60-90 series form. For each item, provide positive, constructive, and specific 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.

Remember, the CAPF 60-90 series forms are tools for helping cadets improve their leadership skills. Have a positive and optimistic attitude – not an adversarial one – when offering cadets feedback.

Who Conducts Leadership Feedback?

A senior member, or a cadet officer working under senior supervision, acts as the evaluator / mentor and completes the CAPF 60-90 series form. However, it is the unit commander who is ultimately responsible for ensuring all cadets receive positive, constructive, and specific feedback in a timely manner.

Core Principles for Leadership Mentors

- ❑ Be Positive. Ensure your attitude and actions show that you believe in the cadet and are sincerely interested in helping them reach their potential. Do not approach the meeting as a chance to "get" the cadet.
- ❑ Be Constructive. Offer feedback that serves a meaningful purpose. Do not heap onto the cadet a string of criticisms or dwell on minor details. Look for teachable moments and make the feedback meeting a learning experience.
- ❑ Be Specific. Avoid generalities. Whenever possible, give concrete examples of why the cadet is or is not doing well. Show them how to improve. Explain what steps they can take to further their skills. If necessary, match the cadet with a mentor who can provide individualized training.

Feedback meetings are NOT meant to be oral exams. After all, promotion eligible cadets have already passed written tests. Rather, feedback meetings are a time to help cadets look at their leadership performance. For detailed instructions, see the reverse side of the CAPF 60-90 series forms and the "Leadership Feedback" page at capmembers.com/ranks.

2.8 COUNSELING

Praise in Public

Psychologists call it positive reinforcement. Telling someone they are doing a good job boosts their self-esteem and encourages them to keep doing the right things. Moreover, when a leader praises someone, it shows that the leader values that person's contributions to the team. Here are some guidelines to follow when praising cadets:

- ❑ Praise in public. Most people like to be recognized in front of their peers.
- ❑ Praise people often. Catch people doing things right.
- ❑ Praise people immediately. Saying, "nice job" loses its power if you wait too long.
- ❑ Tell them what they have done right. Be specific.
- ❑ Hold them up as a role model for other cadets.
- ❑ Shake hands, or if the setting is right, call for a round of applause.
- ❑ Know that even a little praise goes a long way. People want to know they are valued.

Reprimand in Private

Before reprimanding someone to correct their behavior, first ensure you have all the facts! Assuming your facts are right and the cadet's misconduct needs correcting, here are some guidelines to follow:

- ❑ Meet in private. Criticizing someone in front of the squadron is humiliating and therefore counter-productive. Meet in a private setting but have a third person present.
- ❑ Tell the cadet what they have done wrong and be specific. Do this in a positive way that shows you want to help the cadet meet CAP standards.
- ❑ Ask them if they understand what the standard is. Are they under-performing because they lack training? Are they simply confused? If the cadet needs more training, pair them with a more experienced cadet for one-on-one mentoring.

- ❑ If the problem is not one of training and is misconduct, ask them what they plan to do to correct the situation. Make them be specific about their solution. These questions underline the fact that each cadet is responsible for his or her own conduct.
- ❑ If their response is incomplete, explain why their performance / conduct is unacceptable. Focus on the behavior, not the person. (ie: "Your use of profanity is unacceptable," not, "I don't like you because you swear.")
- ❑ End on a positive note. Make it clear you still believe in the cadet and will support them. Shake hands.

2.9 JOURNALING

Spaatz kept one. So did Lewis and Clark. Presidents build libraries to house them after they leave office. Probably every famous leader has used a journal at one time or another to capture their thoughts and fully examine, recall, and learn from their experiences.

Why Good Leaders Keep Journals

If you write about your leadership experiences, you'll be thinking about them in some depth. Journals help you focus on your goals. They give you an edge over leaders who allow their minds to become sleepy and dull.

Many writers say that writing opens their minds. It uncovers ideas. Do you feel there is a vague patchwork of thoughts, impressions, and daydreams floating around in your mind? By keeping a journal, you can bring order to that hodgepodge. Writing helps you uncover what you really think about a subject. You can solve problems, or at least find some potential solutions as you write about what challenges you're facing in your life. Familiar situations are seen in new ways. Even your most opinionated views may begin to change as you talk to yourself in your journal. Journaling is especially important for leaders because leaders who pay attention to their own performance grow into better leaders.

Tips for Journaling

Keep your journal visible.

Establish a routine for writing in your journal.

Record the date of each entry.

Keep your journal simple and easy to maintain.

Periodically review what you've written.

Topics for Your Journal

Cadet activities and what you have done as a cadet

Personal habits and attitudes

Your performance as a leader What skills are you good at? What needs work?

Your goals: what you want to achieve and why

Readings, movies, & quotes that inspire you

What to Write About

What should you write about in your leadership or personal journal? Anything you want. Think of journaling as writing a note to yourself. No one is grading your journal.

You might try to record some of the thoughts you considered when making a decision. You could reflect on what went

well at a recent cadet event, or what did not go so well and what you learned from that experience. Use words to paint a picture or scene. If you want to be creative, you could imagine how another person perceived a recent event. Anytime you notice something interesting about leadership – perhaps while reading a biography, listening to the news, or watching a good movie – you could comment on those views in your journal. Make a list of quotations you find interesting. What you write about is up to you.

Your journal doesn't need to be formal or fancy. The writing can appear disjointed and rambling. In fact, good journalists encourage rambling. One thought triggers the next. Many journalists find the subject they really want to write about emerges during a ramble.

Again, what's important is that you're using your mind and reflecting on your experiences so you can get more out of them.

Review Your Journal

Go back and re-read what you've written. Your journal is like a time machine that lets you see how you've progressed as a leader, or see how your life has changed even in small ways. Are the big "problems" that concerned you three years ago still bothering you? Probably not. Can you see evidence of your becoming a smarter, more mature leader? Let's hope so. Reviewing a journal is done from a distance. You're looking back in time and have a bird's eye view. In short, journaling works because it helps you learn about yourself and grow in wisdom.

Personal Leadership Journal of Cadet John Curry

10 January 2017 — C/2d Lt
Squadron Meeting. We had 5 prospective cadets tonight. I overheard one kid who is maybe twelve tell his mother something that really made me think. "I wasn't sure about joining CAP," he said, "but I want to be like Lieutenant Curry. He's awesome." I don't remember doing anything special or even having much contact with him, except when I said hello, welcome to CAP, where do you go to school, etc. It sure is nice to hear you've made a good impression on someone. I guess it's easy to forget how much power cadet officers have as role models.

2 July 2017— C/Capt
Field trip to the Air & Space Museum. In my van, there was me and the usual guys (the whole cadet staff) having a great time during the long ride. Traveling in the other van were a bunch of thirteen year old airmen. The two vans were to travel in convoy, but somehow we got separated. Well, when the second van stopped for lunch, Capt Arnold was upset when he realized no cadet staff were on hand to shepherd the cadets and keep them in line, especially since this was the first time many of them were wearing their uniform in public. In retrospect, this was a "duh" moment for me. There were 2 cadet officers and 4 NCOs on this trip. I should have divvied-up the staff between the two vans. I know I'm responsible for all the cadets, but I hadn't thought, "What if the vans get separated?" Next time, I'll try to think about the "what if's" more.

9 September 2017 — C/Capt
Wing Conference. I gave a speech about my experience at the Civic Leadership Academy. I'm a pretty good speaker, but with 100 people in the audience, I was more nervous than usual. About half-way through my talk, I started feeling more comfortable. When the speech ended and I returned to my seat, I felt like I wanted to turn back the clock and get up there and try delivering my speech again. I think the lesson here is "practice makes perfect." If I had practiced the speech more, I would have been more comfortable with my delivery. Next time, I'd like to try practicing my speech in front of the squadron, and get Maj Wright to critique it for me, before I deliver it for real at a big event.

2.10 PERSONAL LEADERSHIP AUDIT

Good leaders take stock in their leadership skills and habits. The following questions can guide you in conducting a personal leadership audit.

How do you see yourself as a leader?

- ❑ Do you see yourself as always being a leader?
- ❑ What aspects of leadership most interest you?
- ❑ How do you approach new leadership situations?
- ❑ What is your leadership style (authoritarian, democratic, laissez faire)?
- ❑ How do you assess your leadership performance?

Where and how did you gain your knowledge of leadership?

- ❑ What are your methods and strategies for learning about leadership?
- ❑ Who has had the most influence on your leadership?
- ❑ What leaders do you most admire?

What skills do you have?

- ❑ What are your leadership strengths and weaknesses?
- ❑ How do you make leadership decisions?
- ❑ What leadership strategies do you use?
- ❑ What do your bosses or peers say about you as a leader?

Are there certain principles that guide you as a leader?

- ❑ What are your core values and beliefs?
- ❑ What are your leadership qualities and characteristics?

In their book, *The Leadership Challenge*, Kouzes and Posner suggest a way to review your past leadership experiences by choosing one experience that you consider to be a "personal best"– a time when you believe you performed at your peak as a leader. Next, ask yourself these questions about that experience:

- ❑ What characterized the situation? Who was involved? Where and when did it take place? Who initiated it?
- ❑ What motivated you to engage in the project? How did you challenge yourself and others?
- ❑ What did you aspire to achieve? How did you build enthusiasm and excitement?
- ❑ How did you involve others? How did you foster collaboration? How did you build trust and respect? How did you build the capacity to excel?
- ❑ What principles and values guided you? How did you set an example? What structures and systems did you apply? How did you progress from one milestone to another?
- ❑ How did you recognize people? How did you celebrate successes?
- ❑ What lessons did you learn about leadership from this experience?

What are your leadership experiences, both positive and negative?

- ❑ Write down five significant leadership experiences in your life; large or small, it doesn't matter. How would you evaluate your leadership performance? Challenge yourself on each item. Was it your own genuine achievement? Did you make a significant contribution? By looking at all your experiences, what strengths form a pattern underlying all the achievements?
- ❑ Think for a moment about a time when you failed or made a mistake in a leadership situation. What caused you to fail? What was your original intention? What resulted from the failure/mistake you didn't like? How did you feel afterwards? Did you take responsibility for it or did you blame someone else?

AIR FORCE TRADITIONS

2.11 UNIFORM INSPECTIONS

When reciting the Cadet Oath, a cadet pledges to "wear my uniform properly." Through regular uniform inspections, leaders motivate cadets to set high standards for themselves. Moreover, inspections are opportunities for leaders to identify which cadets are qualified to serve as role models or instructors, and which cadets need additional instruction or mentoring to help them meet CAP standards. Leaders will find the inspection program's scoring system helpful should they implement the Cadet of the Month Award program in their unit.

Inspection Team

Cadet officers and NCOs should take the lead in conducting cadet uniform inspections.

Frequency

Inspections should be conducted during each weekly squadron meeting.

Guidelines for the Inspection Team

- ❑ Begin by leading by example. Cadet staff should informally spot-check one another's uniform before setting out to inspect others.
- ❑ Review the CAP Uniform Manual. Inspectors must be experts in the wear of the uniform.
- ❑ Conduct the inspection as described in AFMAN 36-2203, *Drill & Ceremonies Manual*, 5.5, available at capmembers.com/drill.
- ❑ Spend about 15 seconds inspecting each cadet.
- ❑ Visually evaluate whether the cadet's appearance meets CAP standards (it is not necessary to use a ruler to check the placement of insignia).
- ❑ Proceed through each of the five evaluation items listed below, one at a time. Tell the cadet what aspects of their uniform look good and what aspects need improvement.

- ❑ Squadrons should use the scorecards below to record the inspection results. Leaders may want to compare inspection results to look for trends in each cadet's performance.
- ❑ Element leaders should spot check cadets prior to inspection and help them correct any errors noted during the inspection. The inspection should be a learning experience.

Evaluation Items

The inspecting officer grades each cadet's performance in 5 categories:

Personal Appearance
Haircut, general cleanliness, cosmetics or shave

Garments
Cleanliness, sizing, press, lint, strings, shirt tuck

Footwear
Shine, boot blousing

Accouterments
Placement of patches and insignia, order of ribbons, alignment of gig line, etc.

Military Bearing
Posture, military courtesy, focus and attitude

Ratings

The inspecting officer uses the three ratings described below in making their evaluations. Ratings are a shorthand for describing each cadet's performance. Moreover, they provide cadets with a goal to aim for and can generate a healthy spirit of competition.

Needs Improvement: *0 points*
Multiple and obvious deficiencies
Appearance suggests cadet may not understand CAP standards
Appearance requires the cadet's and the leader's attention

Satisfactory: *1 point*
Appearance generally meets basic CAP requirements
Minor deficiencies may exist, but are not glaring

Appearance indicates the cadet understands CAP standards
Overall appearance brings credit to self and CAP

Excellent: *2 points*
Deficiencies, if any, are few and very minor
Appearance clearly demonstrates the cadet pays attention to detail
Appearance signals personal pride and confidence
Overall appearance sets a great example for fellow cadets

Overall Rating
In additional to being rated in the five categories described above, cadets also receive an overall rating, which is determined mathematically. Recognizing that Phase I cadets are still learning how to wear the uniform properly, while Phase II, III, and IV cadets should be held to a higher standard, there are two sets of scoring guidelines: one for cadet airmen and one for NCOs and officers.

Overall Rating	Phase I Cadets	Phase II, III & IV Cadets
Excellent	6-10 points	8-10 points
Satisfactory	4-5	5-7
Needs Improvement	0-3	0-4

CADET UNIFORM INSPECTION SCORECARD

CADET:	NEEDS IMPROVEMENT	SATISFACTORY	EXCELLENT
GRADE:			
DATE:			
	0 pts	1 pt	2 pts
PERSONAL APPEARANCE *Haircut, general cleanliness, cosmetics or shave*			
GARMENTS *Cleanliness, sizing, press, lint, strings, shirt tuck*			
ACCOUTERMENTS *Patches, insignia, ribbon order, gig line*			
FOOTWEAR *Shine, boot blousing*			
MILITARY BEARING *Posture, military courtesy, focus and attitude*			
OVERALL RATING	TOTAL PTS:		

NEEDS IMPROVEMENT		SATISFACTORY		EXCELLENT	
Phase I	0-3 pts	Phase I	4-5 pts	Phase I	6-10 pts
Phase II-IV	0-4 pts	Phase II-IV	5-7 pts	Phase II-IV	8-10 pts

NOTES

A version of this scorecard, formatted for letter-size paper, is available at capmembers.com/library

2.12 THE DEMONSTRATION - PERFORMANCE TRAINING METHOD

When teaching someone how to perform a task – how to drill, how to use a compass, how to preflight an airplane – the demonstration-performance method can be your best training tool. One of the strengths of this training method is that you and the cadet / student get immediate feedback. You can see if the cadet knows how to perform the task, and the cadet builds confidence if you're there to tell them whether they are doing it right or not.

Here's how the "demo-perf" works, as applied to drill.

(1) State the movement and explain its purpose.

(2) Perfectly demonstrate how the movement is performed at a normal cadence, twice.

(3) Break the movement into segments. Show the starting position and the finishing position and identify any special rules or standards. Slowly demonstrate the movement one step at a time, by the numbers. Allow cadets to ask questions.

(4) Have cadets try executing the movement on their own, and then as a group, by the numbers. Watch them closely and give them feedback. Ensure everyone understands how to perform the movement properly.

2.13 DRILL MOVEMENTS: TRAINING SEQUENCE

Shown below is a recommended sequence for teaching drill. It begins with in-place movements and moves on to more challenging maneuvers. Each grouping includes a handful of movements that can be taught in 10-15 minutes. For access to a full library of drill resources, see capmembers.com/drill.

Attention
Parade, REST
AT EASE
REST

FALL IN
(Dress, cover, interval, & alignment)
FALL OUT
DISMISSED

Eyes, RIGHT
Ready, FRONT
Dress Right, DRESS
Ready, FRONT

Present, ARMS
Order, ARMS

BY THE NUMBERS
Left, FACE
Right, FACE
About, FACE

Mark Time, MARCH
Flight, HALT
Forward, MARCH

Open Ranks, MARCH
Ready, FRONT
Close Ranks, MARCH

Left Flank, MARCH
Right Flank, MARCH
To the Rear, MARCH

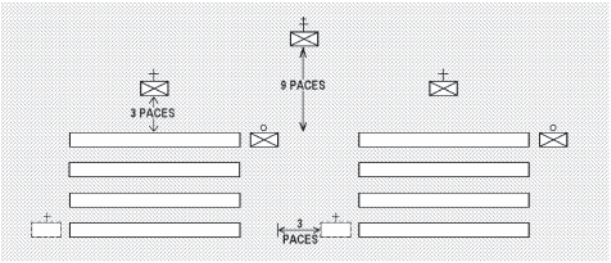
Left Step, MARCH
Right Step, MARCH
Flight, HALT

Column Left, MARCH
Column Right, MARCH

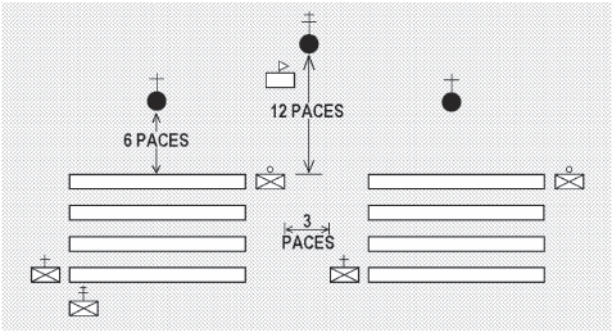
Count Cadence, COUNT
Change Step, MARCH

FRONT & CENTER
RETURN TO RANKS

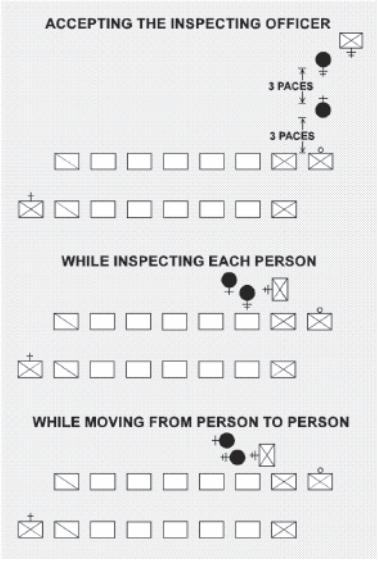
2.14 COMMON FORMATIONS FOR DRILL & CEREMONIES

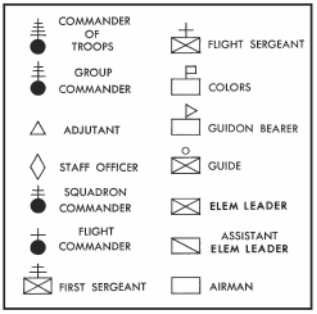


Forming the squadron in line.



Squadron in line





In-ranks inspection

Appendix 1

CADET POSITION DESCRIPTIONS

Position descriptions outline the main duties of a command or staff position. They are a starting point for discussing what responsibilities are most essential in a given job — they are not written in stone and do not pretend to be absolutely comprehensive. Commanders may adjust cadet position descriptions using common sense and good judgment. What is most important is that each cadet knows what is expected of him or her and receives some guidance as they begin their leadership assignment.

CADET ELEMENT LEADER


Drill Symbol

Synopsis

Element leader is the entry-level leadership position on the cadet staff. Their key responsibility is to assist the flight commander and flight sergeant by taking charge of the members of an element (4 or 5 cadets, on average). Although the element leader occupies the lowest rung in the cadet chain of command, their job is incredibly important because they are the first person basic cadets should turn to for guidance.

Immediate Supervisor	**Typical Grades**
Flight Sergeant	C/A1C through C/TSgt

Key Duties

Prepare the Element for Inspection. One of your basic jobs is to make sure your cadets are ready to participate in cadet events. How does that duty relate to inspections? You want your cadets to perform well, so you should spot-check their appearance and help them make any last minute adjustments to their uniform.

Debrief the Element After Inspection. Following the inspection, check to see if any cadets need help improving their uniform. Work with each cadet and make sure they understand what they need to do to meet the uniform standards. And of course, take a positive approach by praising cadets who perform well.

Pass on Information. Take note of your squadron's training schedule. Make sure your cadets know what events are coming up and tell them how to prepare. For example, if you're told that next week will be physical fitness training, remind cadets to bring their PT uniforms. In short, as an element leader, always keep your people informed. Talk with them between meetings through emails and IMs.

Motivate the Element. Attitudes are contagious. Keep a positive attitude and lead by example. Encourage cadets to study before tests. Cheer them on during PT. Congratulate them when they earn promotions. Get to know your cadets well enough so that you can read their

moods. If you notice a cadet is becoming frustrated or discouraged, motivate them and help them get back on track.

Lead in Drill. You'll be called on to fulfill two key responsibilities in drill. First, because you fall-in on the right side of the formation, your cadets will base their alignment off of you. If your alignment is off, you will cause the whole element to be off, too. Second, the flight sergeant may call on you to coach your cadets as they learn new drill movements. This aspect of your job requires you to become an expert in drill and also a patient leader who can help cadets learn drill commands one step at a time.

Answer Questions. Let your cadets know that if they have a question, you are the first person they should turn to for answers.

Keep Your Superiors Informed. Tell your flight sergeant how your cadets are doing. If they need extra time for training, or if they have questions you do not know how to answer, ask your flight sergeant for help. If you notice a major safety issue, or you think one of your cadets is facing a serious problem, let a senior member know right away.

Prepare for the Future: Flight Sergeant

- ❑ Ask your flight sergeant or first sergeant to help you develop a command voice.
- ❑ Study the drill manual to learn what foot each command is called on.
- ❑ Perfect your uniform and military bearing.

CADET FLIGHT SERGEANT


Drill Symbol

Synopsis

The flight sergeant is the direct, hands-on leader who helps the flight commander motivate and train the cadets in a flight. On average, flight sergeants will lead 8 to 15 cadets, including 2 to 4 element leaders. Their main area of concern is the leadership laboratory. Flight sergeants teach in-ranks cadets the basics of cadet life: drill, wear of the uniform, customs and courtesies, and physical fitness. Although flight sergeant is an entry-level leadership position, this cadet needs to be responsible and resourceful enough to take complete charge of the flight in the flight commander's absence.

Immediate Supervisor	**Typical Grades**
Flight Commander	C/SSgt through C/CMSgt

Key Duties

Instruct Cadets in Basic Subjects. Not only do you need to know how to drill, wear the uniform properly, render customs and courtesies, and more, as flight sergeant you need to be able to teach junior cadets how to perform those tasks as well. As an instructor, it's essential that you know what you're talking about, so be sure to review your CAP manuals so you can be certain that what you teach is correct.

Motivate & Discipline the Flight. Your attitude is always on display. Cadets will be influenced by your actions much more than your words, so lead by example. Encourage cadets. Ensure they know what they are doing well, and congratulate them for their accomplishments. Likewise, always be watching for cadets who need extra support in drill, preparing their uniform, etc., and see to it that they receive help. Uphold CAP standards by ensuring your cadets wear their uniform properly, render customs and courtesies, etc. When enforcing standards, be positive but firm.

Serve the Team. A flight is a team. But groups of individuals do not magically become a team; it takes a leader. Cheer on your people. Teach them how to be good cadets. Encourage them to help one

another as you help them. Resist the urge to think too highly of yourself because you are a flight sergeant. Rather, see yourself as the flight's servant, not their boss.

Lead the Flight in Drill & Ceremonies. As flight sergeant, you will be the flight's primary leader in drill and ceremonies. You are responsible for forming the flight, checking their alignment, receiving the report from the element leaders and passing on the report to the first sergeant, and preparing the flight for inspection. Likewise, you will need to develop a good command voice and know what foot to call commands on. Flight sergeants also lead the flight in calling jodies or cadences.

Pass on Information. Keep your flight informed about your squadron's training schedule. Likewise, keep your flight commander informed about the cadets' progress in basic cadet subjects. You'll need to learn discretion – the art of knowing what matters should be brought to your flight commander's attention, and what matters are routine and can be resolved on your own authority.

Take Responsibility for Your Cadets. Know where each of your cadets is at any given time. Talk with your flight commander to obtain a detailed schedule for each squadron meeting or cadet activity. Follow this schedule. Ensure your cadets are at the right place at the right time, with the right equipment in hand, ready to participate.

Also see the cadet element leader position description for other fundamental duties.

Prepare for the Future: First Sergeant

- ❑ Move from basic proficiency in calling commands to mastery in drill; ask an experienced cadet to critique your leadership in drill.
- ❑ Become a better instructor; work on organizing your teaching points into a logical order, and ask a more experienced cadet to critique your presentation style.
- ❑ Hone your mentoring skills. Practice your ability to listen actively. Develop a habit of recognizing cadets for their accomplishments.

CADET FIRST SERGEANT


Drill Symbol

Synopsis

Holding the most prestigious and challenging position available to a cadet NCO, the cadet first sergeant's role is a varied one. The "shirt" is expected to be a master trainer, a great motivator, a fair referee, a just disciplinarian, and an aide-de-camp to the cadet commander.

Immediate Supervisor	**Typical Grades**
Cadet Commander	C/MSgt through C/CMSgt

Key Duties

Lead Cadets in PT. As first sergeant, you will lead cadets in fitness games and drills, and ensure cadets warm-up and cool-down properly. You are expected to be a great motivator during all fitness events.

Lead Cadets in Drill & Ceremonies. You organize all squadron formations and receive the reports from the flight sergeants. Additionally, you supervise and mentor flight sergeants during drill. The testing officer may request your help during the drill portions of leadership tests.

Safeguard CAP Facilities & Property. The cadet commander will rely on you to ensure the headquarters, and any place the cadets visit, is left in good condition. Likewise, you help the supply officer issue temporary equipment and ensure it is properly cared for and returned.

Participate in Inspections. Assist the inspecting officer by taking notes during inspections. Follow-up by working with the flight sergeants to ensure cadets correct deficiencies. Look for trends in the inspection results to determine if cadets need extra training to meet standards.

Keep Cadets Safe. Because you will be working directly with junior cadets, you have a special responsibility to protect their safety and general welfare. This includes ensuring they drink plenty of water, understand the safety rules, keep themselves clean, etc. (This aspect of your job applies mostly during weekend and summer activities.)

Counsel Cadets. Flight sergeants will seek your help in resolving

disputes, correcting inappropriate behavior, and enforcing standards. A visit to the first sergeant is a cadet's last chance to resolve a problem informally, without involving an officer. Listen well and be fair in your dealings with cadets.

Train Cadets in the Basics of Cadet Life. You should be one of the top instructors in the whole squadron, an expert in basic leadership topics. You may be called upon to teach cadets drill, wear of the uniform, and customs and courtesies. Moreover, it is your responsibility to help the element leaders and flight sergeants become good trainers.

Provide Personnel & Administrative Support. You should be a resource for cadets in the personnel arena by helping them request ribbons and awards. Also, keep the commander informed about which cadets are eligible for promotion. The commander will also count on you for general administrative support.

Pass-On Information. As a vital link in the chain of command, you need to promote excellent two-way communication between yourself and the cadet commander. Keep your commander informed of any issues which may develop into significant problems.

Support the Commander. Represent the cadet commander. When passing on their instructions, show cadets that you support the unit's goals. Be flexible and help the commander whenever possible.

For additional perspectives on the cadet first sergeant, see the Wiki at cadetstuff.org.

Prepare for the Future: Flight Commander

- ❑ Study for Mitchell Award exam. Lead by example. Keep progressing rapidly in the Cadet Program.
- ❑ Think about your own performance as a leader. What are your strengths? What are your weaknesses? Lead yourself by taking charge of your own leadership development.
- ❑ Hone your delegation skills. To succeed as first sergeant, you must gain the support of your flight sergeants. As you advance in CAP, delegation skills will become even more vital.

CADET FLIGHT COMMANDER



Drill Symbol

Synopsis

The cadet flight commander leads a flight of 8 to 15 cadets. It is the first cadet position to have significant managerial and oversight responsibilities, as the flight commander supervises and mentors a flight sergeant and 2 to 4 element leaders. Having developed some basic instructional skills, flight commanders are called on to teach almost any cadet-related topic. As commanders, they set goals and develop training plans for the flight, informally counsel cadets and formally evaluate their leadership skills. As officers, flight commanders serve on the squadron's leadership team, working with the cadet commander and other officers to grow the squadron. In short, the flight commander creates the conditions necessary for the flight to succeed.

Immediate Supervisor	**Typical Grades**
Cadet Commander (or Cadet Deputy Commander)	C/2d Lt through C/Capt

Key Duties

Instruct Cadets. While the basic aspects of cadet life – wear of the uniform, drill, saluting, etc. – should be instructed by cadet NCOs, as a flight commander and cadet officer, the squadron needs your teaching experience. You may be called on to teach a variety of cadet-related topics. Continue to develop your teaching and presentation skills.

Motivate and Discipline the Flight. The key to developing positive attitudes is understanding. Ensure everyone in the flight understands the big picture, the reason behind the various aspects of cadet life. Uphold CAP's standards in the leadership laboratory and the Core Values, but work through flight sergeants when possible. Recognize that your status as a role model is even more powerful than your positional authority. Lead by example.

Mentor the Flight Sergeant and Element Leaders. Ensure the flight sergeant and element leaders understand the scope of their responsibilities. Expect them to make mistakes from time to time, and help

them learn from them. You are their coach and mentor; help them develop their leadership skills. Likewise, be on watch for cadets who are ready for new leadership challenges.

Set Goals for the Flight. Take the cadet commander's broad goals and add specificity and detail to them as you set goals for the flight. Identify what skills and subjects cadets need help with and what they need to do to qualify for promotion; help get those needs added to the squadron's training calendar. Depending on how your squadron develops training plans, you may be asked to draft schedules for weekly squadron meetings or special activities. Assist the cadet commander and senior staff in setting mid to long-range goals for the squadron.

Coach and Counsel Cadets. Help cadets develop their potential through informal, on-the-spot coaching. Work through your flight sergeant when possible. Likewise, formally evaluate each cadet's performance using a CAPF 60-90. Assist the cadet commander and senior staff in making promotion decisions. Always be observing cadets.

Drill and Ceremonies. Lead the flight during formations and ceremonies. Supervise and coach the flight sergeant and element leaders as they drill the flight.

Prepare for the Future: Cadet Deputy Cmdr. or Cadet Commander

- ❑ Keep developing your people skills. Pay special attention to how you interact with seniors. Listen well. Explain your ideas logically. Be open to others' ideas. Show that you are willing to cooperate.
- ❑ Be level-headed and show you grasp the big picture and are not easily rattled or frustrated. Maturity and a positive attitude are two critical attributes for cadet officers.
- ❑ Work on delegation. Resist the urge to micromanage your NCOs. Give "mission-type" directions to your NCOs and allow them some flexibility to make the job their own.
- ❑ Take charge of your own leadership development. Review your own leadership performance. Consider using a journal to reflect on what you are learning about leadership.

CADET DEPUTY COMMANDER
or CADET DEPUTY COMMANDER *for* OPERATIONS
or CADET OPERATIONS OFFICER


Drill Symbol

Synopsis

Cadet deputy commander is a challenging position partly because it can be so ambiguous. The deputy is the commander's right hand, but each commander will use their deputy in a different way. There is no universal job description for deputy. Traditionally, the deputy manages cadet operations and acts as commander when the commander is absent, hence, if the unit is to have two deputies (see p. 51), one should be designated the deputy for operations and use this position description as a guide. Additionally, the deputy is usually the cadet next in line to become cadet commander, so this cadet will need to learn the cadet commander's job as well.

Immediate Supervisor
Cadet Commander

Typical Grades
C/Capt through C/Lt Col

Key Duties

Manage Cadet Operations. With the cadet commander focused on the long-term challenges affecting the cadet corps, as deputy you will be called on to manage cadet operations. You are the main focal point for planning cadet activities, drafting training plans, and preparing training schedules for the commander's approval.

Supervise & Mentor Flight Commanders. Your responsibilities in managing cadet operations will have you working closely with the flight commanders. In most large squadrons, the deputy acts as the immediate supervisor and mentor for the flight commanders. Ensure they understand the scope of their responsibilities, and help them grow as leaders.

Monitor Cadet Inspection Programs. Take a high level view of cadet inspections and manage the overall inspection system. What trends are you seeing? What do the trends tell you about the cadets' training needs? How well are the flight commanders preparing their cadets for inspection?

Recommend Duty Assignments. As deputy, you are involved in nearly every aspect of cadet life in a squadron. The cadet commander will therefore call for your perspective when it is time to find the right duty assignment for each cadet. Likewise, the commander will often ask for input on how each cadet staff member is doing. Who needs additional mentoring? Who is doing great? Who are the squadron's up and coming leaders?

Command the Squadron. In the cadet commander's absence, you are responsible for commanding the squadron. At all times, you represent the commander and are presumed to speak on his or her behalf. Respect the special trust placed in you.

Prepare for the Future: Cadet Commander

- ❑ Identify the strengths and weaknesses of the squadron's programs and procedures. Pay attention during debriefings and "lessons learned" discussions after cadet activities so that you can improve the programs next time.
- ❑ Try to be included in the cadet commander's decision-making process. Take note of the wide range of issues and options discussed. You'll need an appreciation for the breadth and depth of the issues cadet commanders encounter.
- ❑ Create (or update) a continuity file for the squadron's major programs. If you become cadet commander, you will be leading those programs and will not have time to re-invent the wheel.
- ❑ Continue developing a good rapport with senior members. If you become cadet commander, you immediate supervisor will be a senior.

CADET COMMANDER


Drill Symbol

Synopsis

Cadet command is the ultimate challenge for a cadet officer. It is an enormous test of leadership skill, especially one's ability to articulate a vision and point all cadets toward meaningful goals. The position stands at the epicenter of the squadron: The cadet commander is the most visible cadet, a role model for the entire cadet corps, and the liaison between the senior staff and the cadet staff. The nature of this position depends on the number of cadet officers and NCOs in the squadron. Therefore, the position description must be flexible. In small squadrons, the cadet commander may need to assume flight commander and even first sergeant duties. In large squadrons, the main task is to direct and coordinate a team of cadet officers and NCOs.

Immediate Supervisor	**Typical Grades**
Squadron Cmdr. or Deputy	C/Capt through C/Col

Key Duties

Set Goals for the Squadron. The vision for the cadet corps must stem from the cadet commander. Use your insight and experience to point the squadron toward exciting and meaningful goals. Survey cadets' interests to learn what activities they desire. Confer with the squadron commander or deputy and propose short range (weekly), mid-range (quarterly), and long range (yearly) goals for the squadron to achieve.

Establish Plans, Policies & Procedures. Keep the squadron focused on its goals by setting short term training objectives for each weekly meeting and special activity. Ensure all cadet activities are well planned and successful. Continually evaluate the effectiveness of the cadet staff's standard operating procedures.

Coordinate Cadet Staff Activities. Build a spirit of teamwork among the cadet staff. Outline basic guidelines for how they will work together. Hone and clarify the various cadet staff position descriptions. Convene and chair cadet staff meetings on a regular basis. Serve as the primary liaison between the senior member and cadet staffs.

Make Personnel Recommendations. Propose cadet duty assignments. Mentor one or more cadets as your potential successor(s). Ensure cadets receive meaningful feedback about their leadership performance through the CAPF 60-90 process. Make promotion recommendations.

Direct the Cadet Corps. Cadet commander is the ultimate position in the cadet corps' hierarchy. Supervise and mentor all cadets, especially cadet officers, while working through the chain of command. Resolve conflicts and disputes. Motivate and discipline cadets, working through the flight commanders. Keep the senior staff informed of any issues that may develop into serious problems, and all issues affecting the general safety and welfare of the cadets.

Promote Excellence. Lead by example and motivate all cadets to live the Core Values and meet or exceed CAP standards concerning the fundamentals of cadet life. Lead the inspection party during squadron-level uniform inspections. Ensure the cadet staff is aware of potential safety hazards and takes steps to keep cadets safe, especially during field activities.

Lead Drill & Ceremonies. Command all squadron-level cadet formations. Assist with cadet promotion and award ceremonies.

Plan for the Future: Senior Membership & Adulthood

- ❑ Keep a journal of your experiences as cadet commander. Use the journal to reflect on your decision-making processes, leadership challenges, and lessons learned.
- ❑ Learn what opportunities are available to adults in CAP. As a longtime CAP member and a leader, CAP needs you to remain active after you outgrow the Cadet Program. Investigate the opportunities for service and continued leadership growth available to senior members.
- ❑ Continue to pursue your personal goals in your education, career aspirations, and life in general. Consider how you can apply what you've learned as a cadet officer to the challenges you face as a young adult.

ADDITIONAL LEADERSHIP OPPORTUNITIES

The cadet staff positions described below are not usually found in most squadrons, but commanders are welcome to assign cadets to them as the situation requires. Some of the positions are entry-level opportunities for cadet airmen and junior NCOs to introduce them to basic responsibilities of team leadership. The positions will be as meaningful as the cadets and the senior staff make them.

CADET DEPUTY COMMANDER *for* SUPPORT *or* MISSION SUPPORT FLIGHT COMMANDER *or* CADET MISSION SUPPORT OFFICER

Previously known as cadet executive officer, this position has been renamed to mirror today's Air Force terminology. The mission support flight commander option should be reserved for very large squadrons or encampments.

Synopsis

The cadet deputy commander for support is the member of the command staff who manages the mission support functions of the cadet corps. The position is usually unnecessary in most squadrons, except the largest and most top-heavy. The position exists with the assumption that the squadron has a handful of cadets managing support functions (ie: supply NCO, administrative NCO, webmaster, etc.) that for span of control reasons require a cadet officer to supervise on behalf of the cadet commander.

Immediate Supervisor	**Typical Grades**
Cadet Commander	C/Capt through C/Lt Col

Key Duties

- ❑ Supervise and coordinate cadet support staff activities.
- ❑ Manage the cadet corps' mission support functions.
- ❑ Develop and/or help maintain websites, newsletters, rosters, calendars, and a cadet supply system.
- ❑ Manage local personnel programs, like uniform inspection records and the cadet of the month program.

CADET LEADERSHIP OFFICER

Synopsis

The cadet leadership officer instructs cadets in leadership topics and leads or supervises leadership activities. The position is usually not needed, except in the largest or most top-heavy squadrons. Because the duties are similar to those of a flight commander, commanders should carefully divide the labor of the two positions to avoid overlap.

Immediate Supervisor	**Typical Grades**
Cadet Commander (varies)	C/2d Lt through C/Lt Col

Key Duties

- ❑ Instruct cadets in leadership topics.
- ❑ Coordinate and oversee local mentoring programs.
- ❑ Support cadet drill and ceremonies training.
- ❑ Mentor the NCO staff.

CADET AEROSPACE OFFICER

Synopsis

The cadet aerospace officer instructs cadets in aerospace topics and leads or supervises aerospace activities. The position is usually not needed, except in the largest or most top-heavy squadrons. Because the duties are similar to those of a flight commander, commanders should carefully divide the labor of the two positions to avoid overlap.

Immediate Supervisor	**Typical Grades**
Cadet Commander (varies)	C/2d Lt through C/Lt Col

- ❑ Instruct cadets in aerospace topics.
- ❑ Lead aerospace-related activities.
- ❑ Coordinate and oversee aerospace tutoring or mentoring.

CADET EMERGENCY SERVICES OFFICER OR NCO

- ❑ Assist the senior staff in training cadets in emergency services.
- ❑ Assist the senior staff in developing emergency services plans.

CADET FINANCE AIRMAN OR NCO

- ❑ Assist the finance officer by collecting and recording payment of squadron dues, if the squadron has a dues program.

CADET PERSONNEL AIRMAN OR NCO

- ❑ Assist the personnel officer by taking attendance.
- ❑ Organize sign-up rosters for special cadet activities.
- ❑ Maintain the squadron bulletin board.

CADET SAFETY OFFICER OR NCO

- ❑ Assist the safety officer in presenting monthly safety briefings.
- ❑ Assist the safety officer in conducting risk management (RM) reviews during special events and when in the field.

CADET SUPPLY AIRMAN OR NCO

- ❑ Assist the supply officer in outfitting cadets with uniforms and equipment.
- ❑ Monitor inventory of chevrons, ribbons, and other items in the "squadron BX," (base exchange or supply box) if one is maintained.

CADET WEB MAINTENANCE AIRMAN OR NCO

- ❑ Assist the senior staff in maintaining the unit website.
- ❑ Assist cadets in accessing E-Services.
- ❑ Provide technical support to seniors and cadets.

Appendix 2

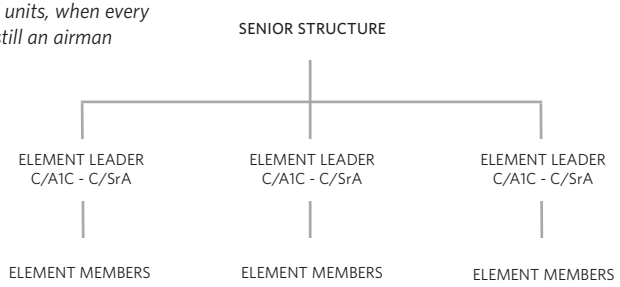
CADET ORGANIZATIONAL CHARTS

If units provide tailor–made challenges for ranking cadets, each unit is apt to have a unique organizational structure. There is no one-size-fits-all solution or standard organizational chart for a cadet unit. Further, squadrons are not required to staff every possible position. Each squadron should choose an organizational structure that is appropriate for its mix of cadets.

Shown below are a handful of organizational charts. Each is designed for a specific type of squadron – big or small, top-heavy or bottom-heavy. These charts are intended as starting points for designing a cadet staff structure. Commanders are free to adjust the suggested organizational charts as necessary.

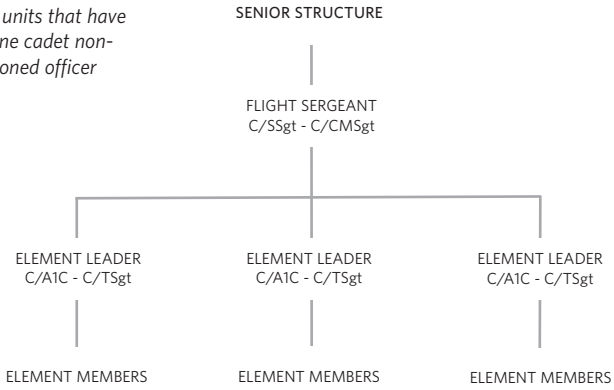
SMALL, BOTTOM-HEAVY SQUADRONS, ALL AIRMEN

For small units, when every cadet is still an airman



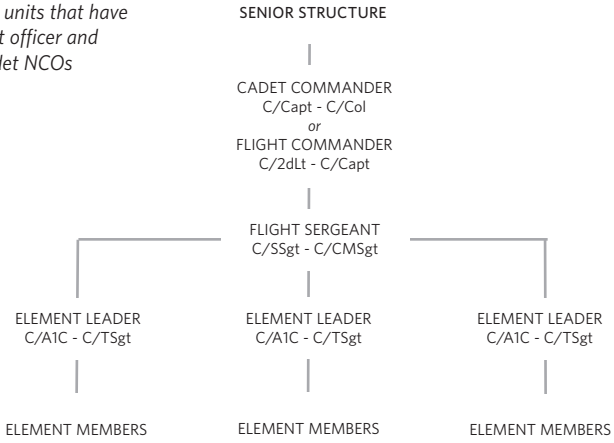
SMALL, BOTTOM-HEAVY SQUADRONS, WITH A NCO

For small units that have at least one cadet non-commissioned officer



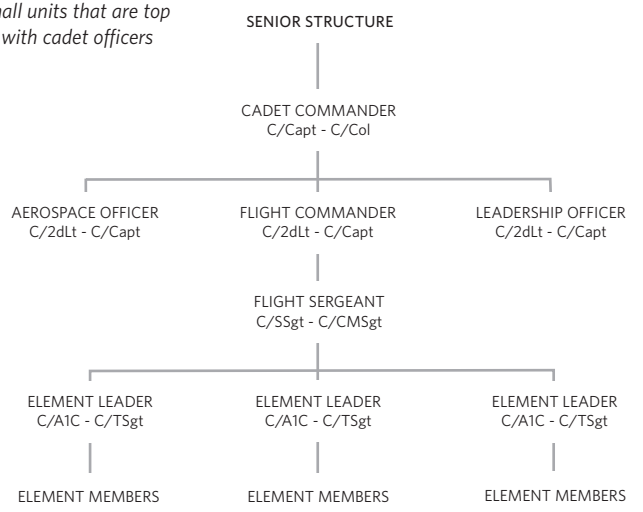
SMALL SQUADRONS WITH NCOs & ONE OFFICER

For small units that have one cadet officer and some cadet NCOs



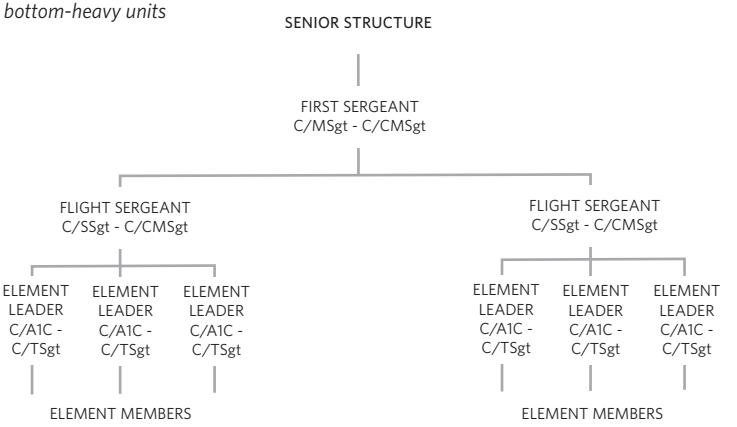
SMALL SQUADRONS WITH NCOs & A FEW OFFICERS

For small units that are top heavy with cadet officers

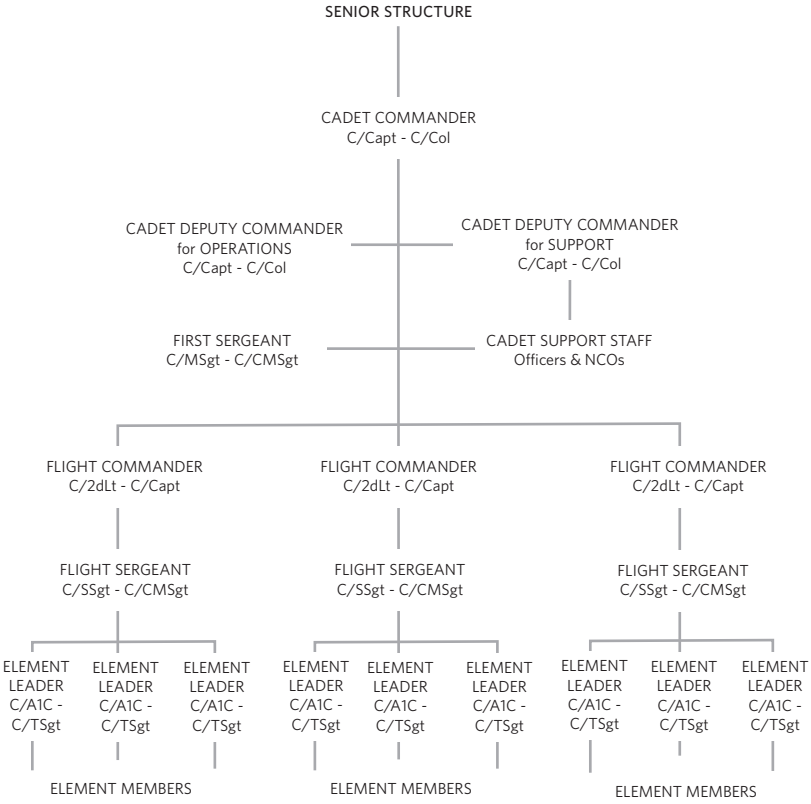


LARGE, BOTTOM HEAVY SQUADRONS

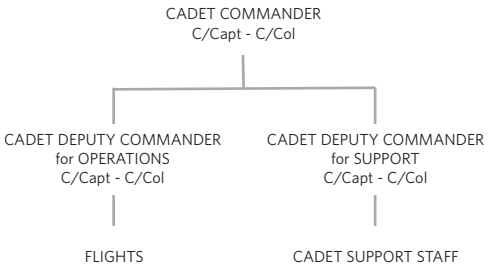
For large but bottom-heavy units



LARGE SQUADRONS WITH SEVERAL NCOs & OFFICERS



OPTIONAL ORGANIZATION
of **CADET COMMAND STAFF**



CAPP 60-31 November 2016



Cadets learn to lead by leading. Service on cadet staff offers cadets a tremendous opportunity to develop their leadership skills. This handbook is a resource for cadets and the senior members who supervise and mentor them.

What is the role of the cadet staff? How do senior members manage the staff program? This handbook answers those questions and more. It discusses how to design a cadet staff, select cadets for staff service, and make staff service a learning experience.

It also includes practical tools for cadets. There are detailed descriptions for the major cadet staff positions, resources for conducting uniform inspections, tips for planning squadron meetings, and more.

CIVIL AIR PATROL Cadet Programs
capmembers.com/cadets