



TRAINING LEADERS *of* CADETS

A curriculum for the adults who lead CAP cadets

PROGRAM GUIDE & COURSE DIRECTOR'S HANDBOOK

October 2021



Basic
Intermediate &
Advanced
Courses

TRAINING LEADERS OF CADETS

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

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

Preface to the 2021 Edition

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

The 2021 edition has been updated to reflect the various programmatic and regulatory changes that have occurred since the last revision in 2018. The course has been kept as a 1-day course, with additional web modules to be completed beforehand.

Objectives for this Revision of TLC

1. Update to reflect recent changes in the Cadet Program.
2. Create standards of practice for conducting TLC in a virtual environment

Program Goals

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

1 TLC Basic Course

Format: 7.25 hours of discussion-based learning in-residence, with three short web modules

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

Target Audience:

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

2 TLC Intermediate Course

Format: 6.5 hours of discussion-based learning in-residence, with three short web modules

Outcome: Cadet Programs Officers prepared to *lead* a squadron's Cadet Program

Target Audience:

- Adult volunteers preparing themselves for service as a squadron commander or deputy commander for cadets
- Veteran CP officers seeking refresher training
- Graduates of the TLC Basic Course

3 TLC Advanced Course

Format: 7.5 hours of discussion-based learning and briefings delivered via NHQ-hosted program

Outcome: Cadet Programs Officers prepared to *administer* a wing Cadet Program

Target Audience:

- Adult volunteers appointed as Region or Wing DCPs

Implementation Guidelines for TLC Directors

Operating Standards

Educational Setting. To help expose students to diverse leadership practices and success stories, TLC is conducted at the group level or higher. It is not to be conducted where all participants come from a single squadron, as group discussion and the sharing of new ideas is an essential part of the course. The optimal setting for this course is an in-person class. This is the environment most conducive to open discussion, which is a cornerstone of this course.

Virtual Learning. TLC courses may be held using a virtual format such as Microsoft Teams or Zoom. Special requirements for this type of learning do apply; please see the Virtual Learning section on page 5.

OPR. The group or wing director of cadet programs is the officer of primary responsibility for the TLC Basic and Intermediate courses. DCPs are responsible for ensuring that TLC Basic and Intermediate are each offered annually in each wing.

Course Leadership. Within the wing where the course will be held, a group commander or higher shall select the course director, who should be a master-rated senior member possessing considerable Cadet Programs experience. The instructional staff should also possess master ratings in Cadet Programs.

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

Lesson Plans: Encourage presenters to stick to the lesson plans as much as possible. Ad-libbing is fine, but all the key important pieces need to be covered. Adding in extra information will typically mean that you run out of time to complete the whole lesson. Going completely off book usually ensures that you miss important information.

Evaluations. At the conclusion of TLC, each student completes a Course Evaluation that measures performance in two areas: overall student satisfaction with the course and fulfillment of the learning objectives. The TLC staff should request the Course Evaluations from NHQ and review them to help improve the course for next time. Course Evaluations are conducted digitally at the end of each course. Please ensure all participants complete the evaluation before departing for the day. The link is in the Conclusion portion of each class.

Further, course directors and instructors are asked to complete the TLC leadership evaluation.

Graduation Requirements. To graduate, students must complete the course's online modules and actively participate in at least 80% of the course, as determined by the Course Director. A participant may serve in a dual capacity as both a student and staff member. In order for a staff member to receive credit for the course they must be present and engaged in at least 80% (see *Instructors* section).

Reporting Requirements. The Course Director should send to Membership Services at National Headquarters a completed CAPF 11 listing the graduates' names and CAPIDs. Please ensure the CAPIDs are 100% correct, otherwise credit may be assigned to the wrong person. If the course had any paper evaluations (online is preferred), attach those as well. (Email: Lmmeforms@capnhq.gov. Fax: 334-953-4262)

Class Size. The recommended class size for an in-person course is 8 to 20 students. With too few students, group discussions are stale; with more than 20 students, group discussions are impractical. The ideal is about 15 students. Please see the Virtual Learning Section below. for virtual class sizes.

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

Virtual Learning

In order to preserve the integrity of the course, and the open environment conducive to engaging discussions, certain guidelines must be followed.

Learning Platform. Course Directors must select a platform that is conducive to conversations amongst multiple people, where there is a text chat feature enabled and video conferencing. Acceptable platforms include Microsoft Teams, Zoom and the like. Teams is preferred.

Platform Features. At the beginning of the class (during the housekeeping section) be sure to explain how to use the features of the platform (like raising your hand, etc.) and how you'd like them to be used in this session.

Class Size. A virtual class shall be no larger than 15 students. Anything larger than this impedes the ability for discussion, which is central to this course.

Breakout Rooms: Utilizing breakout rooms is a great way to encourage meaningful discussions virtually and to ensure that everyone has the opportunity to participate and discuss. Since moving to and from breakout rooms takes some time, its best to utilize these for exercises that will take at least 15 minutes. Its optimal to keep breakout rooms to a group of 4-6 participants, for maximum participation. Pre-assign participants to a breakout room for times sake. Ensure someone is assigned as timekeeper for each room.

Participation. Course Directors and instructors must ensure students are participating in the course (and have not wandered away from their computer to do other tasks). This can be accomplished though many avenues. Examples: participants on video throughout the course (or when speaking), participants regularly engaging in conversation via the chat. It may be good for instructors to have a printout of the class list and to periodically call on students who haven't said much. In this environment its usually the most outgoing students who get to speak. Be sure to include the quieter folks. The use of the "Hand-raising" feature is also useful. Participants should be in a space where they can focus on the class, not, for example, driving.

Background Noise: Ask participants to keep themselves on mute unless they are speaking, to help eliminate background noise. Remind presenters to set up in a quiet area and have their cell phone or, say, the cuckoo clock that goes off every half hour, silenced.

Screen Sharing: Ensure presenters know how to share their screen and have made the slides large enough so that it fills the entirety of the screen. In some cases, it might be advantageous to have one person monitoring the slides while another presents. This will require some planning and practice ahead of time.

Lesson Plans: Encourage presenters to print out the lesson plans, as it is difficult to jump between slides and the lesson plan on the same computer. If presenters teach only using the slides, a lot of important, key information will be missed. Slides are meant as a visual for the students, not as cues for the instructors.

Chat Box. It is often difficult to teach and monitor the chat box, therefore it is ideal to have another leader monitoring the chat and then interjecting when appropriate to let the presenter know there is a question or area of confusion.

Timing. Remaining on schedule is crucial in a virtual environment. Sessions must end on time, so be sure to give reminders periodically to instructors. It might be advantageous for the instructor to start a countdown on their phone or make time notations on the lesson plan to stay on track. Ensure you have a timekeeper in each breakout room so the group returns on time. After breaks, start promptly at the given time. You do not have the luxury of waiting extra time for people who are late returning. Do not be tempted to make up time by eliminating breaks.

Breaks. It is extremely difficult to be on a virtual call for 8 hours without appropriate breaks. During the pandemic much research has been done to confirm that, in a virtual setting, sufficient breaks are necessary so the brain can recoup and continue to focus. The tendency to skip or shorten afternoon breaks to “power through” is well meaning but is counterproductive in the virtual setting. Please ensure that you are giving sufficient breaks in the afternoon so that participants are able to absorb the information you are teaching. See the sample schedules for guidance.

Practice: It’s a good idea to meet with all your instructors ahead of time to ensure the class will go smoothly. For best results:

- Ensure everyone knows how to get to the classroom and move into the breakout rooms. Physically go through the motions.
- Discuss who will be managing the slides for each presentation. Will each instructor manage their own slides, or will someone else do that while they are presenting?
 - Do they have the necessary files?
- Physically go through the motions of screen sharing.
- Determine who will monitor the chat and hand raising for each session.

Tech Check: Similarly, it’s a good idea to have a time set aside the day before for students to drop in and ensure their technology is working and they can get into the classroom.

Instructor Communication: It’s difficult to communicate with the other instructors while on the call, as everyone will see the chat messages. It’s beneficial to set up a group text message on your phone for the day of the class to have an avenue for side communication.

National Headquarters Support

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

Instructors

Instructor Requirements

When choosing your instructors, it's important to choose individuals who are apt at teaching: who are engaging, knowledgeable and can follow a lesson plan to stay within the time constraints. Be mindful of the platform that will be used for the course. Instructing a virtual class requires a different set of skills than an in-person classroom.

Whenever possible, instructors should be master-rated and have graduated from the TLC course they are planning to instruct.

Lesson Plans

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

Each instructor must carefully review their lesson plan(s) in advance, annotate them with speaking notes, get a feel for how one teaching point connects with the next.

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

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

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

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

Course Credit

For instructors to gain credit for the course, they must complete the online modules and be present and engaged with 80% of the course. Active participation in discussions should be dominated by the students, but instructors should be present, engaged and listening to the discussion.

Sample E-Mail to Instructors

Once you have chosen your instructors, its optimal to send an e-mail detailing the expectations and logistical information about the course. **Specific information for virtual courses is in grey.**

Sample e-mail:

Greetings!

Thank you for volunteering your time to be an instructor for Training Leaders of Cadets – Basic Course. We have a great opportunity to lay a solid regulation-based foundation for Senior Members that interact with cadets in our wing.

I have attached a schedule with your assigned topics. Please let me know if you have a time conflict.

Lesson Plans

*It is imperative that you review the lesson plans for your topics ahead of time, regardless of experience. Please follow the guidelines of the lesson plan to ensure all the pertinent information is covered in the time allotted. Plan to use the lesson plans as teaching guide and print them out ahead of time. **It's very difficult to manage both the slides and the lesson plan on the same computer, while presenting.** The slides have been prepared as visual aids for the students, not cue cards for the instructors. If you plan on teaching only to the slides, you will miss important information.*

It would also be advantageous to browse the overall course outline to where your subject fits in to course.

The lesson plans can be found at gocivilairpatrol.gov/TLC.

Course Credit

For instructors to gain credit for the course, you must complete the online modules and be present and engaged with 80% of the course. Active participation in discussions should be dominated by the students, but instructors should be present, engaged and listening to the discussion. If you do not desire credit for this course, you are welcome to just teach your class and then depart. Required online modules can be found at gocivilairpatrol.gov/TLC.

Materials

If you require any materials for teaching, please let me know. A projector, white board and markers will be available.

Day Of

On the day of the class, you should bring a bagged lunch. The uniform of the day will be CAP polo shirts.

Virtual Instruction

Instructing online can be somewhat different than instructing in the classroom. It is important to have a plan so that everything runs smoothly.

A few things to remember:

- *Plan to be on camera while instructing to better engage the audience*
- *Be sure to select a quiet area, free from distractions, with a suitable internet connection*
- *Timing is key in a virtual environment. Come up with a plan to ensure you stay within the allotted time. A preferred method is to make time notations on your lesson plan to ensure you are keeping pace.*

We will meet on Sept 1 at 8:00 pm CST to practice and ensure our technology is working correctly and that we have all the details worked out. Please take some time prior to this date to print and review your lesson plan and think about what support you would like while teaching (someone managing the slides, monitoring the chat, etc.).

Please reach out with any questions or concerns as you prepare for our course. I look forward to working with you.

Suggested Planning Timeline

	90 Days Prior	60 Days Prior	30 Days Prior	7 Days Prior	Day of Course	7 Days After
Wing DCP or CC	Select director				Visit course, assist with graduation if feasible	Request Course Evaluations for review Thank director
Course Director	Select dates & venue; begin coordinating with host facility Publicize course Begin search for instructors	Finalize & brief instructors Begin registering students Continue publicizing course	Ensure A/V equipment is available Develop schedule Continue publicizing course	Final coordination with instructors & students Confirm all needed equipment is available Print student handouts Virtual Class: Meet with instructors for run-through; Conduct Tech-Check with participants	Arrive early to set-up facility & greet participants Conduct course	Review Course Evaluations Send completed CAPF 11 to NHQ Thank instructors and offer constructive feedback
Instructors				Review lesson plan	Arrive at least 30 min before class	Review Course Evaluations
Students	Register for TLC at least 30 days prior to course. Course confirmation e-mail encourages them to complete online modules			Complete online modules	Arrive ready to learn and share ideas	Apply learning

Communicating with Participants

Once participants have registered for a class, its optimal to send a confirmation e-mail right away with the class title, dates/times (with a time zone, especially if virtual), and links to the required online modules.

Sample e-mail:

Greetings!

You have registered for Training Leaders of Cadets – Basic Course. The course will begin promptly at 8:00 EST and run through 4:30, including a 30 minute lunch break. If you cannot make this class, please let us know ASAP so we can pass your spot on to another student.

Prior to the course, you will need to complete three web modules, which will be completed in eServices. You can access those here: gocivilairpatrol.com/TLC. Each module is about 30 minutes in length.

On the day of the class, you should bring note taking material, a packed lunch and, if possible, a device to access the internet (laptop, phone, tablet). Throughout the course we will be accessing eServices as well as some online manuals and regulations, including the CAPP60-11, and Cadet Staff Handbook. Snacks and coffee will be provided.

The uniform of the day is: Polo Shirts

You will receive more information about the course and a detailed schedule a few days prior.

Thank you for registering and we look forward to seeing you!

A follow up e-mail should be sent at least 3-7 days prior to the course that includes a schedule and student packet (if you want them to print it for the virtual course) and of course, reminding them about the online modules.

Equipment List (in person classes)

- Classroom with desks or tables for each student
- Whiteboard, blackboard, or easel with butcher paper
- Dry erase markers, chalk, etc.
- Computer, LCD projector, extension cord, and screen
- Wi-fi for participants to access the web throughout the day
- CAPF 11 for reporting graduation credit
- Lesson plans (each instructor should download and print their own from gocivilairpatrol.com/TLC)
- Student Packet (download and print from gocivilairpatrol.com/TLC)
- Additional Student Handouts, including answer keys, for lessons requiring them.
- Completed graduation certificates (create using fillable PDF at gocivilairpatrol.com/TLC)
- Copies of all available cadet textbooks and activity guides
- Coffee, snacks, sodas, napkins, and the like (optional)

Course Outlines & Sample Schedules

TLC Basic Course Outline

Z.1 Welcome

20 min

Key Question: What is this course deigned to deliver?

Activity: Icebreaker aimed at helping to remove the inhibitions that will thwart productive discussion.

- Describe the learning outcomes for the course
- Engage comfortably with other participants

Block 1 Introduction to the Cadet Program

1.1 Elements, Traits, & Outcomes

40 min

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

Activity: Group discussions and a “walk-and-write” on Program Elements

- Give basic demographic facts about the cadet corps
- Identify the Cadet Program’s mission and vision
- Describe the four program elements and explain the outcome of each
- Discuss the “look and feel” of cadet life, in regard to the five key traits
- Identify the #1 challenge facing the Cadet Program

1.2 Cadet Advancement

WEB MODULE

1.3 Review: Cadet Advancement

15 min

Key Question: How does the cadet move though the Cadet Program?

Activity: Web module completed before arrival, followed by Question & Answers session and an exercise about cadet promotions

- Understand cadet promotion requirements
- Understand how to utilize the Cadet Super Chart

Block 2 Cadet Program Leaders

2.1 Cadet Programs Officers

55 min

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

Activity: Group discussion, combined with a research and brief exchange where students reference the detailed CP Officer position descriptions available in the CAPP 60-11 Cadet Program Officer Handbook, Part 5

- Describe the key duties and best practices of the unit-level Cadet Programs Officers

2.2 Service Learning

85 min

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

Activity: Group discussion, review example to identify steps in the service learning process, and cadet staff design project with oral defense

- Summarize the concept of service learning and discuss some of its foundational principles
- Identify staff positions cadets hold in a squadron
- Summarize the duties of each cadet staff position
- Discuss the value in aligning academics, grade, and position when designing a cadet staff
- Discuss practical considerations in establishing a cadet staff, including application process, interviews, in- and out-briefs, and term limits

2.3 Progressive Discipline

WEB MODULE

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

- Discuss the idea that discipline is a character-building tool
- Describe how to use Transformational Leadership when delivering a disciplinary intervention
- Describe the continuum of disciplinary interventions in CAP
- Give examples of possible options for soft, medium, heavy, and final interventions
- Identify instances of disciplinary interventions when parents must be informed

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?

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

3.2 Squadron Meetings

60 min

Key Question: What are the hallmarks of great squadron meetings?

Activity: Group discussions and an activity where students use the Squadron Weekly Meeting Planner to draft a meeting schedule.

- Identify key principles affecting a weekly meeting's success
- Identify the minimum monthly instructional requirements, per CAPR 60-1, 4.3
- Describe the components of the 5-part suggested meeting schedule
- Discuss practical ways to coordinate meeting schedules
- Discuss practical ways to prepare cadet instructors using a "check ride" system

3.3 Cadet Activities I

60 min

Key Question: How can cadets continue to build skills and have fun outside the weekly squadron meetings?

Activity: Group discussions and an exercise on how to properly complete a CAPF 160.

- Discuss CAP's expectations about the frequency of squadron-sponsored weekend activities
- Describe several possible activities squadrons could host as weekend events
- Describe the main wing-level weekend activities available in your state
- Discuss the flying program's importance, its educational goals, funding, and local administrative procedures
- Identify basic activity management rules regarding activity authorization and publicity

3.4 Compliance & Quality

60 min

Key Question: How can we be sure our squadron is on track?

Activity: Group discussions, Key practices discussion, guided tour of the Commander's Dashboard, and an exercise where students figure their unit's QCUA status.

- Describe what compliance measures can say about a squadron's health.
- Describe the key compliance processes in a local cadet program.
- Describe ways that peer support efforts can help keep a squadron on track.
- Describe self-assessment tools available to monitor squadron performance.
- Discuss the importance of SMART goals in tracking a squadron's performance.
- Describe the purpose of the QCUA program.
- Describe how the Commander's Dashboard can be used to monitor unit performance.
- Demonstrate a working knowledge of the QCUA program by analyzing unit data and creating "smart" goals leading to QCUA attainment.

3.5 Continuing Education

15 min

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

Activity: Group discussion and "show and tell" using National website

- Identify several resources available for continuing education as a Cadet Programs Officer.
- Identify where each continuing education resource is located.
- Summarize the potential each resource has for continuing education.

2.2 Conclusion

5 min

Key Question: How did you feel about the content and delivery of this course?

Activity: Course Evaluation

- Completion of the Course Evaluation

Suggested Schedule - TLC Basic

	Duration	Time Slot	Instructor
Z.1 Welcome	0:20	0900-0920	
1.1 Elements, Traits & Outcomes	0:40	0920-1000	
2.1 Cadet Programs Officers	0:55	1000 - 1055	
Break	0:10	1055-1105	
3.2 Squadron Meetings	1:00	1105-1205	
1.3 Review: Cadet Advancement	0:15	1205-1220	
Lunch	0:30	1220-1250	
2.2 Service Learning	1:25	1250-1415	
Break	0:05	1415-1420	
3.4 Compliance & Quality	1:00	1420-1520	
Break	0:05	1520-1525	
3.3 Cadet Activities I	1:10	1525-1635	
3.5 Continuing Education	0:15	1635-1650	
Z.2 Conclusion	0:15	1650-1705	
Depart		1705	

TLC Intermediate Course Outline

Z.1 Welcome

20 min

Key Question: What is this course deigned to deliver?

Activity: Icebreaker aimed at helping to remove the inhibitions that will thwart productive discussion.

- Describe the learning outcomes for the course
- Engage comfortably with other participants

Block 1 Cadets as Learners

1.1 Special Needs Cadets

40 min

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

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

- Explain CAP's non-discrimination policy in your own words.
- Discuss the goal of maximum inclusion.
- Discuss the goal of a least restrictive environment.
- Discuss the concept of a reasonable accommodation.
- Describe four key starting points to consider when trying to identify possible accommodations.

Block 2 Positive Leadership

2.1 Transformational Leadership of Cadets

65 min

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

Activity: Activity to recall leadership role models in our lives, group discussions, followed by a group exercise using a case study/scenario

- Explain why task accomplishment is of secondary importance in the unusual environment of a youth program
- Discuss what the 4I's of transformational leadership would look like in a senior/cadet relationship
- Describe strategies for using transformational leadership when cadets are initiating a project, making mid-stream adjustments, and concluding a project
- Compare and contrast the transactional leadership and Laissez Faire with transformational leadership

2.2 Feedback & Mentoring

60 min

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

Activity: Group discussion, followed by an activity where given realistic scenarios affecting cadets, participants will complete CAPF 60-90 leadership feedback forms and role-play a feedback meeting.

- Describe the importance of feedback in cadet personal development.
- Describe the Johari Window and explain why its blind spots are relevant to young leaders
- Describe the basic principles of informal feedback
- Describe basic concepts that should govern feedback meetings

2.3 Progressive Discipline

70 min

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

Activity: Group discussion, followed by an activity where given various scenarios of cadet misconduct, the student identifies what lessons the offending cadet needs to learn and the student proposes consequences / solutions for each scenario

- Discuss the idea that discipline is a character-building tool
- Describe how to use Transformational Leadership when delivering a disciplinary intervention
- Describe the continuum of disciplinary interventions in CAP
- Give examples of possible options for soft, medium, heavy, and final interventions
- Identify instances of disciplinary interventions when parents must be informed

2.4 Partnering with Parents

60 min

Key Question: How can we develop partnerships with parents?

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

- Defend the notion that parental involvement benefits the parents, cadets, staff, and CAP as a whole.
- Defend the notion that proactive communication creates a positive rapport and reservoir of trust between seniors and parents.
- Explain how the parental and youth chains of command exist in parallel and are complementary.
- Describe practical ways to mitigate young seniors' difficulties in interacting with parents.
- Discuss practical methods for communicating effectively with parents and developing a positive relationship with them.
- Discuss practical methods for delivering difficult news to parents and maintaining positive relationships with them in the process.

Block 3 Program Elements and Activities

3.1 Tour of the Cadet Curriculum

WEB MODULE

Key Question: What resources are available to help you deliver a quality Cadet Program?

3.2 Cadet Activities II

45 min

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

Activity: Participant voting for further in-depth discussion

- Name several special activities to demonstrate familiarity with the breadth of opportunity available to cadets at the wing and national levels
- Recall basic information about the flying opportunities available to our cadets
- Recall basic information about the opportunities within CadetInvest

Suggested Schedule - TLC Intermediate			
	Duration	Time Slot	Instructor
Z.1 Welcome	0:20	1000 - 1020 CST	
2.1 Transformational Leadership	1:10	1020 - 1130 CST	
Break	0:10	1130 - 1140 CST	
2.2 Feedback & Mentoring	1:00	1140 - 1240 CST	
Break	0:05	1240 - 1245 CST	
4.1 Cadet Activities II	0:45	1245 - 1330 CST	
Lunch	0:30	1330 - 1400 CST	
2.3 Progressive Discipline	1:10	1400 - 1510 CST	
1.1 Accommodations & Special Needs	0:40	1510 - 1550 CST	
Break	0:10	15:50 - 16:00 CST	
2.4 Partnering With Parents	1:00	1600 - 1700 CST	
Z.2 Conclusion	0:15	1700 - 1715 CST	
Depart		1715 CST	

TLC Advanced Course Outline

The TLC Advanced Course is delivered only by NHQ. The course is only applicable for those administrating wing-level Cadet Programs. Participation will be limited, and DCPs will receive priority seating. The TLC Advanced Course is not a requirement for any level in the Cadet Programs Specialty Track.

Z.1 Welcome & Introductions

Key Question: What is this course deigned to deliver?

1 The Director of Cadet Programs

Key Question: What are the habits of successful DCPs?

2 NHQ Support Programs

Key Question: What resources does NHQ make available, and how can you obtain and maximize them?

3 Supporting the Squadrons

Key Question: How should DCPs support squadrons?

4 Special Topics for Our Community of Practice

Key Question: How do we approach the specific topics and current trends in our wings?

5 Cadet Activities III

Key Question: What activities are implemented at the wing level? What are the recommended best practices for execution?

Z.2 Conclusion

Key Question: How did you feel about the content and delivery of this course?

Frequently Asked Questions

1. Can my squadron conduct TLC on its own?

No. To expose students to diverse leadership practices and success stories from different squadrons, TLC is sponsored by the group or wing, although a squadron may act as the local host.

2. May cadets attend TLC?

No. To foster a learning environment that encourages open discussion among adults who lead cadets, only senior members may attend TLC.

3. Are there any pre-requisites for students?

Seniors should complete Level I prior to attending TLC. TLC Basic & Intermediate have online modules associated with them, which should be completed before the in-person class. While it is encouraged, it is not necessary for students to attend TLC Basic prior to attending TLC Intermediate.

4. May TLC be conducted over a single weekend?

A best practice would be for participants to take some time and gain some experience after taking TLC Basic before enrolling in TLC Intermediate. Remember TLC will need to be refreshed every 4 years, so it is best to space them out. However, this is not a requirement and TLC program may be conducted during a single weekend (Basic Course on Saturday, Intermediate Course on Sunday).

5. How are course materials obtained?

Course materials are available exclusively online. All printing needs are the responsibility of the sponsoring organization or the individual participants.

6. What if I have questions about TLC or suggestions on how to improve the course?

Feedback is most welcome. Please e-mail your questions and suggestions to cadets@capnhq.gov.