

[INTERIM] PROGRAM GUIDANCE for

REGION CADET LEADERSHIP SCHOOLS

CAP NHQ Cadet Programs
October 2011

Since RCLS / COS became a pre-requisite for the Eaker Award in 1998, participation in the RCLS program has exploded. However, CAP has lacked meaningful guidance on what the goals of the RCLS curriculum are. To remedy that situation, this interim program guidance is offered.

INTRODUCTION

Program Goal: To develop in cadets the Phase III leadership skills (indirect leadership) outlined in the cadet regulation's Leadership Expectations (ref: CAPR 52-16, chapter 2).

Eligibility: Because RCLS addresses skills relating to indirect leadership and company-grade cadet officer topics, participating cadets need to be cadet officers or cadets on the cusp of officership. Therefore, students attending RCLS should have completed an encampment and hold the grade of C/MSgt or higher.

Duration: Schools must offer at least 24 hours of instruction. Under this model, a RCLS could be conducted over a 3-day weekend or over two weekends. If local conditions allow, schools may offer a full week of instruction.

Authorization: Regions are authorized to conduct one or more RCLS annually. Wings may host schools, if approved by the Region.

Flexibility: Regions are asked to follow this interim program guidance as best as they can. However, regions retain flexibility to modify their programs in response to local needs. Follow the spirit of this guidance, if not the letter.

Funding: NHQ typically provides \$1,000 to each region in support of their RCLS. To request funds, region DCPs should contact Steven Trupp at NHQ (strupp@capnhq.gov) and provide an activity plan or schedule showing that the RCLS will be following the guidelines set forth below. If a region hosts more than one RCLS, the NHQ funding remains the same and the region decides how it will divide those funds between its schools. Submit funding requests by 1 May annually; after that date, NHQ may release the funds to other cadet-related programs. Funds must be spent by 30 September. Funding availability is subject to change due to budget demands.

Lesson Plans: This interim guidance includes suggested lesson outlines, but does not include the detailed, recipe-like lesson plans found in other cadet-related products. The outlines basically follow what is found in the suggested readings. Obviously, this shortcoming will require extra effort from the instructors as they prepare their lessons.

Readings: Readings are available online and can reproduced locally, with the cost offset by NHQ funding (above). For 2011, NHQ will make *Learn to Lead* texts available to RCLSs at cost, as few students are apt to have those new textbooks.

Graduation Requirements. As with other activities, cadets must satisfactorily complete at least 80% of the program to graduate, as judged by the activity director.

Reporting Requirements. Activity directors submit graduation rosters in Word or Excel to Sharon Jackson at NHQ (sjackson@capnhq.gov).

CURRICULUM OUTLINE

1.	Officership & Character	5 hrs	4.	Critical & Creative Thinking	4 hrs
1.1	Leading for Core Values		4.1	Principles of Critical Thinking	
1.2	Leadership in Safety		4.2	Leadership & Creativity	
1.3	Officership & Professional Standards		4.3	Project Management	
1.4	Cadet Staff Roles & Responsibilities		5.	Leadership Theory	3 hrs
1.5	Drug Demand Reduction		5.1	Servant Leadership	
2.	Communication Skills	3 hrs	5.2	Situational Leadership	
2.1	Effective Writing		5.3	Leading Indirectly Through Delegation	
2.2	Public Speaking Fundamentals		6.	Electives	hours vary
2.3	Exercise: The Briefing			At discretion of activity director	
3.	Interpersonal Relations	5 hrs	7.	Administrative / Non-Academic	1.5 hrs
3.1	Mentoring		7.1	Welcome Briefing	
3.2	Coaching		7.2	Course Critiques	
3.3	Supervision & Discipline		7.3	Graduation	
3.4	Myers-Briggs Type Indicator				
3.5	Conducting Leadership Feedback				

A Note About the Reading Selections. Many of the lessons make use of the volumes 1 and 2 of the new *Learn to Lead* text, which is intended for cadet NCOs. At first glance, it seems odd that a school focusing on officership would include so many readings geared primarily for NCOs. Why the dichotomy? We're including *Learn to Lead* in this interim RCLS curriculum for three reasons. First, the cadet officers' *Learn to Lead* texts (volumes 3 and 4) are not yet ready for publication; second, most RCLS students came up in the *Leadership for the 21st Century* text and therefore never studied many of *Learn to Lead's* topics; and third, the Cadet Corps as a whole will benefit if today's top NCOs and cadet officers become thoroughly familiar with the new textbook – after all, it will be the RCLS students who instruct and mentor the airmen who are studying *Learn to Lead* volumes 1 and 2.

1. Officership & Character (4 hrs)

1.1 Leading for Core Values

SUGGESTED RESOURCES:

US Air Force, [Little Blue Book](#) (Part III, Core Values Strategy)
Josephson Institute, [TEAM Model for Youth Ethics Education](#)
Civil Air Patrol, [Learn to Lead](#), Chapter 6 – “Leading in a Diverse Society”

SUGGESTED CONTENT OUTLINE:

- Assumptions about leadership for the core values
- Key question: how can cadet officers impart the core values to airmen?
- The “schoolhouse weave”
- Top-down & bottom-up approaches
- The “TEAM” model
- Prejudice, hatred, and the Leader
- Five ways to fight hate

POTENTIAL ACTIVITY: You’re a successful cadet officer who volunteered to help a nearby squadron rebuild its struggling Cadet Program. You’ve attended a few of their meetings, but now your school commitments have caught up to you so you can no longer be personally involved in helping the neighboring squadron. The highest ranking cadet, a C/SSgt, asks you what she can do to motivate the squadron’s cadet airmen. Develop a list of 10 practical tips that can fit on a wallet card to help the C/SSgt succeed in this leadership challenge.

1.2 Leadership in Safety

SUGGESTED RESOURCES:

Dominic Cooper, [Improving Safety Culture: A Practical Guide](#), pp. 30-32
James Roughton & James Mercurio, [Developing an Effective Safety Culture: A Leadership Approach](#), pp. 17-25 & 29-31

SUGGESTED CONTENT OUTLINE:

- What sets the culture {see both readings}
- Why cultures fail
 - MacGregor’s Theory X as safety leadership {see Roughton}
 - MacGregor’s Theory Y as safety leadership {see Roughton}
 - The “caring” model {see Cooper}
 - The “controlling” model {see Cooper}
- Values vs. priorities {see Roughton}
- Vision of a safety culture {see Roughton}
- Safety culture defined: “Culture is the way it is around here.” {see Roughton}
- Four leadership approaches to safety {see Roughton}
 - Exploitative authoritarian
 - Benevolent authoritarian
 - Consultative
 - Participative
- Application for cadet officers

POTENTIAL ACTIVITY: Working in small teams, identify the five biggest safety issues affecting cadets. Identify the root cause of each. Identify ways to avoid those potential hazards. Identify possible complaints or pushback that cadets and/or senior members are likely to voice in response to your proposed solutions.

1.3 Officership & Professional Standards

SUGGESTED RESOURCES:

Col Philip Meilinger, [The Ten Rules of Good Followership](#)
Gen John Michael Loh, [The Responsibility of Leadership in Command](#)
Capt Hardy J. Sellers III, [Leadership Principles for Successful Company Grade Officers](#)
Civil Air Patrol, [Cadet Staff Handbook](#), section 2.9
Civil Air Patrol, [Learn to Lead](#), Chapter 4

SUGGESTED CONTENT OUTLINE:

- Concept of professionalism
- Leaders as followers
- Traits of good commanders
- Journaling as self-development tool

POTENTIAL ACTIVITY: Have students write their own “Code of the Cadet Officer” similar to the “Creed of the NCO” found in *Learn to Lead*, chapter 4.

1.4 Cadet Staff Roles & Responsibilities

SUGGESTED RESOURCES:

Civil Air Patrol, [Cadet Staff Handbook](#), sections 1.1 - 1.5, 1.6, 2.2, Appendix 1
Civil Air Patrol, [CAPR 52-16, Cadet Program Management](#), chapter 4

SUGGESTED CONTENT OUTLINE:

- Designing a cadet staff
- Staff selection process
- Role of position descriptions
- Review of key position descriptions, sharing of best practices
- Cadet operations
 - Unit goals
 - Weekly squadron meetings
 - Attendance and retention

POTENTIAL ACTIVITY: Diagram the cadet staff structure for your squadron and evaluate its suitability against the principles described in the Cadet Staff Handbook. Identify possible improvements to this structure, or defend why the existing structure is appropriate as is. Then, imagine how your squadron will look in six months as cadets advance a few steps in rank. Diagram a possible cadet structure for that future scenario.

1.5 Drug Demand Reduction

SUGGESTED RESOURCES:

Civil Air Patrol, [Drug Demand Reduction web site](#)

Cadets will also be made aware of the dangers of drug abuse, consistent with Drug Demand Reduction (DDR) program guidelines. To this end, a minimum of one (1) hour will be dedicated to a drug demand reduction lesson using resources from the DDR website, which include lesson plans, the Famous Fliers biographies, the *Fit For Flying* and *Let's Go Flying* textbooks, and the *DDRx Activity Guide*.

2. Communication Skills (3 hrs)

2.1 Effective Writing

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), chapter 8
AFH 33-337, [Tonque & Quill](#), parts 2, 3, and 6

SUGGESTED CONTENT OUTLINE:

- Defining the purpose
- Brainstorming ideas
- Outlining and organization skills
- Editing for clarity and proofreading
- Formats for business/military writing (e.g., position paper, after action report, memo, etc.)

2.2 Public Speaking Fundamentals

SUGGESTED RESOURCES:

John Kline, [Speaking Effectively](#)
Civil Air Patrol, [Learn to Lead](#), chapter 8

SUGGESTED CONTENT OUTLINE:

- Defining the purpose
- Analyzing the audience
- Brainstorming, outlining, and organizational skills
- Principles of effective delivery
- Impromptu, extemporaneous, and manuscript talks
- Overcoming nervousness
- Working with visual aids

2.3 Exercise: The Briefing

Cadets are to develop and present a 5-minute informational / advocacy briefing on a topic of their choice. Allow 30-45 minutes to develop the briefing, and/or have cadets prepare their briefing at home before arriving at RCLS. Potential briefing topics include: proposal for a weekend cadet activity, introduction to the emergency services mission for cadets, status of the squadron's current goals and initiatives, proposal asking a school principal to allow CAP to conduct a recruiting drive at the school, etc.

This activity could easily require 2 or 3 hours to complete if a couple dozen cadets are attending the RCLS. Therefore, due to time limitations, activity directors should consider having multiple instructors on hand so multiple cadets may deliver their briefings simultaneously.

EVALUATION CRITERIA:

- Clear purpose to the briefing
- Logical organization
- Content: thoroughness in addressing all issues
- Clear statement of recommended course of action
- Good presentation skills: eye contact, voice, confidence, gestures, etc.

3. Interpersonal Relations (5 hrs)

3.1 Mentoring

SUGGESTED RESOURCES:

John C. Kunich & Richard I. Lester, [Leadership & The Art of Mentoring](#)
Maj Don T. Riley, [Serve Your Soldiers to Win](#)
Civil Air Patrol, [Learn to Lead](#), chapters 4 and 6

SUGGESTED CONTENT OUTLINE:

- Concept and definition
- Mentoring as obligation and responsibility of leadership
- Mentoring process (using Kunich & Lester's mnemonic for mentoring)

3.2 Coaching

SUGGESTED RESOURCES:

Madeleine Homan, "[What's Your LPoV?](#)"
Civil Air Patrol, [Learn to Lead](#), chapters 4 and 6

SUGGESTED CONTENT OUTLINE:

- The leadership point of view
 - Concept: a personal statement of leadership philosophy and attitudes
 - Your sources of inspiration
 - The gap analysis
 - What will you expect from yourself?
 - What do you expect from your people?
 - Writing it down
- Elements of successful coaching
- Techniques of coaching
- Classical conditioning

POTENTIAL ACTIVITY: Develop your own "leadership point of view." Create some type of document (essay, bullet notecard, slide presentation, etc.) that identifies (1) your sources of inspiration, (2) what you expect from yourself, and (3) what you expect from your people. Share this document and discuss it with fellow cadets as if you were being appointed their flight commander at encampment and you were introducing yourself and your leadership point of view to the airmen. Note: if this activity is conducted, plan on 2 hours being needed for this lesson.

3.3 Supervision & Discipline

SUGGESTED RESOURCES:

Ken Blanchard & Spencer Johnson, [The One Minute Manager](#), "One Minute Praisings" & "One Minute Reprimands"
Robert E. Lee and J.E.B. Stuart, from *The Killer Angels*, Civil Air Patrol, [Learn to Lead](#), chapter 4

SUGGESTED CONTENT OUTLINE:

- Trusting and fair supervisor
- Constructive discipline
- Elements of the one-minute praising
- Elements of the one-minute reprimand
- The example of Lee and Stuart

POTENTIAL ACTIVITY: Use role-playing to demonstrate how to perform a "one minute praising" and a "one minute reprimand."

3.4 Myers-Briggs Type Indicator

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), chapter 6

Myers-Briggs Type Indicator: self-assessment via [HumanMetrics](#)

SUGGESTED CONTENT OUTLINE:

- Non-judgmental philosophy of MBTI

- Four dimensions of type

- Knowing oneself better to be more effective in working with others

POTENTIAL ACTIVITY:

Before arriving at RCLS, have the students attempt a MBTI self-survey online. The goal here is for the cadets to arrive knowing their MBTI type, but not for them to arrive with a firm understanding of MBTI itself. Further, select a handful of well-known people or fictional characters and attempt to identify their MBTI types, backing up their reasoning with examples from that individual's or fictional character's observable behaviors.

3.5 Conducting Leadership Feedback

SUGGESTED RESOURCES:

Lt Col Henry A. Staley, [Feedback: A Unique Key to Leadership](#)

John Kunich & Richard Lester, [Leadership and the Art of Feedback: Feeding the Hands that Back Us'](#)

Civil Air Patrol, [Leadership Feedback](#)

Mark May, [This is Not a Test](#)

Civil Air Patrol, CAPVA 52-100, [Cadet Super Chart](#)

SUGGESTED CONTENT OUTLINE:

- Importance of feedback

- Informational feedback

- Motivational feedback

- CAP's Leadership Expectations Chart

- Use of the CAPF 50

4. Critical & Creative Thinking (4 hrs)

4.1 Principles of Critical Thinking

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), chapter 5

Peter A. Facione, "[Critical Thinking: What It is and Why It Counts](#)"

SUGGESTED CONTENT OUTLINE:

- Introduction
 - Basic principles
 - Universal standards
 - Elements of thought
- Core critical thinking skills
- Delphi method
- Disposition toward critical thinking
- Modes of thinking
- Conclusion: Leading, critical thinking, and our nation's future

POTENTIAL ACTIVITY:

Provide the students with an operation

POTENTIAL ACTIVITY:

Provide the students with an operations plan (or similar document) for a cadet activity. Have them evaluate that plan against the principles of project management. Further, have them use at least two creative thinking tools to identify at least two unconventional ideas that could improve the cadet activity.

Note: if this activity is conducted, plan on 2 hours being needed for this lesson.

4.2 Leadership & Creativity

SUGGESTED RESOURCES:

William Klemm, [Leadership: Creativity and Innovation](#)

Civil Air Patrol, [Learn to Lead](#), chapter 5

SUGGESTED CONTENT OUTLINE:

- Unappreciated genius
- Monuments to the status quo
- Victories through creative thinking
- Tools for creative thinking

4.3 Project Management

SUGGESTED RESOURCES:

Carl Chatfield & Timothy Johnson, "[A Short Course in Project Management](#)"

SUGGESTED CONTENT OUTLINE:

- Resources and deliverables
- Time, cost, and scope
- Managing constraints

5. Leadership Theory (3 hrs)

5.1 Servant Leadership

SUGGESTED RESOURCES:

Maj Don T. Riley, [Serve Your Soldiers to Win](#)

Civil Air Patrol, [Learn to Lead](#), chapter 4

SUGGESTED CONTENT OUTLINE:

- Concept and definition
- Serving others so that they can accomplish the goal

5.2 Situational Leadership

SUGGESTED RESOURCES:

Civil Air Patrol, [Learn to Lead](#), chapter 7, pages 144-146

Maj George Yeakey, [Situational Leadership](#)

SUGGESTED CONTENT OUTLINE:

- The four leadership styles
- Define effective leader
- Life cycle theory
- Environmental variables
- Situational leadership model

5.3 Leading Indirectly Through Delegation

SUGGESTED RESOURCES:

Wayne Turk, [Effective Delegation, a Win-Win Strategy](#)

AFJROTC, *Leadership Education IV: Principles of Management*, Chapter 2-4 (Available through CAP NHQ/CP)

SUGGESTED CONTENT OUTLINE:

- Why delegate
- Empowerment
- How to delegate
- What not to do when delegating

6. Electives (hours vary)

6.1 Electives

The required curriculum only covers 21.5 hours of the 24 required hours. To fill the remaining 3.5 hours, directors can use the potential activities listed in the curriculum, include guest lecturers from the local area, have the cadets participate in team leadership problems (available in the [Learn to Lead Activity Guide](#) other resources) or use additional time for the classes.

7. Administrative / Non-Academic (1.5 hrs)

7.1 Welcome Briefing

SUGGESTED CONTENT OUTLINE:

- Director's Intent
- Academic Overview
- Goals of RCLS
- Safety

7.2 Course Critiques

Ensure you get feedback from each class and activity, along with an overall program.

7.3 Graduation

Curriculum Issues

Please address questions about the curriculum to Curt LaFond, clafond@capnhq.gov.