

CADET NON-COMMISIONED OFFICER SCHOOL

PROGRAM MANUAL

DRAFT 2017



Cadet Programs Section, California Wing
United States Air Force Auxiliary
Civil Air Patrol

2017 California Wing Cadet Programs, CAP. May not be reproduced in whole or in part without prior written permission of the Director of Cadet Programs, California Wing.

TABLE OF CONTENTS

Part One - Description

Page 6

- Introduction
 - General Information
 - School Goals
 - School Objectives
 - School Philosophy
- Instruction
 - Methods of Instruction
 - The Seminar
 - Curriculum
- Organization
 - Position Descriptions- Senior Staff
 - Position Descriptions- Cadet Staff

Part Two - Administration

Page 13

- Authority
- Facility Request
- Activity Promotion
- Student Application Procedures
- Acceptance Letters
- Military Support Authorization
- Participation Letters
- Rosters
- Sign In Procedures
- Finance
- Final Report

Part Three - Operations

Page 18

- Preparation
- Facilities
- Implementation
 - Staff-Student Interaction
 - Staff Selection
 - Staff Briefing/Meetings
 - In-processing
 - Cadet Staff Evaluations
 - School Evaluations (Critique)
 - Awards
 - Graduation Ceremony
 - Out-Processing
 - Final Staff Meeting

Part Four - Instruction/Outlines**Page 23**

- Introduction
 - NCOS Introduction
 - Interaction Seminar
- Drill and Ceremonies
 - Drill Terms
 - The Drill Commander
 - Drill Lab I
 - Drill Lab II
 - Six Step Teaching Method
 - Feedback / Reinforcement
 - Drill Lab III
 - Formations Class / Lab I
 - Drill Lab IV
 - Formations Lab II
 - Physical Training I / II
- Instructional Methods
 - Instructional Methods I
 - Instructional Methods II
 - Assignment Research I
 - Assignment Presentation I
 - Assignment Research II
 - Assignment Presentation II
 - Electronic Communication Etiquette
 - Resume and Cover Letter Writing
- Leadership
 - NCO Responsibilities
 - Tactical Level Leadership
 - Leadership Evaluations
 - The Honor Code

Part Five - Executive Officer's Guide Attachments**Page 69**

- Attachment 1 - NCOS timeline
- Attachment 2 - Executive Officer checklist
- Attachment 3 - Safety Officer checklist
- Attachment 4 - Student Equipment list
- Attachment 5 - Student Critique form
- Attachment 6 - Sample School Schedule
- Attachment 7 - Student Textbook
- Attachment 8 - CAWG Form 29 (Event Operations Plan)
- Attachment 9 - Operational Risk Management (ORM) Assessment
- Attachment 10 - Military Support Authorization (MSA) template
- Attachment 11 - Sample flyer
- Attachment 12 - Participation Letter Template

- Attachment 13 - Activity Final Report Template
- Attachment 14 - Finance Report Template
- Attachment 15 - Flight staff evaluation CAPF-50-6

PART ONE - DESCRIPTION

INTRODUCTION

This manual is designed to assist the Commandant and staff in planning and conducting a Non-commissioned Officer School (NCOS). It describes the school, organization and duties of the staff, administrative requirements, operation guidelines, and curriculum. Course outlines, defining the goals and objectives of each class, are included. Any comments or concerns for this program manual should be directed to the Director of Cadet Programs, California Wing.

GENERAL INFORMATION

1. NCOS is the third step of the California Wing Integrated Leadership Program (ILP) and is conducted by the Cadet Programs Section, sponsored by the Director of Cadet Programs, California Wing.
2. NCOS material covers instructional techniques, evaluation methods, and intermediate leadership laboratory skills.
3. NCOS will be conducted at the wing level.
4. NCOS requires two and one half days to complete.
5. The 27 courses in the curriculum cover 21 hours.
6. *Recommended* prerequisites for NCOS:
 - a. Students should be the grade of **Cadet Senior Airman or higher.**
 - b. Students should have attended encampment as a student or Basic Cadet School and/or Airman Training School.
 - c. Students should be able to properly drill as outlined in AFMAN 36-2203 and CAPP 60-33, properly wear all CAP uniforms in accordance with CAPM 39-1, **and properly perform Air Force style customs and courtesies in accordance with CAPP 151.**
 - d. Prior attendance at NCOS is required (DCS preferred) for staff applicants.
 - e. Prerequisites may be waived by the Commandant on a case by case basis.
7. **Student materials:**
 - a. **Students must bring a hard copy of Learn to Lead Volume Two. Students must have access to a reference copy of CAPM 39-1 and CAPP 151.**
8. NCOS North and South have each been allocated a set of 6 Guidons (A, B, C, D, E, F) to use during NCOS. The California Wing NCOS package consists of access to an online reference library that contains digital formats of the following:
 - a. CAWG NCOS Program Manual and attachments.
 - b. Graduation Certificates.
 - c. NCOS Workbook (for reproduction).
 - d. Power Point presentation templates.
 - e. Sample Templates.

Goal

The goal of the Non-Commissioned Officer School is to provide the cadet with a foundation for the intermediate phases of the cadet training in Civil Air Patrol. NCOS stresses the fundamental aspects of instructional techniques, evaluation methods and intermediate leadership laboratory skills.

Objectives

A graduate of NCOS will be able to:

1. Instruct a class or make a presentation on a CAP related subject for 3-5 minutes.
2. Instruct drill movements to a flight.
3. Evaluate and provide effective feedback to cadets when drilling and during an inspection.

Expected performance: Each cadet will be responsible for all the material presented during NCOS, will complete the workbook (Attachment 7), and complete an NCOS skills evaluation. Testing accommodations and modifications should be arranged for students with a learning disability. The arrangements should be executed discreetly and kept confidential by the Training Officer under the direction of the Commandant.

Background

NCOS is the third step in California Wing's ILP. In order to meet training standards, the school should maintain an environment that fosters feelings of pride, identity, and accomplishment within the students. NCOS is not intended to replace the unit training in drill and ceremonies, but rather to standardize and refine it. NCOS supports and reinforces the Phase II training offered at the local unit. Through actual experience each cadet learns instructional techniques, evaluation methods, and intermediate leadership laboratory skills. The intent of the drill and ceremonies instruction is to impart an understanding of the techniques necessary in teaching drill. In addition, it intends to create an appreciation for drill and ceremonies as a valuable and worthwhile training tool.

Philosophy

Civil Air Patrol is a national organization performing missions for America. Included in the three missions is Cadet Programs. For cadets, it is necessary to broaden their scope within the organization as their career develops. It is important that cadets encounter qualified, competent leaders and instructors, and that they are allowed to interact with cadets from other units at their own peer group level.

The cadet NCO in Civil Air Patrol is responsible for much of the instruction that takes place within the local unit, both on the drill field and in the classroom. With this in mind, each cadet makes at least one instructional outline and presents a class which could be used at his/her local unit. Specific instructional methods are covered prior to the assignment and resource material is made available.

One of the most important goals of the school is to provide instruction for and direction to the evaluation process that a cadet is involved with as an NCO. NCOS stresses the importance of being positive and objective in the evaluation of other individuals. The school provides an environment in which the cadet applies these theories in a structured and controlled setting. Specific direction and feedback are given from the school staff at all times.

The basic function of a CAP unit is to accomplish its mission with maximum efficiency. To reach this goal, each individual in the unit must perform his/her job promptly, correctly, and in accord with every other member of the unit. Such unity of action requires discipline. Discipline seems to bring a negative connotation with it, so the school redefines it in other terms. NCOS expands on these terms discussing group and self discipline and how they apply in Civil Air Patrol.

INSTRUCTION

Methods of Instruction

NCOS courses are categorized into three types: interactive lecture, field activity, and laboratory. The material is presented first in lecture format, followed by field activity or workbook completion to provide immediate reinforcement. Laboratories, such as assignment presentations, allow the students to practice what they have just learned under the direct supervision of staff members.

Creation of a positive and constructive atmosphere allows for the thorough exchange of ideas and provides a proper learning environment. At all times instruction in each area should be easy to understand, suitably paced, and very thorough.

As much as possible, all instruction at NCOS should be in the frame of reference of the home unit and provide the student practical examples and knowledge.

ORGANIZATION

This school is designed to have approximately six to ten students per seminar and about three to six seminars. The number of attendees is based on the needs of the Wing, qualified cadet and senior staff to adequately implement the goals of the school, and accommodations available based on the facility. The target grade of cadets to attend should be Cadet Senior Airman through Cadet Master Sergeant. Depending on time in grade, age, and home unit recommendations, the Commandant may use discretion in accepting student applicants.

The Seminar

Throughout the course the use of the Seminar is one of the most important tools of NCOS. The Seminar is composed of a Training Officer, a Seminar Leader, and approximately six to ten students. The students are assigned to a Seminar during in-processing on the first evening. The Seminar is used to reinforce the material that is given by the Instructor of a class. The Training Officers and Seminar Leaders

participate in group discussions with each class, providing practical application examples and best practices of the lessons learned.

STAFF DESCRIPTIONS

SENIOR STAFF

Commandant

The Commandant is a senior member with advanced knowledge of the Cadet Program. This person should possess strong experience and skill in interacting with both senior and cadet members. The Commandant must also be familiar with leadership laboratory skills and have previously served on the staff at an NCOS. The primary responsibility of the Commandant is to ensure that the NCOS program is properly implemented. This includes adequate logistical support as well as successful implementation of the academic program. He or she will follow the guidelines established in the NCOS Program Manual. The Commandant is responsible to the Director of Cadet Programs, California Wing.

Specific responsibilities include:

1. Ensuring that all the objectives for NCOS are met.
2. Selection of staff.
3. Supervising the quality and implementation of the NCOS academic program.
4. Ensuring that proper housing and meal arrangements are made.
5. Ensuring the safety and well-being of every CAP member in attendance.
6. Ensuring proper coordination with facility personnel.
7. Ensuring appropriate maintenance of finance records.
8. Ensuring all CAP directives are followed.

Executive Officer

The Executive Officer (formally referred to as Project Officer) is responsible for the planning and preparation for the NCOS, including the administrative support prior to and during the school. The Executive Officer may interact with outside agencies (usually military bases) to secure facilities to support the school. The Executive Officer reports directly to the Commandant. A suggested NCOS timeline is included **(Attachment 1)**.

Safety Officer

The Safety Officer is responsible for the safety and welfare of all participants, both staff and students. The Safety Officer should conduct a safety survey of the facilities **(Attachment 3)** prior to the start of the NCOS. He or she must be educated in CAP's Safety Management System (especially the Safety Reporting System). Any safety hazards should be reported to the NCOS Commandant and corrected.

Health Safety Officer

The Health Safety Officer (HSO) is an optional position based on qualifications if someone is available. The HSO should have background knowledge and working experience in the health field and assists the Safety Officer in the welfare of all

participants, both staff and students.

Director of Training

The Director of Training (DOT) is a discretionary position and should be filled by an experienced senior member with an instructional background. This senior member can work with the cadet DOT at the discretion of the Cadet Commander and Commandant. The DOT coordinates instruction during the school. His/her duties include arranging instructors for each class, keeping the instructors accountable for the preparation of their assigned classes, reviewing each instructor's prepared materials before the school, and providing feedback to the instructor regarding the class.

Instructors

The instructors are responsible for the planning, preparation, and presentation of their classes. They must be thoroughly familiar with their specific topics and able to present them in an interesting and dynamic manner. In addition, they should set a good example for the cadets in all areas such as uniform wear and customs and courtesies. Instructors should be senior members knowledgeable in the Cadet Program and/or Phase III or Phase IV cadets.

Training Officers

Training Officers are senior members knowledgeable in the Cadet Program, with experience and skill in interacting with cadets. They are responsible for the safety, health, and well-being of the cadets, and provide proper supervision at all times throughout the activity. The Training Officer also provides training, guidance, and assistance to the seminar cadre. They should be available to the students for counseling, guidance, and feedback. They report to the NCOS Commandant and are responsible for ensuring that the NCOS training program is progressing in a satisfactory manner.

Assistant Training Officers

Assistant Training Officers are senior members (or senior cadet officers) with some knowledge of the Cadet Program and experience in interacting with cadets. This can be used as a training position to introduce members to the NCOS program. They report to the Training Officers and provide whatever assistance is necessary to ensure the flow of the training program.

Administrative Officer

An Administrative Officer may be assigned to the NCOS at the discretion of the Commandant. The Administrative Officer is a cadet or senior member who provides administrative support to the NCOS. This person will prepare rosters, graduation certificates, and/or any reports necessary for the NCOS. If none is assigned, these duties are the responsibility of the Executive Officer.

Support Personnel

Additional support personnel may be assigned at the discretion of the Commandant. These positions can include: Director of Training, Administrative Officer, Finance

Officer, and personnel assisting with communications, logistics, or transportation, and kitchen/mess help as needed, depending on the size or requirements of the NCOS. Cadets or senior members (keeping in mind age and training requirements for certain positions) may be assigned these responsibilities.

CADET CADRE

Cadet Commander

The role of the Cadet Commander is to coordinate, command, and control cadet activities in order to ensure successful completion of the NCOS. He or she monitors the training to ensure that it is progressing in a satisfactory manner. He or she trains, directs, and monitors the cadet cadre members to ensure they are properly carrying out their responsibilities. He or she sets the standard and is an example for the cadet cadre in matters of customs and courtesies, uniform wear, and military bearing, as well as maintaining a positive atmosphere and environment for both the cadre and the students. The Cadet Commander reports to the NCOS Commandant.

Cadet Executive Officer

The Cadet Executive Officer works directly under the supervision of the Cadet Commander. The Cadet Executive Officer is responsible for the support and logistical needs of NCOS. He or she also works with the Senior Member Executive Officer. Some tasks will include overseeing the support staff, creating an in and out processing plan, and supporting the Cadet Commander.

Cadet Director of Training

The Director of Training (DOT) is a discretionary position and should be filled by a Phase III or Phase IV cadet. The cadet DOT can work under the supervision of a senior member DOT. The DOT coordinates instruction during the activity. This includes setting up instructors for each class, keeping the instructors accountable for the preparation of their assigned classes, reviewing each instructor's prepared materials before the activity, and mentoring the cadet instructors by providing feedback on their classes and instructional effectiveness.

Seminar Leaders

The Seminar Leader is responsible for the training, health, and well-being of the members of his or her seminar. The Seminar Leader sets the standard for professional conduct. He or she provides guidance, feedback, and fosters a continued interest and motivation in the course content. The Seminar Leader fosters an environment that empowers the NCOs to be accountable for their schedule, assignments, and productivity.

Assistant Seminar Leaders

The Assistant Seminar Leader is also responsible for the training, the health, and well-being of the members of his or her seminar. The Assistant Seminar Leader sets the standard for professional conduct. He or she provides guidance, feedback, and fosters a continued interest and motivation in the course content. The Assistant

Seminar Leader reports directly to the Seminar Leader and assists in fostering an environment that empowers the NCOs to be accountable for their schedule, assignments, and productivity.

PART TWO – ADMINISTRATION

Authority/NCOS Application Process

Authority to conduct an NCOS can only come from the Director of Cadet Programs (DCP), California Wing. The NCOS Commandant is assigned by the DCP. If the schools set up on the Wing Calendar are insufficient to handle the number of eligible students, a commander wishing to have an NCOS in their area should contact the DCP to have an additional school scheduled and a Commandant assigned. The request should be submitted to the Director of Cadet Programs or his/her delegate (ILP Manager, ILP Coordinator, and other CAWG Cadet Programs Staff). **This request must be received a minimum of 90 days prior to the date of the school.**

California Wing policy for activity approval requires the submission of a CAWG Form 29 (Event Operations Plan) and a completed Operational Risk Management (ORM) Assessment. Examples of these documents can be found in the Executive Officer's online resource library, compiled and maintained by the ILP Staff. These documents should be completed in their entirety and attached to the email initially requesting authority to host the course. This email should also contain a request for any additional support that the Commandant and/or Executive Officer anticipate the activity needing.

The Director of Cadet Programs will respond within 5 working days. If approved, he or she will provide written notification. It is imperative that the most current resources be used to run this school. The Commandant and/or Executive Officer should speak with the CAWG ILP Staff should he or she need any support throughout the planning and execution phases of the school.

School Recognition

NCOS is an important part of the California Wing Cadet Program. If an NCOS is conducted that is not approved, this must be stated during the promotion of the activity and a different title must be used.

Facility Request

Request for use of facilities should be made as early as possible to assure availability of a desired facility, or to make alternate arrangements if necessary. To use an Air Force facility, this request must be coordinated through the Director of Cadet Programs, and will require the submission of a Military Support Authorization (MSA). Examples of this template are included in CAPR 10-3. California Wing has determined that many suitable facilities exist for hosting weekend schools. Ideally, facilities should contain: appropriate classrooms for the size of the activity, sleeping quarters for students and staff (male and female), bathrooms for males and females including showers, a kitchen, and a suitable drill area. Commandants and Executive Officers should coordinate with other units, past Executive Officers, the ILP staff, and/or CAWG Cadet Program staff if support is needed to help find suitable facilities.

Military Support Authorization (MSA)

A Military Support Authorization (MSA) is required if the activity is held at an Air Force facility as referenced in CAPR 76-1. It is required that the MSA be submitted for approval at least **15 days** prior to the commencement of the activity, and in accordance with CAPR 10-3. Be aware that if the MSA requires the names, date of birth, and CAPID of all participants, this will require earlier application deadlines.

Marketing/Promotion

Advertising and promotion of the NCOS, to both individual members and units in the local area, is necessary to achieve adequate participation. Promotion is more than just a one-time announcement of the activity; it entails "selling" the benefits and virtues of NCOS to Squadron Commanders, prospective students and their parents, and encouraging their attendance.

This promotion should be done far enough in advance to allow adequate lead-time for cadets to apply and prepare for the activity. All promotional materials should contain dates, application deadline, location, cost, application procedure, brief descriptive information, and contact information. All material should contain a request to forward it to interested cadets.

Do not rely on only one of the following methods to promote the NCOS. For example, not all prospective students receive e-mail. The NCOS can be advertised and promoted more effectively by using multiple advertising methods. Realistically, the extent of the area to be reached and cost of the materials play a major role in deciding which methods to use. Experience and advice will help determine which methods are most effective.

Flyers

An attractive and informative flyer or brochure is an ideal advertisement for NCOS. Ideally, each cadet who meets the criteria of an NCOS student should have the flyer to take home. The flyer should be spread via email to the California Wing distribution list (**all@cawgcap.org**), and it is a recommended practice to send follow-up emails. Additionally, encourage local Commanders to print and distribute to their Squadrons.

The flyer must present information as concisely as possible, generate excitement for the activity, and encourage the target cadet to attend. The flyer should include the school title, sponsor, dates, deadlines, cost, application procedure and location, as well as the name and phone number of a person to contact for more information.

Descriptive information on the flyer about the school should be brief and in headline form, including four or five topics at the most. The flyer should utilize graphics to enhance the content, being careful to avoid cluttering the presentation or using improper material (online resource).

Verbal Presentations

Verbal presentations at Group Commander's Calls, Cadet Advisory Council meetings and local units are important to create enthusiasm and excitement, as well as

to further explain the school. These presentations should be made by knowledgeable cadet and senior staff members; consider requesting the support of your Cadet Commander for the school. Include a description of the school as well as why cadets should attend, the benefits to the cadet for attending, and the benefits to the unit. Also, a personal presentation will allow for questions and answers about the activity. Use visual aids to enhance the presentation. NCOS flyers should be handed out at these presentations.

Commander's Call

Group Commander's Calls are ideal opportunities to promote activities among Unit Commanders. NCOS information should be disseminated at every possible Commander's Call prior to conducting an NCOS. Contact the appropriate Group Cadet Program Officers (CPOs) and ask them to promote the school.

Cadet Advisory Council (CAC)

The Group and Wing Cadet Advisory Council also provide a tremendous opportunity to promote an NCOS. These meetings consist of unit cadet representatives who are valuable sources for information. Council members can make visits and distribute flyers to their local units.

Social Media

The integration of social media into daily lives, has provided an increasingly effective tool to distribute information to cadets. Many Squadrons and Groups have Facebook pages that, along with CAWG's "CAWG Cadet Programs Info Page" on Facebook, serve as valuable resources for upcoming activities and photos. It is encouraged that the NCOS staff determine the advertisement methods most suitable for the event/target audience.

Wing/Cadet Programs Calendar

To ensure the school is placed on the official CAWG calendar, contact the CAWG Webmaster at webmaster@cawgcap.org as soon as the CAWG Form 29 and ORM have been approved. Additionally, send an email to cp@cawgcadets.org with the details of the school so that the activity is placed on the www.cawgcadets.org website.

Student Application Procedures

Students should apply as far in advance as possible, and an application deadline must be established at least three weeks in advance to allow for proper administrative and logistical coordination. Specific deadlines to consider include: facility personnel notification, t-shirt ordering, food planning/purchasing, producing an MSA (for Air Force bases), etc.

Cadets must apply for the school using CAPF 31 "Application for Special Activities" with their Squadron Commander's certification and parent's signature completed. An online application system may allow for the submittal of CAPF 31 along with CAPF 160 "CAP Member Health History", CAPF 161 "Emergency Information", and CAPF 163 "Permission for Provision of Minor Cadet Over The Counter Medication" (if under the age of 18). Payment will be collected through the online application system (or checks

made out to “Civil Air Patrol”).

Note: Health information shall be used and disclosed by CAP members on a need for use/disclosure basis only. Anyone who accesses the health information of another CAP member has a requirement not to use or disclose such information except as required in the performance of official CAP functions. Except in emergency circumstances, CAP senior members will not disclose any health information on any members to other members unless absolutely necessary. See CAPR 160-1 for requirements regarding medical information handling, confidentiality, and handling of cadet medications.

Acceptance Letters

The Commandant and/or Cadet Commander should send an email to each student and staff applicant with a letter of acceptance indicating reporting time, date, location, directions, equipment list, and an emergency contact number for use during the event at least two weeks prior to the school.

Participation Letters

Using the actual student attendance as a database, Participation Letters will be prepared in accordance with CAPR 10-3. All members attending the school will be listed and the school staff will be indicated. This will serve as the official record of the participants. These letters should be given to each student as part of his or her graduation packet (along with his/her certificate and other documents), and emailed to ILP Staff and the Director of Cadet Programs as part of the end-of-activity procedure.

Sign-In Procedures

A roster of the student and staff participants (cadet and senior) should be provided by the Administrative Officer and used as a check-in roster. Ideally, the Administrative Officer, Finance Officer, and Health Safety Officer should be present for the check-in process. The Commandant of the school must ensure that all cadets comply with all CAP Regulations (safety, medical, administrative, etc.) prior to allowing them to attend the school. Cadets may assist with the check-in process, but they must work under a qualified senior member.

Finance

The Commandant or Executive Officer must contact Wing Finance to obtain a budget for the activity, and the Wing Finance Committee must approve the activity budget if it is not already approved under the CP annual budget. The Commandant or Executive Officer should contact CP staff for any questions regarding the budget approval procedure. It is recommended that the school be self-supporting on a cost-only basis to participants. In determining the cost of the school, careful analysis should be given to the cost-per-person of billeting, meals, school-provided supplies, transportation (if provided by the school), and any other anticipated administrative expenses. Specific financial record keeping is the responsibility of the Commandant. The average rate for a two-day weekend ILP activity (circa 2017) is approximately \$50.00 per participant and about \$10 less for staff, depending largely on facility costs.

Financial records should include a list of applicants and fees paid, a list of expenses, and receipts.

Final Report

Within two weeks of the completion of the school, the following must be emailed to the Director of Cadet Programs, California Wing and the ILP Coordinator:

1. Activity Final Report (online resource), including information from school critique forms
2. Participation Letter, online resource
3. Finance Report (online resource)
4. CAPF 78 Mishap Report Form, if applicable

(NOTE: Documentation and administrative records should be retained for a minimum of one year following the completion of the activity, after which they should be shredded.)

PART THREE – OPERATIONS

PREPARATION

This section provides guidelines for facilities and materials required for implementation of this school. The following are recommended:

Materials

- Administrative Supplies
- Computer
- Printer
- Extension cord/multi-outlet surge protector
- Paper, pencils, pens, etc.
- Thumbtacks
- Rosters
- Graduation Certificates (one per student and staff); Seals for award certificates (if available); Certificates of Appreciation (as needed)
- Cadet Release Forms (one per Cadet)

Manuals

- Learn to Lead, Volumes I & II
- CAPR 52-16, Cadet Program Management
- CAPM 39-1, Civil Air Patrol Uniform Manual
- AFMAN 36-2203 Drill and Ceremonies
- CAPP 60-33 Drill and Ceremonies
- CAWG NCOS Program Manual
- CAPP 52-18, Cadet Physical Fitness Program
- CAPP 60-31 Cadet Staff Handbook

Student supplies

- NCOS Textbook (one per student and staff)
- CAPP 60-33 Drill and Ceremonies (one per student)
- Guidons and Guidon Poles

Audio-visual equipment

- Projector
- White board/Erasers
- Dry erase markers

Medical supplies

- First Aid Kit
- Extra Band-Aids
- Moleskin

FACILITIES

It is important to select facilities that will support the goals and mission of this school.

NOTE: Use of Air Force facilities will be coordinated by the Director through the Pacific Region USAF Liaison Office (Reference CAPR 76-1 and CAPR 10-3).

Billeting: Adequate and separate billeting must be provided for male and female students, keeping in mind the need for close supervision. This must include shower and rest room facilities for both males and females with sufficient water for the number of personnel at the activity.

Meals: The school is responsible for providing five meals for the students and staff. Care should be taken to provide a balanced diet. Meals can either be prepared on-site, purchased, or brought in. Special dietary requirements of participants must be considered when planning meals. Dining facilities must be capable of supporting three meals on Saturday and two meals on Sunday for staff and students. Dinner on Saturday may be used as working meal. Dinner on Friday evening for staff can be provided during the evening staff meeting. The classroom(s) should not be used as a dining facility unless cleared with the host facility.

Classroom(s): At least one classroom must have adequate seating for all the students and staff (approximately 75 people). The main classroom must include white board and overhead projection capacity. Adequate lighting and ventilation is necessary for a proper learning environment. Restrooms should be available nearby. Smaller meeting areas are required for seminar break-out sessions, such as presentations.

Drill Area: Drill area must be large enough for formations, for squadron drill and for the seminars to practice separately. The drill pad should be level and made of concrete or asphalt. This area must be free of moving vehicles.

Transportation: Transportation must be provided unless facilities are within marching distance.

IMPLEMENTATION

Staff-Student Interaction

At all times during this school it is essential that the cadet and senior staff remain highly visible and set examples of professional conduct. These examples provide the single greatest impression upon the students during training.

In addition, the staff should be available for questions and feedback to students whenever possible to maximize and reinforce learning. Special attention should be given to evaluation of each student's areas of need and extra attention must be given for their development. This type of dynamic staff-student interaction should achieve a sense of obligation for appropriate conduct and a feeling of acceptance and belonging within the Civil Air Patrol Cadet Program.

Whenever possible, cadet cadre should eat meals with the students to reinforce classroom topics and be available for questions from the students.

Staff Selection

The NCOS Commandant is selected by the Director of Cadet Programs. The selection of Commandant is vital to the success of the school. This individual must be familiar with the Cadet Program in general and the NCOS program in particular.

The NCOS Commandant is responsible for the selection of the Executive Officer. For this school, the Commandant may choose to handle the responsibilities of the Executive Officer.

The NCOS Commandant will select the senior staff and can assist in the selection of instructors, comprised of senior members and senior cadets who have expressed an interest in participating. A publicity letter may be distributed to senior members who are interested in the Cadet Program to recruit individuals who might not otherwise be aware of the opportunity. The NCOS Commandant should also attempt to contact Cadet Program personnel within the sponsoring group and squadrons that are sending cadets as possible senior staff members.

The NCOS Commandant will be responsible for the selection of cadet cadre from applications consisting of: a letter of intent, resume, and CAP Form 31. The Cadet Commander, once appointed, should make cadet cadre hiring recommendations in conjunction with or to the NCOS Commandant, who will either approve or deny each cadet cadre member with proper justification.

Staff Briefing/Meetings

The Commandant (or Executive Officer) and the Cadet Commander will brief the staff on the logistics and academic arrangements for the school during an initial staff briefing. This will include a safety and medical briefing. Staff meetings will be held at the end of the day on Friday and Saturday, and any other times as required by the Commandant to facilitate the smooth operation of the school. Staff meetings will typically include a discussion of the training, the schedule for the following day, and student concerns.

In-Processing

In-processing consists of ensuring that each cadet signs in for the activity and receives his or her flight and billeting assignment.

In-processing must accomplish the following tasks:

1. Forms checked for completion
2. Medical Station (Senior Staff)
3. Money received
4. Seminar assigned
5. Parents briefed on graduation and dismissal time
6. Confirm "Go Home Plan"

In-processing sets the standard of professionalism and atmosphere for the weekend. Clear organization is crucial. An in-processing plan must be formulated and briefed to key personnel on staff. This plan should be developed by the Commandant and Cadet Commander as soon as facility layouts are confirmed.

Cadet Cadre Evaluations

Each Training Officer will evaluate his or her Cadet Seminar Cadre at the end of NCOS using a CAPF-50-6. This evaluation will be for the benefit of the individual cadet cadre member in an effort to identify strengths, focus attention on areas for improvement, and to provide specific direction for self-improvement in the future.

School Evaluations (Critique)

Each student will complete a Student Critique Form (online resource) at the end of the final classroom session. The staff should review the critiques at the final staff meeting to highlight positive points as well as suggestions for improvement. Highlights from the student critiques should be read to the staff. A summary of the critique should be included in the final report.

Awards

Best Presentation Award: Each seminar will choose one cadet to present their final presentation to the NCOS. The Commandant will select the best of these to receive the best presentation award.

Seminar Honor Cadet: An Honor Cadet will be selected from each seminar. This student will be selected by the Seminar Leader and Training Officer. Selection will be based on attitude and performance during the NCOS.

NCOS Honor Cadet: This student will be one of the Seminar Honor Cadets who has demonstrated the best overall attitude and performance during the NCOS. The Seminar Leaders and Training Officers will make their recommendations to the Cadet Commander and Commandant. Final selection is the responsibility of the Commandant.

Graduation Ceremony

The graduation ceremony will be a standard formation held in accordance with AFMAN 36-2203 and CAPP 60-33 as practiced during the class on ceremonies. The cadet seminar leaders will take the position of flight commander. The Seminar Honor Cadet will take the position of flight commander. Cadets receiving the Best Presentation Award and the NCOS Honor Cadet Award will be called forward individually to receive their certificates from the Cadet Commander.

Training Officers will then join the Seminar Leaders and present the graduation certificates individually to each member of the seminar. The students receiving the Seminar Honor Cadet and the NCOS Honor Cadet Awards should also be formally recognized. Certificates for the Honor Cadets can consist of their graduation certificates with a notation of the award on the certificate.

Seminar staff may offer their contact information so they can be a future resource. This fosters a great sense of team between staff members and new CAP members.

Out-Processing

Out-processing occurs at the close of the activity. All cadets (including cadre) must formally sign out of the activity. Upon departure, each cadet will have the person providing transportation sign a Cadet Release Form. Each cadet must return this form to the Training Officer whose signature will release the cadet. No cadet may leave the activity until this form has been completed.

Final Staff Meeting

A final staff meeting will be held after the students have signed out to review the students' critique forms and allow for a debrief of the activity. No staff member, cadet or senior, may leave until he or she is dismissed by the Commandant.

PART FOUR – INSTRUCTION / OUTLINES

The following course outlines are guides for instructors to ensure course objectives are met within the assigned time frame. Instructors are expected to prepare for an assigned class by researching the source material, reviewing the outline, preparing appropriate visual aids, and ensuring the classroom is suitable for student learning. Good instruction, like expository writing, follows a simple three-part format:

Tell them what you're going to tell them (the introduction)

Tell them (the lesson itself, with guided & independent practice)

Tell them what you told them (the conclusion)

The following NCOS course outlines contain eight common elements:

References

Instructors are expected to research their topic sufficiently to be considered subject matter experts (SME). The first step in preparing a class is to reference the source to acquire the most current information on the topic. Sharing the source with the students not only establishes credibility, but also provides students a starting point for future research and awareness. Generally, these references contain far more detailed information than an instructor can cover in the lesson; it will be necessary to choose what is important in a student's introduction to Civil Air Patrol.

Time

The times listed for each class are based on the experience from prior Non-Commissioned Officer Schools, and should be appropriate for introducing new students to the subject. If the class is too short and the instructor finishes before the scheduled time, he or she may have missed a topic or failed to include enough detail. On the other hand, if class is too long, the instructor may have included too much detail, or got off track. The instructor must remember that his or her class must fit within the overall NCOS schedule, regardless of the importance of the material to the instructor.

Educational goal

The goal of the course is a broad, general statement of what students should be able to do or know by the end of instruction. The course objectives will accomplish the education goal of the class.

Objectives

Learning objectives are specific, measurable outcomes that each student should be able to do or know as a result of instruction. If a skill is being taught, students need to be able to practice the skill under guided instruction with feedback, and demonstrate proficiency of the new skill. If information is being taught, students need to be able to demonstrate an understanding of the knowledge gained.

Outline

The outline contains the ‘meat’ of the lesson, a road map to guide instruction designed to reach the educational goal. The instructor will begin with an introduction of the topic, establish learning objectives, state the relevance of the topic to the students, and establish credibility as a SME. Students learn better when they can see, touch, and demonstrate or perform what the instructor is teaching. The instructor should use appropriate visual aids whenever possible, such as computer slide presentation, overhead slides, video clips, a demonstration, the whiteboard, role-play, etc. Finally, the instructor should avoid jargon, acronyms, or unfamiliar terms without including a clear explanation.

Conclusion

At the end of instruction, learning objectives need to be reviewed, along with how students can apply their new knowledge and/or skill. The Instructor should take several minutes at the end of class to complete the corresponding workbook page with the students.

Instructor Checklist				
Classroom	-Set up?	-Unlocked?	-Clean?	-Lighting?
Student Material	-Handouts ready?	-Workbooks?	-Writing utensils?	
Visual Aids	-Available?	-Adequate?	-Appropriate?	
Personal Appearance	-Hygiene?	-Shoes shined?	-Uniform meets standards?	
<i>NCOS can be the first activity outside a student's home unit. An instructor's preparation and presentation is a direct reflection on himself or herself and the organization.</i>				

Course #	Course Title	Presentation	Duration
301	NCOS Introduction	Lecture	20 min
302	Interaction Seminar & Debrief	Activity	30 min
303	Physical Training Overview	Interactive Lecture	30 min
304	Physical Training Lab I	Activity	45 min
305	Physical Training Lab II	Activity	45 min
306	Drill Terms	Interactive Lecture	30 min
307	Drill Commander	Interactive Lecture	45 min
308	Drill Lab I	Activity	60 min
309	Drill Lab II	Activity	60 min
310	Six Step Teaching Method	Interactive Lecture	30 min
311	Drill Lab III	Activity	60 min
312	Formations Class / Lab I	Interactive Lecture & Activity	60 min
313	Drill Lab IV	Activity	75 min
314	Formations Lab II (Graduation Formation)	Activity	30 min
315	Instructional Methods Part I- Presentation	Interactive Lecture	40 min
316	Instructional Methods Part II- Delivery	Interactive Lecture	30 min
317	Assignment Research I	Activity	45 min
318	Assignment Presentation I	Presentations	75 min
319	Assignment Research II	Activity	90 min

320	Assignment Presentation II	Presentations	120 min
321	Electronic Communication Etiquette	Interactive Lecture	15 min
322	Resume and Cover Letter Writing	Interactive Lecture	45 min
323	Final Presentations	Presentations	30 min
324	NCO Responsibilities	Interactive Lecture	30 min
325	Tactical Level Leadership	Interactive Lecture	30 min
326	Leadership Evaluations	Activity	60 min
327	Honor Code	Interactive Lecture	30 min

27 Classes/Activities; 21 Hours (1260 min)

NCOS INTRODUCTION

301

**Instructor: NCOS Commandant
NCOS Cadet Commander**

**Lecture
20 minutes**

Reference: NCOS Program Manual

Educational Goal: To develop an understanding of the environment and the objectives of the Noncommissioned Officers School.

Objectives: Each student will be able to:

1. List the schools in the Integrated Leadership Program.
2. List the program areas covered in the NCOS.
3. Adhere to the standards of conduct during the school.

OUTLINE

I. Integrated Leadership Program

A. Basic Cadet School

1. Group or Squadron level, cosponsored by CAWG/CP
2. Introduction to CAP, overview of Phase I

B. Airman Training School

1. Group or Squadron level, cosponsored by CAWG/CP
2. Perfection of followership, detailed instruction of key followership elements of Phase I

C. Noncommissioned Officer School (NCOS)

1. Wing level school, held 3 times per year (North, South, and Central)
2. Standardize training, introduction to leadership in the role of NCO

D. Senior Non-Commissioned Officer School (SNCOS)

1. Wing level school, held 1 time per year over a 3-day weekend
2. Extension of leadership training, advanced NCO leadership techniques

E. Cadet Officer Basic Course (COBC)

1. Wing Level School, held 1 time per year, one week long

2. College type atmosphere
3. Officer skills - Leadership, Management, Communications

F. Advanced Cadet Staff Seminar (ACSS)

1. Wing level school
2. Senior Members and Phase IV Cadets
3. Informal atmosphere and flexible schedule
4. Problem solving sessions and professional development

II. Outcome of NCOS

A. Reinforce leadership lab skills, chance to practice

B. Instruction/presentation

1. Most of instruction at local units done by NCO's
2. Will learn techniques
3. Chance to practice both in the classroom and on the drill field

C. Evaluation

1. NCO's evaluate their subordinates
2. Must be positive and objective
3. Chance to practice technique

D. Attitude and discipline

1. Discipline not negative – structure
2. Must have discipline to accomplish mission effectively

E. Drill standardization

1. Standardize drill throughout Wing by AFMAN 36-2203
2. Dispel myths and rumors
3. Shows how to use as training tool
4. Teach proper ways to instruct and evaluate
5. Refine procedures for ceremonies

F. Interaction

1. Work with students from other units
2. Ask questions of cadet and senior staff
3. Find out what is beyond your own unit

III. School atmosphere

A. Seminars**B. Individual responsibility**

1. Everyone addressed as sergeants - responsibility
2. Behavior
3. Image
4. Participation
5. Quarters
6. Busy schedule
7. Personal Time

C. Honor Cadet - each seminar

1. Participation
2. Image
3. Uniform
4. Bearing
5. Behavior
6. Attitude
7. Quarters

D. Safety Briefing – Conducted by Safety Officer

1. Indoor
2. Outdoor
 - a. Roadguards
 - b. Flashlights
3. Building evacuation
4. Importance of hydration
5. Sunscreen
6. Importance of sleep

E. House rules

1. Uniforms
2. Doors
3. Lights out

IV. Standards**A. California Wing standards**

B. Challenge to students

INTERACTION SEMINAR

302

Instructor: Seminar Staff
Reference: NCOS Program Manual

Activity
30 minutes

Educational Goal: To provide the students with a practical demonstration of the value of feedback and communication

Objectives: Each student will be able to give an example from the exercise where feedback was effective.

Note to instructor: This will be your first opportunity to meet your seminar and get acquainted.

OUTLINE

I. Get acquainted exercise

A. Introductions

II. Feedback exercise

A. Supplies

- 1. Diagrams of geometrical objects (simple polygons; triangles, rectangles, etc.) different types, sizes, and angles.**

- 2. Chairs facing back to back**

B. Execution

Two Students will sit back-to-back, one with a diagram, the other with only a blank sheet of paper. The student with the diagram will then proceed to describe the objects, all the while giving instructions to the other student, who cannot speak. The second student must draw the diagram without the use of verbal communication. At no time may the 2 students view each other's work.

The exercise will then be attempted again with two different students, however, this time the second student will be allowed to speak, ask questions, and solicit assistance.

Time permitting, the exercise may be attempted again with two more different students, however, this time chairs will be placed face to face, and the second student will be allowed to speak, ask questions, and solicit assistance.

III. Debrief

A. Value of feedback

B. Effective teamwork

C. Good communication

D. Non-Verbal forms of feedback and communication

PHYSICAL TRAINING OVERVIEW

303

Instructor: Staff

Reference: CAPP 52-18

CAWG OI 52-16-1 ETM

Interactive Lecture

30 minutes

Educational Goal: To develop a general understanding of physical training procedures.

Objectives: Each student will be able to:

1. Describe the roles of the first sergeant and flight sergeant in the PT formation.

Note to staff. Refer to the **Encampment Training Manual** Physical Training Formation Guide.

OUTLINE

- I. **Extended rectangular formation**
- II **Rotationals, exercises/calisthenics, stretches**
- III. **Re-forming from extended rectangular formation**

PHYSICAL TRAINING LAB I
304

Instructor: Staff

Reference: CAPP 52-18
CAWG OI 52-16-1 ETM

Activity

45 minutes

Educational Goal: To execute the physical training formation.

Objectives: Each student will be able to:

1. Perform the procedures of flight sergeant and first sergeant in physical training.

Note to staff: Each student should fill the role of flight sergeant while conducting the extended rectangular formation.

PHYSICAL TRAINING LAB II
305

Instructor: Staff

Reference: CAPP 52-18

CAWG OI 52-16-1 ETM

Activity

45 minutes

Educational Goal: To execute the physical training formation.

Objectives: Each student will be able to:

1. Demonstrate proficiency in the roles of flight sergeant and first sergeant in physical training.

Note to staff: Each student should have already participated in the flight sergeant position. This lab is intended to increase proficiency and also practice the role of first sergeant.

DRILL TERMS**306**

Instructor: Staff
Reference: AFMAN 36-2203
CAPP 60-33

Interactive Lecture
30 minutes

Educational Goal: To standardize language used in Drill and Ceremonies.

Objectives: Each student will be able to:

1. Describe ten drill terms.
2. Name and define five types of commands.

* Handout included in student workbook.

OUTLINE**IV. Units.**

- A. Formation**
- B. Unit**
- C. Element**
- D. Flight**
- E. Flank**
- F. Front**
- G. Depth**
- H. Center**
- I. File**
- J. Rank**
- K. Squadron**
- L. Head**

V. Flight Formation

- A. In line / inverted line**
- B. In column / inverted column**
- C. Alignment**
- D. Dress**
- E. Cover**

VI. Spacing

- A. Interval
 - B. Distance
- VII. Rest Positions
 - A. Parade rest
 - B. At ease
 - C. Rest
 - D. Fall out – stay in immediate area
- VIII. Pace & Cadence
 - A. Steps
 - B. Pace
 - C. Half Step
 - D. Cadence
 - E. Quick Time
 - F. Double time
 - G. Slow time
 - H. Mark time
 - I. Adjutant's cadence
- IX. Commands (2.1)
 - A. Two-part command – most common.
 - B. Combined commands – Prep & Execution combined: FALL IN, AT EASE, REST
 - C. Supplementary commands – STAND FAST, CONTINUE THE MARCH
 - D. Informational commands – Col of Files, Dismiss the SQ, Prep for Insp.
 - E. Mass commands – entire unit commands. ONLY time At My Command is used

DRILL COMMANDER

307

Instructor: Staff

**Reference: AFMAN 36-2203
CAPP 60-33**

Interactive Lecture

45 minutes

Educational Goal: To develop an understanding of the role of the drill commander on the drill field.

Objectives: Each student will be able to:

1. Describe five general rules to follow when commanding the flight
2. Demonstrate the five characteristics of a command voice.
3. Provide an example of positive and constructive feedback while drilling a flight.
4. Explain the appropriate method for providing feedback.

OUTLINE

I. The Command Voice

A. Voice Characteristics

1. Loudness
2. Projection
3. Distinctness
4. Inflection
5. Snap

B. Exercises

1. Deep Breathing (Huh, Hah)
2. Arm Raising

C. Cadence of Commands

II. General Rules

- A. Be at attention when giving commands
- B. Be in step while marching
- C. Face troops (large formations excepted)
- D. "As you were"
- E. Direct commands to part of the unit farthest away
- F. Avoid giving commands from the rear of the unit

III. Situational Awareness

- A. Be aware of environment around the unit (streets, cars, sidewalks, buildings, people, walls, etc.)**
- B. Do not disturb other groups around the unit**
- C. Do not over-project**
 - 1. Give commands loud enough for the farthest member of the unit to hear.**

IV Feedback and Reinforcement

- A. PPSS: Person, Problem, Standard, Solution**
 - 1. Example: "Cadet Curry (person), your armswings are too short (problem) they should be 6 inches to the front and 3 to the rear (standard) swing your arms a couple inches further forward (solution)"**
 - 2. Positive feedback: Person, Performance, Praise**

V. Behavior

- A. Military Bearing**
- B. Personal Appearance**
- C. Sensitivity to needs of flight members (jackets, sun in eyes, fatigue, breaks)**
- D. Use of element leaders for individual instruction**

DRILL LAB I

308

Instructor: Seminar Leaders
Reference: AFMAN 36-2203
CAPP 60-33

Activity
60 minutes

Educational Goal: To provide students with an opportunity to practice commanding the flight and providing feedback using the proper terminology.

Objectives: Each student will be able to:

1. Demonstrate the proper methods for giving commands (this includes drill terms, command voice, etc.)
2. Demonstrate awareness of their environment.
3. Provide effective feedback to flight members.

*Allocate the first 15-20 minutes to practicing Command Voice exercises. The rest of the time will be used for practicing drill.

Note to Seminar Staff: Provide detailed feedback for each student regarding the points below. This period is meant to practice the skills taught to the students during Drill Terms and The Drill Commander.

I. Command Voice

- A. Practice DLIPS on their own (about first 20 minutes)
- B. Practice exercises described in class

II. Drill Commander

- A. Accuracy of commands and execution
- B. Practice using drill terms with the flight
- C. Awareness of flight and providing feedback
- D. Enforce the traits of a drill commander as discussed in class

DRILL LAB II
309

Instructor: Seminar Leaders
Reference: AFMAN 36-2203
CAPP 60-33

Activity
60 minutes

Educational Goal: To provide students with an opportunity to practice commanding and instructing a flight in drill.

Objectives: Each student will be able to:

1. Demonstrate the proper methods for giving commands (this includes drill terms, command voice, etc.)
2. Demonstrate awareness of their environment.
3. Provide effective feedback to flight members.

Note to Seminar Staff: Provide detailed feedback for each student regarding the points below. This period is meant to develop proficiency in the skills practiced during Drill Lab 1.

- I. Command Voice
- II. Drill Commander
 - A. Mastery of commands and execution
 - B. Heightened awareness of flight and continues to provide feedback
 - C. Demonstrate proficiency in the traits of a drill commander

SIX-STEP TEACHING METHOD

310

Instructor: Staff

**Reference: AFMAN 36-2203
CAPP 60-33**

Interactive Lecture

30 minutes

Educational Goal: To develop an understanding of the six-step teaching method of drill instruction.

Objectives: Each student will be able to:

1. List and describe the steps of the six-step teaching method.

Note to Instructor: Be sure emphasize that students will be evaluated on the six-step teaching method.

* Handout included in student workbook.

OUTLINE

- I. **State the name and describe purpose of the movement to be executed**
 - A. **State the preparatory command and the command of execution, or note if it's a combined command.**
 - B. **Demonstrate what the command sounds like.**
 - C. **Use and define proper drill terms.**
- II. **Demonstrate the movement using proper cadence and commands.**
 - A. **Whenever possible, use a demonstrator other than the drill instructor. This allows the instructor to teach the movement and pay attention to the students.**
- III. **Explain and demonstrate the movement in detail.**
 - A. **Break down each step of the movement.**
- IV. **Ask questions on the movement, then demonstrate again as necessary.**
 - A. **Demonstrate again as in step two when further clarification is needed.**
 - B. **Allow students to ask questions, then direct specific questions to test understanding.**
- V. **Have the formation perform the movement and make on-the-spot corrections.**

- A. Use PPSS & PPP (from Drill Commander class)**
 - B. Repetition**
 - C. Reinforce positive performance**
- VI. Critique the performance of the movement and review important areas before moving on to the next exercise.**

DRILL LAB III
311

Instructor: Seminar Leaders
Reference: AFMAN 36-2203
CAPP 60-33

Activity
60 minutes

Educational Goal: To provide students with an opportunity to practice commanding and instructing a flight in drill.

Objectives: Each student will be able to:

1. Demonstrate the six-step teaching method while instructing drill.
2. Demonstrate the proper methods for giving commands (this includes drill terms, command voice, etc.)
3. Demonstrate awareness of their environment.
4. Provide effective feedback to flight members.

Note to Seminar Staff: This period is meant to practice the six-step teaching method. It is highly suggested that the seminar is split into two groups if resources allow. This provides the seminar more time for practice and receive detailed feedback.

FORMATIONS CLASS / LAB I

312

Instructor: Staff

**Interactive Lecture
& Activity
60 minutes**

**Reference: AFMAN 36-2203
CAPP 60-33**

Educational Goal: To develop an understanding of squadron in line formation and inspection procedures.

Objectives: Each student will be able to:

1. Demonstrate the ability to perform the following roles in the formation of the squadron:
 - a. Flight Sergeant
 - b. Flight Commander
 - c. First Sergeant
2. Demonstrate the ability to perform the following roles in the inspection of a flight:
 - a. Flight Sergeant
 - b. Flight Commander

* Handout included in student workbook.

OUTLINE

- I. Squadron Formation**
 - A. CAPP 60-33 Section 5.3.**
- II. Inspection Procedures**
 - A. CAPP 60-33 Section 5.5.**

DRILL LAB IV
313

Instructor: Seminar Leaders
Reference: AFMAN 36-2203
CAPP 60-33

Activity
75 minutes

Educational Goal: To provide students with an opportunity to practice commanding and instructing a flight in drill.

Objectives: Each student will be able to:

1. Demonstrate with proficiency the proper methods for giving commands (this includes drill terms, command voice, etc.)
2. Demonstrate with proficiency awareness of their environment.
3. Provide effective feedback to flight members.

Note to Seminar Staff: This period is meant for review and practice of any necessary drill training. It is encouraged that you ask your students for suggestions.

FORMATIONS LAB II**314****Instructor: Staff****Reference: AFMAN 36-2203****CAPP 60-33****Activity****30 minutes**

Educational Goal: To prepare students for their roles in the graduation formation.

Objectives: Each student will be able to:

1. Demonstrate proficiency in the roles they will perform during the graduation formation.

OUTLINE**I. Squadron Formation****A. CAPP 60-33 Section 5.3.**

INSTRUCTIONAL METHODS I - PREPARATION

315

Instructor: Staff

Reference: L2L Vol Two Chapter 8

Interactive Lecture

40 minutes

Educational Goal: By the end of this instructional block, students will understand the preparation and techniques to use in public speaking and making an effective presentation.

Objectives: Each student will be able to:

1. Create an organized outline
2. Utilize techniques for creating a presentation or speech
3. Understand the use of visual aids

Note to Instructor: This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations. The purpose of this class is to intrigue the students. The students should not be bogged down with in-depth information that may not be retainable. Use visual aids to represent each of the missions.

OUTLINE

I. Set learning objectives

A. By the end of the class/presentation/speech, each student will be able to _____

B. Objectives must be clear and concise

II. Be familiar with material and information

A. Know your audience

1. Know their learning capability

B. Research & review any related reference materials

C. Use credible sources (Multiple websites, libraries, subject matter experts, regulations)

D. Gather more information than you think you will need

E. Reference and compare material to learning objectives

III. Create an outline

A. What is the importance of an outline?

B. Finalize learning objectives and educational goal

C. Introduction

1. “Tell them what you’re gonna tell them”
2. State the purpose and central idea
3. Prepare them for what they are going to learn

D. Body

1. “Tell them”
2. Break your presentation into points
 - a. Put less important points into sub-points
3. Cite your sources

E. Conclusion

1. “Tell them what you told them”
2. Make it clear what the most important information to take away from the presentation is

IV. Create a visual aid

- A. PowerPoint, Whiteboard, etc
- B. Your visual aid should NOT become your crutch

V. Preparation of your speaking area

- A. Make sure your environment works for your presentation
- B. Check availability of visual aids
 1. Projector
 2. Whiteboard
 3. PowerPoint
- C. Make sure everything about your teaching environment is tailored to your student’s attention span and your specific teaching style

VI. Practice, practice, practice

Conclusion: Students understand the preparation that goes into a speech or presentation, including researching your topic, the outline, speaking area preparation, and the use of visual aids.

INSTRUCTIONAL METHODS II - DELIVERY

316

Instructor: Staff

Reference: L2L Vol Two Chapter 8

Interactive Lecture

30 minutes

Educational Goal: By the end of this instructional block, students will be able to effectively deliver a presentation.

Objectives: Each student will be able to:

1. Explain why compelling public speaking is important.
2. Explain why effective delivery skills are important to have.
3. Demonstrate effective delivery skills.
4. Identify and avoid common delivery mistakes.
5. Identify different forms of visual aid.

Note to Instructor: This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations. The purpose of this class is to intrigue the students. The students should not be bogged down with in-depth information that may not be retainable. Use visual aids to represent each of the missions.

OUTLINE

I. Why is public speaking important?

A. Life skill

1. Presentations at school or CAP
2. Teaching classes

B. Communication is necessary for leaders to accomplish goals with their team.

II. Why is effective delivery important?

A. Makes your presentation more appealing to your audience so that they'll pay attention to your content.

III. Common delivery mistakes

A. Fidgeting with clothing

B. Pacing back and forth

C. Fleeting eyes, not maintaining effective eye contact with one person before moving on to make eye contact with another person.

- D. Excessive hand gestures.**
- E. Sticking hands in pockets.**
- F. Speaking with food/gum in your mouth.**

IV. Effective delivery

A. General tips

- 1. Have lots of enthusiasm. Have fun.**
- 2. Don't over think it. It's just a presentation.**
- 3. Stay confident. Do not apologize or get flustered when you make a mistake, it's ok just keep going with your speech.**
- 4. Engage your audience. You don't want them to be falling asleep. (When teaching a class, asking questions is appropriate. For a speech, audience engagement does not have to be asking questions. Audience engagement is just whether they're interested, bored, etc.)**
- 5. Practice**

B. Body

- 1. Stand where the most amount of people can see you.**
- 2. Stand with your feet shoulder width apart.**
- 3. Stand up straight.**
- 4. Clean, crisp uniform.**
- 5. Purposeful walking movements.**
 - a. For example: For signposting. Walking to one side of the stage for your first point, walking to the other side for your next point, and going back to the middle for your final point**
 - b. Signpost: Transitions signaling to your audience what your main points are (First, Second, Finally)**

C. Hands

- 1. Arms at your side with your hands relaxed**
- 2. Purposeful hand motions above your waist.**
 - a. For example, using your fingers to signpost**

D. Face

1. **Calm, content facial expression**
2. **Smile when appropriate**
3. **Make eye contact with different members of the audience**

E. Voice

1. **Slightly louder than normal/comfortable speaking voice that is appropriate for the setting.**
2. **Slower than normal/comfortable speaking speed**
3. **Vary speed, tone, volume. Do not be monotone**

F. Visual aid

1. **Should only be used to support your presentation, your presentation should not be centered around your visual aid.**
2. **Powerpoint**
 - a. **Do not fill the whole slide with text**
 - b. **Put pictures, diagrams, graphs, etc.**
 - c. **Avoid “death by PowerPoint”**
3. **Posters**
4. **Whiteboard/blackboard**
5. **If using notes, do not just bring up a sheet of paper on its own, bring up a binder/folder. Do not hide behind your notes.**
6. **Human body demonstrators**
7. **Be creative, it doesn't have to be a powerpoint class**

ASSIGNMENT RESEARCH I

317

Instructor: Seminar Staff

Reference: None

Activity

45 minutes

Educational Goal: By the end of this instructional block, students will be sufficiently prepared to give a 2-3 minute instructional speech on a topic of their choosing.

Objectives: Each student will be able to:

1. Utilize outlining skills learned from the Instructional Methods class.
2. Understand the concept of proper research, preparation, and practice.

Note to Seminar Staff: Students will be solely focused on preparing their presentations during this period. While they are preparing, the Seminar Staff are expected to *engage* and *interact* with the students. The Seminar Staff should be talking with each student, reviewing their topic and speech organization. Specific items to review with the students include:

1. Is the topic and scope appropriate? Is it too little/much for a three-minute speech?
2. Do they have sufficient information for the presentation? Have they researched their topic properly (if applicable)?
3. Is their outline properly formatted?

The staff is to provide guidance but allow the student to maintain ownership of their speech. If a cadet has a complete outline, give them the option of practicing their presentation with one of the staff members.

The topic should be something a cadet is already familiar with or interested in. It does not necessarily have to be related to CAP, but it *must* be cleared through one member of the Seminar Staff. *No student will utilize visual aids during the preparation.*

ASSIGNMENT PRESENTATION I

318

Instructor: Seminar Staff

Reference: None

Presentations

75 minutes

Educational Goal: By the end of this instructional block, students will have practical experience in giving a three-minute informational speech.

Objectives: Each student will be able to:

1. Gain familiarity and comfort in practical speech delivery techniques
2. Understand how to provide constructive feedback to peers regarding their presentations
3. Identify three specific pieces of feedback given during this block to improve their Assignment Presentation II speech.

Note to Instructor: Ensure that you have an appropriate number of the accompanying NCOS Assignment Presentation critique sheets for the Seminar's members. Each member of the Seminar Staff (Seminar Leader, Assistant Seminar Leader, Seminar Training Officers) should complete one Critique Sheet for each student.

Seminar Staff Guidelines: Each student will make a short presentation (2-3 minutes) on any subject of their choice.

- The atmosphere should be professional but relaxed so the students feel comfortable. Students should not be allowed to use any lectern but will be allowed to use notes.
- Offer to give hand signals for time. The speaker should be stopped if their speech exceeds 3:30 minutes.

After each presentation, Seminar Staff will lead a short critique. Encourage participation of the other students in the seminar. Students should identify things they liked about the presentation as well as opportunities for improvement in the second presentation. If you have a standard number of students within your Seminar (8 students), be mindful that each speech and any given feedback should take no more than 9 minutes total.

Each student will make note of *at least* three pieces of feedback they wish to incorporate into their next presentation, and the Seminar Staff will ensure that this takes place.

Seminar Staff are responsible for maintaining a time schedule and using the Assignment Presentation critique sheets (included as an Attachment to this manual). Students should have their critique sheets returned so they can receive the Seminar Staff's comments and can grow from the experience.

ASSIGNMENT RESEARCH II

319

Instructor: Seminar Staff
Reference: None

Activity
90 minutes

Educational Goal: By the end of this instructional block, students will be sufficiently prepared to give a 4-5 minute instructional speech on a CAP or aerospace-related topic.

Objectives: Each student will be able to:

1. Refine outlining skills learned from the Instructional Methods class.
2. Understand the concept of proper research, preparation, and practice when preparing a CAP or aviation-related topic.
3. Identify specific delivery items to work on from the previous speech and incorporate them into their next speech.

Seminar Staff Guidelines: Students will be solely focused on preparing their presentations during this period. While they are preparing, the Seminar Staff are expected to *engage* and *interact* with the students. The Seminar Staff should be talking with each student reviewing their topic and speech organization. Specific items to review with the students include:

1. Is the topic and scope appropriate? Is it too little or too much for a 4-5 minute speech?
2. Do they have sufficient information for the presentation? Have they researched their topic properly (if applicable)?
3. Is their outline properly formatted?

The staff is to provide guidance but allow the student to maintain ownership. If a cadet has a complete outline, allow them the option of practicing their presentation with one of the staff members. Also give them the option for additional one-on-one feedback regarding their previous speech.

The topic will be on a CAP or aerospace-related topic. The topic *must* be cleared through one member of the Seminar Staff. *For this next speech, students who score 51/63 points (80%) will have the option to use visual aids, but they must be approved by the Seminar Staff. Visual aids should make sense and **support the presentation**, not become a crutch or the focus of the speech.*

ASSIGNMENT PRESENTATION II

320

Instructor: Seminar Staff

Reference: None

Presentations

120 minutes

Educational Goal: By the end of this instructional block, students will have practical experience in giving a 4-5 minute informational speech on a CAP or aviation related topic.

Objectives: Each student will be able to:

1. Refine their delivery skills which have already been critiqued.
2. Gain familiarity and comfort in giving a longer, more detailed presentation on a CAP or aerospace related topic.

Note to Instructor: Ensure that you have an appropriate number of the accompanying NCOS Assignment Presentation critique sheet for the Seminar's members. Each member of the Seminar Staff (Seminar Leader, Assistant Seminar Leader, Seminar Training Officers) should complete one Critique Sheet for each student.

Seminar Staff Guidelines: Each student will make a short presentation (4-5 minutes) on any CAP or aerospace-related topic.

- The atmosphere should be professional but relaxed so the students feel comfortable. Students should not be allowed to use any lectern but will be allowed to use notes.
- Offer to give hand signals for time. The speaker should be stopped if their speech exceeds 5:30 minutes.

After each presentation, Seminar Staff will lead a short critique. Encourage participation of the other students in the seminar. Students should identify things they liked about the presentation. Include items that were improved over the first presentation. Identify opportunities for growth.

Seminar Staff are responsible for maintaining a time schedule and using the Assignment Presentation critique sheets (included as an Attachment to this manual). Students should have their critique sheets returned so they can receive the Seminar Staff's comments and can grow from the experience. **One speaker from the Seminar will be selected by the Seminar Staff based on speech scores to compete against the other Seminar's best speakers in the Final Presentation (see NCOS Schedule).**

ELECTRONIC COMMUNICATION ETIQUETTE**321****Instructor: Staff****Reference: CAPP 1-2****Interactive Lecture****15 minutes**

Educational Goal: By the end of this instructional block, students will understand appropriate methods and expectations when using electronic communication.

Objectives: Each student will be able to:

1. Understand appropriate methods of electronic communication.
2. Properly format a professional email.
3. Properly format and include an official email signature block.

Note to Instructor: This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations. The purpose of this class is to intrigue the students. The students should not be bogged down with in-depth information that may not be retainable. Use visual aids to represent each of the missions.

OUTLINE**I. Methods**

- A. Email, text messaging, social messaging**
- B. When/when not to use different methods**

II. Email format

- A. Similar to “business style” letter format**
- B. Know your audience**
- C. Maintain professional image**

III. Email signature block

- A. Graphic signature block**
 - 1. Copy and paste from National website or regulation**
- B. Plain text signature block**

Conclusion: Review key points

RESUME / COVER LETTER WRITING

322

Instructor: Staff

**Reference: CAPP 1-2, L2L Vol 2 Chapter 8
USAF Tongue and Quill**

Interactive Lecture

45 minutes

Educational Goal: By the end of this instructional block, students will understand proper formatting and content of a resume and cover letter.

Objectives: Each student will be able to:

1. Describe the purpose of a resume.
2. Format a proper resume.
3. Identify the characteristics of a resume.
4. Complete a personal resume based on the L2L-style template.
5. Describe the purpose of a cover letter.
6. Format a proper cover letter.
7. Identify the characteristics of a cover letter.
8. Complete a personal cover letter based on CAPP 1-2 Business Style Letter format.

Note to Instructor: This outline is not intended to be used verbatim in a presentation. Use this outline as a guide to construct a presentation. Read all referenced material and citations. The purpose of this class is to intrigue the students. The students should not be bogged down with in-depth information that may not be retainable. Use visual aids to represent each of the missions.

OUTLINE

I. The Resume

A. Purpose

1. **Document relevant experience**
2. **Demonstrate qualifications**

B. Format

1. **Personal Information: Name, Grade, Address (physical and email), phone number**
2. **Objective: Why are you sending this resume? What are you applying for?**
3. **Relevant Experience: Listing and describing pertinent experience to the position you are seeking. Can categorize it by "Squadron, Group, Wing, etc" if it is CAP related**

4. **Education:** Describe your education within CAP or school. It should be pertinent to whatever position/job you are applying for

5. **Awards/Extracurricular Activities:** Describe how you are “well-rounded,” or what you do outside of CAP. List any awards/recognition you have received for your previous efforts

C. Characteristics

1. **Brief:** Should not exceed two pages

2. **Dynamic:** Do not just list your positions. Organize it, use different fonts and font sizes, etc. Should still maintain a professional

3. **Detailed:** Explain each prior experience and how it is relevant to your desired position

D. Practical Exercise - Handout Completion

II. The Cover Letter

A. Purpose

1. **Introduce yourself to the employer**

2. **Demonstrate interest**

3. **Emphasize how you can make the employer/event successful**

B. Format - The Business Style Letter (CAPP 1-2, p. 33)

C. Characteristics

1. **Brief:** Should not exceed one page

2. **Unique:** Should not overlap resume

3. **Concise:** Do not use “fancy words”

4. **Humble:** Selling yourself, but do not be arrogant

Conclusion: Review course learning objectives and emphasize the corresponding pre/post test question(s):

1. Where can you find the “The Business Style Letter” format for cover letters?

A: CAPR 10-1

- B: USAF Tongue and Quill
- C: CAPP 1-2
- D: CAPR 52-16

2. Which of the following is NOT an element of the resume?
- A: Personal Photo
 - B: Education
 - C: Objective
 - D: References

FINAL PRESENTATIONS**323**

Instructor:	NCOS Commandant	Presentations
	NCOS Cadet Commander	
	Others as determined by Commandant	
Reference:	None	30 minutes

Each seminar will choose one cadet to present their final presentation to the NCOS. The Commandant will select the best of these to receive the best presentation award.

NCO RESPONSIBILITIES

324

Instructor: Staff

Reference: L2L Vol 2

Interactive Lecture

30 minutes

Educational Goal: To highlight leadership principles and to provide students with an overview of the NCO's role in the cadet program.

Objectives: Each student will be able to:

1. Identify three responsibilities the NCO has to his superiors.
2. Identify five responsibilities the NCO has to his subordinates.
3. Identify four responsibilities the NCO has to his peers.

OUTLINE

- I. **Skills learned at NCOS**
 - A. **Drill**
 1. **Standardizing individual drill**
 2. **Drilling others**
 3. **Evaluating others**
 4. **Feedback / Reinforcement**
 5. **Ceremonies**
 6. **Drill Terms**
 - B. **Presentations**
 1. **Preparation**
 2. **Organization**
 3. **Outlines**
 4. **Presentation**
 - C. **Uniforms**
 1. **Standardization**
 2. **Evaluation**
- II. **The NCO is responsible to:**
 - A. **Superiors**
 1. **Obeying orders**
 2. **Keeping them informed**
 3. **Using initiative**

4. Training
5. Planning

B. Subordinates

1. Setting the example, standards
2. Training
3. Motivating
4. Correcting
5. Counseling
6. Keeping them informed
7. Evaluating
8. Planning
9. Conducting drill and ceremonies

C. Peers

1. Keep informed
2. Giving assistance
3. Setting the example
4. Counseling
5. Motivating

III. Respect

A. Superiors

1. Position - responsibility
2. Person - achievement and knowledge

B. Peers

1. Position - responsibility
2. Person - achievement and knowledge

C. Subordinates

1. Everyone has value
2. You have your position only because they are there
3. They are there because they want to be

TACTICAL LEVEL LEADERSHIP**325****Instructor: Staff****Reference: Learn to Lead, Volume 2, p26****Air Force Doctrine, Vol. II, Leadership****Interactive Lecture****30 minutes**

Educational Goal: To highlight different levels of leadership and to provide students with an overview of the NCO's role as a tactical level leader in the cadet program.

Objectives: Each student will be able to:

1. Identify the three levels at which leadership is practiced
2. Identify the three levels of leadership skill
3. Discuss tactical level leadership as it relates to NCOs

OUTLINE

- I. **The Leadership Matrix. The skills a leader needs depends on the level they are leading at**
 - A. **Leadership Arenas (Levels)**
 1. **Tactical Level**
 - a. **Learn/perfect primary skills**
 - b. **Honing followership abilities, influencing peers and motivating subordinates**
 - c. **Learn about themselves as leaders**
 - d. **Gaining general understanding of team leadership**
 - e. **First-line supervisors who help the people who directly accomplish the mission. On the spot leadership where "the rubber meets to road."**
 2. **Operational Level**
 - a. **Increases focus on how one team/section relates to others (big picture)**
 - b. **Continue to develop personal leadership skills and broadening experience**
 - c. **Develop familiarity in institutional leadership competencies**
 - d. **Increased responsibilities and positions of authority**

- e. **Organize and direct tactical-level leaders, and coordinate the details of the tactical teams performing the mission**

3. Strategic Level

- a. **Leaders need tactical comprehension and competence**
- b. **Advising top leaders**
- c. **Leading far-reaching programs and processes**

B. Leadership Skills

1. Personal Leadership

- a. **Personal-level leadership skills involve leading oneself and leading others, especially in a one-on-one or small team setting**
- b. **Competencies**
 - i. **Ethical Leadership**
 - ii. **Followership**
 - iii. **Airman ethos**
 - iv. **Develops Self**
 - v. **Effective communication**

2. People/Team Leadership

- a. **Team-level leadership skills involve leading large teams by directing other leaders**
- b. **Competencies**
 - i. **Develops and inspires others**
 - ii. **Takes care of people**
 - iii. **Builds teams and coalitions**
 - iv. **Negotiating**

3. Institutional Leadership

- a. **Institutional-level leadership skill involves leading an entire establishment**
- b. **Competencies**
 - i. **Strategic Communication**

- ii. Change management
 - iii. Continuous improvement
 - iv. Vision
 - v. Decision-making
 - vi. Adaptability
 - 4. The appropriate mix of these skills varies as an individual advances from supervisory to top-management positions.
- II. Tactical Level Leadership as NCOs
 - A. NCOs
 - 1. Focus on short-term needs of individual cadets and a small team
 - 2. Ensure people comply with policies, rules, and standards
 - 3. Train people to do their jobs
 - 4. Fulfill the goals of the team, carry out activity plans, and develop a sense of teamwork
 - 5. NCOs get the job done
- III. Conclusion: First you learn the job, then you teach others to do the job, and then lead others in accomplishing the job. As the level of leadership changes, so do the skills required.
Take your responsibilities as an NCO to heart. Continue your CAP training, developing your personal leadership skills and broadening your experiences. Accept increased responsibilities and positions of authority to progress to higher levels of leadership.

LEADERSHIP EVALUATIONS

326

Instructor: Seminar Staff
Reference: None

Activity
60 minutes

Educational Goal: To evaluate the level of understanding that the cadet is at near the completion of NCOS.

Objectives: Each student will be able to:

1. Teach one drill movement according to the six-step teaching method.
2. Write an outline describing the NCO Responsibilities.
3. Give a 3-minute speech on the NCO Responsibilities.

Purpose:

The Student Assessment shall give the Cadet Commander and Commandant a clear picture of student performance near the conclusion of NCOS. This assessment shall not be used to determine whether a student passes or fails NCOS, but will be utilized as an additional metric to measure his/her level of understanding after the course curriculum has been completed. Considering input from seminar staff, the Commandant alone shall have discretion in the unlikely instance that a student does not demonstrate proficiency in the skills that NCOS seeks to imbue.

Environment:

Maintaining an unbiased approach is crucial to the success of this assessment. The evaluation staff should focus on objective capability and competence rather than perception of student performance. Therefore, evaluation staff shall be required to maintain proper military bearing at all times and is recommended not to be a member of the students' seminar staff.

Directions:

Two evaluators shall assess each student individually. The evaluators shall not be assigned to students within their seminar. Each assessment is designed to be 15 minutes long. This consists of ten minutes of assessment time and five minutes allotted for providing instructions and answering questions. Each NCOS pillar shall be evaluated.

Part I: Drill and Ceremonies (5 minutes)

This section is closed-note and the student will not be given preparation time.

During the Six-Step Teaching method class and lab, students will be reminded that they shall be subject to evaluation at the conclusion of NCOS. Assess the student on basic understanding of each step. If the cadet completed the step, he/she receives a check mark. If the step is skipped or not sufficiently demonstrated, no check mark is given. See evaluation sheet for further details.

Read the following statement to the student:

"Imagine I am a flight of cadets. Using the six-step teaching method, explain to me how you would teach a left (or right) face."

Part II: Communication and Leadership (5 minutes)

This section of the assessment is two-fold, as it assesses both the communications pillar and the leadership pillar. The student will be given two minutes to prepare a written outline on NCO Responsibilities, followed by a three-minute speech. During the Outline Class and Communication Labs, students will be reminded that they shall be subject to evaluation at the conclusion of NCOS. See evaluation sheet for grading instructions.

Read the following statement to the student:

"Using your notes, you have two minutes to prepare a basic written outline on NCO Responsibilities. You will then present your outline in a three-minute speech."

HONOR CODE

327

Instructor: Staff

Interactive Lecture

Reference: Based on USAF Academy Honor Code

30 minutes

Educational Goal: To increase the students understanding of the Cadet Honor Code and its implications and the value to themselves as a cadet and as an individual.

Objectives: Each student will be able to:

1. Define lying, cheating and stealing in the context of the cadet honor code.
2. Explain the purpose for the toleration clause of the honor code and explain why it is necessary
3. Explain the importance of the Cadet Honor Code in terms of training experience and in terms of personal integrity.

OUTLINE

I. The Cadet Honor Code

On my honor as a Civil Air Patrol Cadet of California Wing, I will not lie, cheat, steal, or commit any act of intentional dishonesty or tolerate those who do.

II. Intent

III. Definitions

- A. Lying - Making a statement which is intended to deceive or mislead.**
- B. Cheating - Giving or receiving unauthorized assistance.**
- C. Stealing - The acquisition of property of another without specific authority.**
- D. Intentional dishonesty - A deliberate untruthful act or statement.**
- E. Tolerating - Allow without prohibiting or opposing.**

IV. Implementation

PART FIVE – EXECUTIVE OFFICER’S GUIDE ATTACHMENTS

NCOS Timeline

Commandant Appointed.....	-120 days
Executive Officer Appointed	-120 days
Facility Request.....	- 90 days
Establish Cost.....	- 60 days
Flyer published to CAWG “All”.....	- 60 days
Flyer sent out again	- 49 days
Unit Visits for Publicity	- 35 days
Staff Application Deadline	- 28 days
Appoint Staff.....	- 21 days
Application Deadline.....	- 21 days
Order T-shirts	- 21 days
Go/No-Go Decision Date.....	- 14 days
MSA Request	- 14 days
Acceptance Letters Mailed	- 10 days
MSA Completed	- 7 days
Participation Letter Drafted.....	- 7 days
Advance Staff Meeting (Primary Staff)	- 7 days
Instructor Rehearsals	- 7 days
Activity	0
Thank You Letters	+ 14 days
Activity Report Submitted to CP	+ 21 days

Executive Officer Checklist

- _____ Date Established
- _____ Desired location established
- _____ Commandant selected
- _____ Project Officer selected
- _____ Facility Request submitted
- _____ Flyer completed
- _____ Publicity letter completed
- _____ Flyer/letter mailed to all units
- _____ Facilities coordinated with base liaison
 - _____ Billeting
 - _____ Check-in procedure
 - _____ Meals (prices and schedule)
 - _____ Classrooms
 - _____ Seminar rooms
 - _____ Keys for classrooms or access procedure set up
 - _____ Contact and phone number in case of problems
 - _____ Phone number for incoming calls from participants
- _____ Instructors/Senior Staff appointed (Commandant)
- _____ Cadet Staff appointed (Commandant)
- _____ Supplies ordered/located
- _____ Textbooks printed
- _____ Certificates printed
- _____ Applications received/processed
- _____ Rosters made
- _____ MSA's made
- _____ Rejected applications returned
- _____ Acceptance letters mailed
- _____ Finance completed
- _____ Checks for fees submitted for deposit
- _____ Receipts submitted for reimbursement
- _____ Activity finance summary
- _____ Thank you letters sent
- _____ Activity report submitted to CP

Safety Officer Checklist

- _____ Are aisles or passageways kept clear?
- _____ Are sidewalks/pathways free from hazards such as snow, ice, rocks, tripping hazards, etc.?
- _____ Are stairways well lit?
- _____ Are steps equipped with non-slip treads or painted with non-slip material?
- _____ Are cords or wires strung across floors?
- _____ Is electrical equipment properly grounded to prevent possibilities of shock and fire?
- _____ Are electrical outlets being overloaded?
- _____ Are fire extinguishers available and do they have a current inspection?
- _____ Ensure flammables are not stored in office areas
(charcoal, starter fluid, paint thinner, cleaning solvent)
- _____ Is a first aid kit available and adequately equipped for the NCOS?
- _____ Do buildings have any noticeable damage due to prior use?
- _____ Is there a suitable area for drill, free of debris and holes?
- _____ Will activities during periods of darkness have adequate lighting?

STUDENT EQUIPMENT LIST

CAP Membership Card

Sleeping bag

Notebook, paper and pen/pencil

Flashlight

Shoe shine kit

Personal Hygiene Materials

Deodorant

Toothbrush/toothpaste

Soap

Towel

Shaving kit (male)

Shorts, Blue Athletic

Shoes, Athletic (tennis/running)

ABU/BDU T-Shirt for PT

Uniforms

ABU/BDU

Shirt

Trousers

Cover (if wearing ABU, ABU cap is required)

Belt, desert tan for ABU, dark blue or black for BDU

Boots, combat, black

Socks, black, plain, no design

T-Shirt, crewneck, desert tan for ABU, black for BDU

Blousing bands

Civilian or ABU/BDU Jacket

Service, Blue

Shirt/Overblouse, light blue, short sleeves

Trousers/Slacks/Skirt, blue

Belt and Buckle, blue with silver chrome-like tip and buckle

Cap, flight, blue

Shoes/Oxfords, black, smooth toe, laced

Black Socks/Nylons/Anklelets

T-shirt, V-neck, white

Ribbons

Sweater, Pullover, with tie

Civilian or Blues Jacket

Manuals

Hard copy:

AFMAN 36-2203 Drill & Ceremonies

Learn to Lead, Volume II

Access to a reference copy:

CAPM 39-1

Uniform Manual

CAPP 151

Standards, Customs, & Courtesies

Iron

Spray starch/Fabric Finish

Sewing kit

Note: Items in *Italics* are optional.

NCOS Schedule - Friday

Times	Activity	Course Number	Uniform	Location
1800 – 2000	Student In Processing		ABU	C
2000 – 2020	Intro to NCOS / Safety	301	ABU	C
2020 – 2050	PT Class	303	ABU	C
2050 – 2130	Interaction Seminar	302	ABU	C
2130 – 2200	PPT		PT	B
2200	Student Lights Out			
2130 – 2200	Staff Meeting		ABU	B
2200 – 2230	Staff PPT		PT	B
2230	Cadre Lights Out			

B = Barracks C = Classroom S = Seminar Rooms DP = Drill Pad MH = Mess Hall

NCOS Schedule - Saturday

Times	Activity	Course Number	Uniform	Location
0600	Reveille			
0600 – 0610	PPT		PT	B
0610 – 0655	Physical Training Lab 1	304	PT	DP
0655 – 0715	Showers / PPT		PT	B
0715 – 0745	Breakfast		ABU	MH
0745 – 0815	NCO Responsibilities	324	ABU	C
0815 – 0845	Drill Terms	306	ABU	C
0845 – 0930	Drill Commander	307	ABU	C
0930 – 1030	Drill Lab 1	308	ABU	DP
1030 – 1115	Instructional Methods Pt 1	315	ABU	C
1115 – 1145	Instructional Methods Pt 2	316	ABU	C
1145 – 1245	Drill Lab 2	309	ABU	DP
1245 – 1315	Lunch			
1315 – 1400	Assignment Research 1	317	ABU	S
1400 – 1515	Assignment Presentation 1	318	ABU	S
1515 – 1545	Six Step Teaching Method	310	ABU	C
1545 – 1645	Drill Lab 3	311	ABU	DP
1645 – 1700	Electronic Communication	321	ABU	C
1700 – 1800	Formations Class / Lab 1	312	ABU	C / DP
1800 – 1830	Dinner			
1830 – 2000	Assignment Research 2	319	ABU	S
2000 – 2030	Tactical Level Leadership	325	ABU	C
2030 – 2115	Resume and Cover Letter	322	ABU	C
2115 – 2200	PPT		PT	B
2200	Student Lights Out			
2130 – 2200	Staff Meeting		ABU	B
2200 – 2230	Staff PPT		PT	B
2230	Cadre Lights Out			

B = Barracks C = Classroom S = Seminar Rooms DP = Drill Pad MH = Mess Hall

NCOS Schedule - Sunday

Times	Activity	Course Number	Uniform	Location
0600	Reveille			
0600 – 0610	PPT		PT	B
0610 – 0655	Physical Training Lab 2	305	PT	DP
0655 – 0730	Showers / PPT / Pack		PT	B
0730 – 0800	Breakfast			B
0800 – 0915	Drill Lab 4	313	Service	DP
0915 – 0945	Formation Lab 2	314	Service	DP
0945 – 1145	Assignment Presentation 2	320	Service	S
1145 – 1215	Lunch			MH
1215 – 1315	Leadership Evaluations	326	Service	S
1315 – 1345	Final Presentations	323	Service	C
1345 – 1415	Honor Code	327	Service	C
1415 – 1500	Clean Up			
1500	Graduation		Service	DP
1530	Out Processing			
1600	Staff Meeting			

B = Barracks C = Classroom S = Seminar Rooms DP = Drill Pad MH = Mess Hall

The following Executive Officer Guide Attachments are available through the Cadet Programs ILP Dropbox or Office 365 Sharepoint files by contacting the CAWG ILP Manager:

- Student Textbook
- CAWG Form 29 (Event Operations Plan)
- Operational Risk Management (ORM) Assessment
- Military Support Authorization (MSA) Template
- Sample Flyer
- Participation Letter Template
- Activity Final Report Template
- Finance Report Template
- Flight Staff Evaluation CAPF 50-6