

SENIOR NON-COMMISIONED OFFICER SCHOOL

PROGRAM MANUAL

2018 Draft



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

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Lesson 409, I. H. 1: needs to add in “faces about” after salute.

IV. A. CCF can dismiss the squadron (it says it has to be the Sq CC, which is not true, though the CAPP isn’t specific).

IV. G. and Guidon Bearer

This class outline should specifically recommend use of a Handout on Squadron Formations being used for the class

Lesson 413 needs an Educational Goal.

V. D. the commands are given in sequence, not in unison.

V. I. the manual is not specific. It is customary to give this command over the Left Shoulder, so you’re facing the flight when commanding.

T/U. After receiving debrief, the Flt CC salutes the Inspector.

PART ONE - DESCRIPTION

INTRODUCTION

This manual is designed to assist the Commandant and staff in planning and conducting a Senior Non-commissioned Officers School (SNCOS). 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. SNCOS is the fourth 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. SNCOS material covers squadron level drill and ceremonies, proper implementation of the Cadet Physical Fitness Program, effective communication, and advanced leadership and mentorship topics.
3. SNCOS will be conducted at the wing level.
4. SNCOS requires three and one half days to complete.
5. The 31 courses in the curriculum cover 24 hours and 25 minutes
6. *Recommended* prerequisites for SNCOS:
 - a. Students should be the grade of Cadet Technical Sergeant through Cadet Chief Master Sergeant.
 - b. Prior encampment attendance is required. Non-Commissioned Officer School (NCOS) is preferred for students.
 - c. Students should be able to properly drill a flight of cadets, use a command voice as outlined in CAPP 60-33, and properly wear all CAP uniforms in accordance with CAPM 39-1.
 - d. Prior attendance at SNCOS and DCS preferred for staff applicants
7. Student materials:
 - a. Students must bring a hard copy of L2L Volume II. Students must have access to a reference copy of CAPM 39-1 and CAPP 151.
 - b. Required readings include: CAPP 60-31 Cadet Staff Handbook and **First Sergeant Guide, available at www.cawgcadets.org, prior to arrival.**
 - c. Applicants must send a cover letter stating why they wish to attend SNCOS and a resume along with a full-length photo (JPEG format) wearing the short-sleeve blues uniform combination with ribbons, no flight cap.
8. **SNCOS has been allocated a set of 5 Flight Guidons (A, B, C, D, E) and 2 Squadron Guidons to use during SNCOS.** The California Wing SNCOS package consists of access to an online reference library which contains digital formats of the following:

- a. CAWG SNCOS Program Manual and attachments
- b. Graduation Certificates
- c. Pre/Post Test
- d. SNCOS Workbook (for reproduction)
- e. Power Point presentation templates
- f. Sample Templates

Goal

The goal of SNCOS is to create an environment in pursuit of the mastery of Drill and Ceremonies, NCO leadership and the mentoring of NCOs and Airmen, as well as to refine the techniques of public speaking, and classroom instruction. SNCOS also prepares the senior NCO for the transition into becoming a cadet officer.

Objectives

A graduate of SNCOS will be able to:

- A. Properly facilitate squadron-level drill and ceremonies, including formations and participation in squadron inspections.
- B. Implement a cadet Physical Fitness Program.
- C. Effectively communicate with peers, subordinates, and superiors as a senior NCO through written and oral communication.
- D. Present a 10-15 minute instructional class.
- E. Counsel subordinate NCOs and Airmen.
- F. Implement and facilitate the NCO support channel

Expected performance: Each cadet will be responsible for all the material presented during SNCOS, will complete the workbook (Attachment ____), and pass a final examination (Attachment ____). 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

SNCOS is the fourth 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. With the expansion of the senior NCO grades (C/MSgt-C/CMSgt) in the United States Air Force (USAF), a need for curriculum and training were identified to support cadets at this level.

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.

SNCOS focuses on the duties, responsibilities, and authority (DRA) of those fulfilling squadron-level and higher NCO responsibilities. The exact duties may differ slightly, but the skills required to accomplish those tasks remain the same. Likewise, effectively accomplishing the duties of any cadet officer requires a great understanding of the DRA of NCOs appointed under them. SNCOS not only provides the NCO with skills to accomplish their tasks, but will prepare them for the challenge of becoming a cadet officer and their continued advancement through the Cadet Program.

INSTRUCTION

Methods of Instruction

SNCOS 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 the drill labs, 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 SNCOS 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 nine students per seminar. 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 Technical Sergeant through Cadet Chief 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 SNCOS. 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. Seminar students should be encouraged to give feedback to each other and share their knowledge and experience with each other.

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 SNCOS. The primary responsibility of the Commandant is to ensure that the SNCOS 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 SNCOS Program Manual. The Commandant is responsible to the Director of Cadet Programs, California Wing.

Specific responsibilities include:

- A. Ensuring that all the objectives for SNCOS are met
- B. Selection of staff
- C. Supervising the quality and implementation of the SNCOS academic program
- D. Ensuring that proper housing and meal arrangements are made
- E. Ensuring the safety and well-being of every CAP member in attendance
- F. Ensuring proper coordination with facility personnel
- G. Ensuring appropriate maintenance of finance records
- H. 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 SNCOS, 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 Executive Officer timeline is included (Attachment ____).

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 __) prior to the start of the SNCOS. 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 SNCOS 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.

Curriculum & Plans Officer

The Curriculum & Plans Officer (CAPO) 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 CAPO at the discretion of the Cadet Commander and Commandant. The CAPO coordinates instruction during the school. His or 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 SNCOS Commandant and are responsible for ensuring that the SNCOS 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 SNCOS 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 SNCOS at the discretion of the Commandant. The Administrative Officer is a cadet or senior member who provides administrative support to the SNCOS. This person will prepare rosters, graduation certificates, and/or any reports necessary for the SNCOS. 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: Curriculum & Plans Officer, 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 SNCOS. 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 SNCOS. 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 staff members to ensure they are properly carrying out their responsibilities. He or she sets the standard and is an example for the cadet staff in matters of customs and courtesies, uniform wear, and military bearing, as well as maintaining a positive atmosphere and environment for both the staff and the students. The Cadet Commander reports to the SNCOS Commandant.

Cadet Deputy Commander for Operations

The Cadet Deputy Commander for Operations is a discretionary position. The Cadet Deputy Commander for Operations works directly under the supervision of the Cadet Commander. The Cadet Deputy Commander for Operations is primarily responsible for the seminar training activities of SNCOS. Some tasks will include overseeing the Seminar Leaders, supervising and evaluating the SNCOS training program, and supporting the Cadet Commander.

Cadet Deputy Commander for Support

The Cadet Deputy Commander for Support works directly under the supervision of the Cadet Commander. The Cadet Deputy Commander for Support is responsible for the support and logistical needs of SNCOS. 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 Curriculum & Plans Officer

The Cadet Curriculum & Plans Officer (CAPO) is a discretionary position and should be filled by a Phase III or Phase IV cadet. The cadet CAPO can work with a senior member CAPO. The CAPO 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, the 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 senior NCOs to be accountable for their schedule, assignments, and productivity.

Assistant Seminar Leader

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 senior NCOs to be accountable for their schedule, assignments, and productivity.

PART TWO – ADMINISTRATION

Authority/SNCOS Application Process

Authority to conduct an SNCOS can only come from the Director of Cadet Programs (DCP), California Wing. The SNCOS 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 a SNCOS in their area should contact the DCP to have an additional school scheduled over a three-day weekend 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

SNCOS is an important part of the California Wing Cadet Program. If an SNCOS 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 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, 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 SNCOS, 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 SNCOS 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 any one of the following methods to promote the SNCOS. For example, not all prospective students receive e-mail. The SNCOS 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 SNCOS. Ideally, each cadet who meets the criteria of an SNCOS 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. SNCOS flyers should be handed out at these presentations.

Commander's Call

Group Commander's Calls are ideal opportunities to promote activities among Unit Commanders. SNCOS information should be disseminated at every possible Commander's Call prior to conducting an SNCOS. Contact the appropriate Group Cadet Program Officer (CPO) and ask him or her to promote the school.

Cadet Advisory Council (CAC)

The Group and Wing Cadet Advisory Council also provide a tremendous opportunity to promote an SNCOS. 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 SNCOS 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 CAPR 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 an online application system (or checks made out to “Civil Air Patrol”).

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 three-day weekend ILP activity (circa 2017) is approximately \$75.00 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, ILP Manager and 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, tape
- 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 60-1, Cadet Program Management
- CAPM 39-1, Civil Air Patrol Uniform Manual
- CAPP 60-33, Drill and Ceremonies
- CAWG SNCOS Program Manual
- CAPP 60-50, Active Cadet Fitness Guide
- CAPP 60-31 Cadet Staff Handbook
- CAWG Jody Book

Student supplies

- Guidons and Guidon Poles
- SNCOS Workbook (one per student and staff)
- Pre/Post Tests (one per student and staff)

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 eight 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, three meals on Sunday and two meals on Monday for staff and students. Dinner on Saturday and Sunday may be used as working meals. 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 permission was granted from 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 instructional 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 SNCOS 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 SNCOS program in particular.

The SNCOS 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 SNCOS 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 SNCOS Commandant should also attempt to contact Cadet Program personnel within the sponsoring group and squadrons that are sending cadets as possible senior cadre members.

The SNCOS 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 SNCOS 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, Saturday, and Sunday, 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. Payment 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 SNCOS 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

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 SNCOS.

SNCOS Honor Cadet: This student will be one of the Seminar Honor Cadets who has demonstrated the best overall attitude and performance during the SNCOS. 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 can be held in the classroom. All students will be called forward individually to receive his or her certificate from the Cadet Commander and Commandant. The students receiving the Seminar Honor Cadet and the SNCOS Honor Cadet Award 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 and student 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 designated senior member 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

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)

Pretest/Posttest

Each student will take the pretest during in-processing on Friday to obtain a baseline of present levels of functioning. The **same** test will be administered after the last class on Monday to evaluate student learning and the effectiveness of instruction. The CAPO will collect data on student growth by comparing scores from the two exams. The comparative data should be used to provide feedback on effectiveness of instructors and instruction.

The following SNCOS 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 student's training and education.

Time

The times listed for each class are based on the experience from prior Senior 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 SNCOS 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 an 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, 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?	
An instructor's preparation and presentation is a direct reflection on himself or herself and the organization.				

Course #	Course Title	Presentation	Duration
401	SNCOS Introduction	Interactive Lecture	30 min
402	Interaction Seminar	Activity	60 min
403	Purpose of the Physical Fitness Program	Interactive Lecture	30 min
404	Planning a Physical Fitness Activity	Interactive Lecture	45 min
405	Assignment Work Period	Activity	20 min
406	Implementing a Physical Fitness Activity Lab I	Activity	40 min
407	Implementing a Physical Fitness Activity Lab II	Activity	40 min
408	Feedback as the First Sergeant in Drill	Interactive Lecture	40 min
409	Squadron Drill and Formations	Interactive Lecture	30 min
410	Drill Lab I	Activity	60 min
411	CAP Color Guards	Interactive Lecture	30 min
412	Drill Lab II	Activity	40 min
413	Squadron Inspections	Interactive Lecture	30 min
414	Drill Lab III	Activity	60 min
415	Drill Lab IV	Activity	45 min
416	Written Communication	Interactive Lecture	60 min
417	Your Online Presence	Interactive Lecture	30 min
418	Dynamic Speaking	Interactive Lecture	60 min

419	Dynamic Speaking Lab I	Activity	60 min
420	Instructional Methods	Interactive Lecture	75 min
421	Assignment Work Period	Activity	60 min
422	Dynamic Speaking Lab II	Activity	90 min
423	History of the NCO and the NCO Creed	Interactive Lecture	60 min
424	Senior NCO Duties, Responsibilities and Authority	Interactive Lecture	30 min
425	NCO Support Channel	Interactive Lecture	45 min
426	Staff Meetings, Briefings, Debriefings and AARs	Interactive Lecture	60 min
427	Coaching and Mentoring	Interactive Lecture	45 min
428	Effective Planning	Interactive Lecture	30 min
429	Leadership Styles	Interactive Lecture	45 min
430	Conflict Management	Interactive Lecture	45 min
431	Conflict Management Exercise	Activity	75 min
432	Ethics and Leadership	Interactive Lecture	60 min
433	Becoming a Cadet Officer – The Transition	Interactive Lecture	45 min

31 Courses (not including assignment work periods); 24 Hours, 25 Minutes

SNCOS INTRODUCTION

401

Instructor: SNCOS Commandant
Cadet Commander

Interactive Lecture
30 Minutes

Reference: SNCOS Program Manual

Prerequisite: None

Educational Goal:

To develop an understanding of the environment and the objectives of the Senior Noncommissioned Officers School.

Objectives: Each student will be able to:

1. List the six schools in the Integrated Leadership Program.
2. List the four program areas covered in the SNCOS.
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 Officers School (NCOS)
 1. Wing level school, held 3 times per year (North, Central and South)
 2. Standardize training, introduction to leadership in the role of NCO
 - D. Senior Non-Commissioned Officer's School (SNCOA)
 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 Officers Basic Course (COBC)
 1. Wing Level School, held biennially, one week long
 2. College type atmosphere
 3. Officer skills - Leadership, Management, Communications

F. Advanced Cadet Staff Seminar (ACSS)

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

II. SNCOS Pillars

A. Physical Fitness

1. Implementing Cadet fitness activities

B. Drill and Ceremonies

1. Squadron drill, formations and inspections, Color Guards

C. Communication

1. Written communication, instructional methods and dynamic speaking

D. Leadership and Management

1. SNCO DRA, coaching and mentoring, leadership styles, conflict management, transitioning to Cadet officer

III. Outcome of SNCOS

A. Reinforce leadership lab skills, chance to practice

B. Instruction/presentation

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

C. Evaluation

1. NCOs 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 CAPP 60-33
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
- IV. 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 Hygiene
 - 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. Road guards
 - 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
- V. Standards
 - A. California Wing standards
 - B. Challenge to students

Conclusion:

Review course learning objectives and educational goal to ensure students understand what they should have taken away from the lesson.

INTERACTION SEMINAR**402****Instructor: Staff****Reference: SNCOS Program Manual****Activity****60 minutes**

Note to Instructor: This outline is to help the Seminar Staff in guiding their cadets through a discussion meant to act as an “icebreaker” activity. The Seminar Staff will read the *Educational Goal* and *Objectives* for this block in order for the students to understand the intent of this seminar.

Educational Goal:

By the end of this instructional block, students will understand how to work as a team using peer-leadership by being able to:

Objectives:

1. Identify different methods to employ effective peer-leadership methods.
2. Practice the use of collaboration as a problem-solving method.
3. Understand the importance of listening to and respecting the opinions of other cadets.
4. Actively voice their opinion with the purpose of aiding the group.

Outline:

- I. Direction (For Seminar Staff)
 - A. One of the following scenarios will be read aloud to the entire flight/seminar with this direction given prior: "Using the resources available, as a team, use collaboration to arrive at the most effective solution to the presented problem. Each student must participate in some capacity, and everyone must contribute to the agreed-upon solution. When an agreed upon solution is found, the group must present the solution to the Seminar Staff as if they were the approving party of the simulated situation in a formal presentation style format."
 - B. Complete at least one scenario. The purpose is not to practice speed but collaboration and peer-leadership techniques. The most important part of this exercise is the guided discussion that follows the exercise. The students should have the first 40 minutes to work on their scenario(s).
 - C. When the prompt says "discuss", stop reading the prompt and allow the students to discuss. When discussion subsides, continue reading the prompt until it once again says “discuss” and repeat this cycle until

completed. This portion of the discussion should focus on the actual solution to the problem and not methods of problem solving.

- D. Once they have worked through the entire scenario and are satisfied with their solution, the group, in whole or part, will present their proposed solution to the Seminar Staff as if they are the approving party for the proposed solution. This presentation should be between 3-7 minutes. This time is flexible and primarily focused on whatever is most effective. There will be no formal grade given in these presentations.
- E. After the solution has been presented, the Seminar Staff will lead a small discussion and reflection period for the students to have some primary take-aways from the seminar.

II. Scenarios

- A. You are the color guard commander of your home unit. Your squadron color guard has agreed to present the colors in the local community's parade. When you arrive at the squadron, where everyone agreed to meet, none of the senior members arrive at the agreed upon time. How do you handle this situation? Discuss.

You called the Squadron Commander and he did not answer. Your Cadet Commander is out of town and you do not have the contact information for any other senior members in your unit. The parade will begin in 30 minutes and it takes you 25 minutes to get there. What do you do next? Discuss. Depending on your response, (a) what do you do to remedy your relationship with the city after not fulfilling your commitment? (b) What do you tell your Squadron Commander when he realizes that you transported to/attending the event without proper supervision? Discuss.

At the next squadron meeting, what do you do to discuss the situation with your Squadron Commander, and his or her actions affected the cadet involved? How will you make sure this does not happen again? Discuss.

- B. You are at a squadron bivouac [Bivouac is an outdoor camping/survival experience] and you are in charge of rationing the food so everyone has enough food for every meal. You realize that there will not be enough food for every meal for every person. What do you do next? Discuss. No one on the trip brought additional food, and the nearest store is so far that it would be more reasonable for everyone to go home and cancel the bivouac. What do you do next? Discuss.

You have enough food to feed half the cadets the whole weekend or everyone for half the weekend. By canceling the whole weekend, all the cadets that were scheduled to complete their model rocketry requirements will not be able to do this for another six months and those going for their marksmanship badge will not be able to complete this for another 4 months. Earning these badges is what your squadron needs to earn quality cadet unit, which is the main goal of the squadron for this quarter (4 months). What will you decide to do? The cadet staff and senior staff want you to propose all the possible solutions and advise them on the most effective solution. Discuss.

III. Discussion/Reflection: Once the students have presented their proposed solution, the Seminar Staff will use the following questions to help their students reflect on the activity.

- A. What made this exercise difficult?
- B. Did everyone get to voice their opinion?
- C. Did everyone try their best to contribute to the success of the group's solution?
- D. Were you exercising a form of peer-leadership at any point?
- E. Was everyone's opinions/suggestions respected and received equally?
- F. What would you do differently in finding solutions as a member of a team, now that you have done this exercise?

Conclusion: Review course learning objectives and educational goal to ensure students understand what they should have taken away from the lesson.

PURPOSE OF THE PHYSICAL FITNESS PROGRAM

403

Instructor: Staff
Reference: CAPP 60-50

Interactive Lecture
30 minutes

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 main point.

Educational Goal:

Students will understand the philosophy of physical fitness and the First Sergeant's role in the physical fitness program.

Objectives:

1. Describe the mission of Physical Fitness in accordance to the CAPP 60-50
2. Identify the five components of Physical Fitness
3. Identify and understand the role of the First Sergeant in the Physical Fitness Program
4. Be able to apply PPE in the Physical Fitness program

Outline:

- I. Mission of the Physical Fitness Program
 - A. Increase physical fitness
 - B. Develop a lifelong habit of physical activity
- II. Introduce Five Facets of Physical Fitness
 - A. Activities
 - B. Academics
 - C. Attitude
 - D. Assessment
 - E. Awards
- III. Training Principles
 - A. Regularity
 - B. Progression
 - C. Balance
 - D. Variety
 - E. Specificity
 - F. Recovery
 - G. Overload

IV. Role of the First Sergeant in the Physical Fitness Program

- A. Develop and execute Physical Fitness plans
- B. Plan and execute quarterly Physical Fitness testing
- C. Plan and execute monthly Physical Fitness activity

Conclusion: Review course learning objectives and educational goal to ensure students understand what they should have taken away from the lesson.

PLANNING A PHYSICAL FITNESS ACTIVITY

404

Instructor: Staff
Reference: CAPP 60-50

Interactive Lecture
45 minutes

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 main point.

Educational Goal:

Students will be able to plan an effective physical training activity at their home squadron. This will include testing and activities.

Objectives:

1. Become familiar with the CAPP 60-50.
2. Identify the five facets of the physical fitness program.
3. Understand the principles in implementing the program.
4. Identify training requirements for a physical fitness activity.
5. Conduct a plan for both physical fitness testing and activity.

Outline:

- I. Physical fitness program changes as found in CAPP 60-50
 - A. 5 facets instead of 2
 - B. Physical event changes
 - C. New physical fitness standards
- II. Five facets
 - A. Activities
 - B. Academics
 - C. Attitudes
 - D. Assessment
 - E. Awards
- III. Implementing the principles of a physical fitness plan
 - A. Set realistic goals based on each individual cadet's needs
 - B. Determine training objectives that are specific and measurable
 - C. Select activities and lesson from available resources (CAPP 52-27*)
 - D. Monitor each cadet and provide appropriate feedback to keep activity challenging
 - E. Create a positive training environment; encourage cadets to perform to

their maximum potential

F. Add cadences, battle-cries, and motivational checks to raise spirit

IV. Training requirements for a physical fitness plan

A. 1 hour every month of fitness

B. 45 minutes for moderate to vigorous activity, 15 minutes for average classroom instruction

C. Warm up

D. Main Events

E. Cool down

V. Conduct a plan for both physical fitness testing and activities

A. Use S.M.A.R.T. goals

B. Consider environmental factors like weather and elevation.

C. Select activities that fit the needs of the cadets

D. Create a positive, motivational environment

E. You lead them, you do it/Lead by example

F. Get your plan approved with proper chain of command

Conclusion:

Review course objectives in the following assignment: Using the CAPP 60-50 and a bucket of supplies, create a 30-minute physical fitness activity as a seminar for tomorrow morning physical fitness training block. This assignment will be written in memorandum format

PHYSICAL FITNESS ASSIGNMENT WORK PERIOD

405

Instructor: Seminar Staff
Reference: CAPP 60-50

Activity
20 minutes

Educational Goal:

Students will be able to plan an effective physical training activity at their home squadron. This will include testing and activities.

Objectives:

1. Become familiar with the CAPP 60-50.
2. Identify the five facets of the physical fitness program.
3. Understand the principles in implementing the program.
4. Identify training requirements for a physical fitness activity.
5. Conduct a plan for both physical fitness testing and activity.

IMPLEMENTING A PHYSICAL FITNESS ACTIVITY LAB I

406

Instructor: Staff

Activity

Reference: CAPP 60-50

40 minutes

Materials Needed: Bucket of various items (paper, flying discs, dodgeballs, etc.)

Note to Instructor: Allow 5 minutes before the physical fitness activity for organization and 5 minutes after the activity to give feedback. Allow access to the CAPP 60-50 for cadets to reference for their physical fitness activity.

Educational Goal:

Students will be able to plan an effective physical fitness activity to use at their home squadrons.

Objectives:

1. Students will be able to plan and execute a physical fitness activity
2. Recognize and implement the principles, facets, and training requirements in the physical fitness program
3. Create a positive environment for physical fitness

Scenario:

1. Using the CAPP 60-50 and bucket of various items, you will create a 30-minute physical fitness activity to do as a seminar.

IMPLEMENTING A PHYSICAL FITNESS ACTIVITY LAB II

407

Instructor: Staff
Reference: CAPP 60-50

Activity
40 minutes

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.

Educational Goal:

Students will be able to plan an effective physical fitness run at their home squadron.

Objectives:

1. Students will be able to effectively plan a school run.
2. Recognize and understand the components of a school run.
3. Execute a school run.

Scenario:

1. As a school you will create one plan for a school run. As a school make one plan for a school run.
2. Implement this plan on the third morning of the activity.

FEEDBACK AS THE FIRST SERGEANT IN DRILL

408

Instructor: Staff

Reference: CAPP 60-31, CAWGP 60-70

Interactive Lecture

40 minutes

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.

Educational Goal:

By the end of this instructional block, students will understand how the First Sergeant mentors and trains the Flight Sergeants in the operations of drill and ceremonies and how he/she interacts with the Flight Commander and Cadet Squadron Commander when it comes to feedback in drill and ceremonies. With the proper training, students will be able to implement what they learned into real situations at home units and beyond.

Objectives:

1. State the purpose of feedback to the Flight Sergeants
2. State the different methods of feedback
3. Explain how and when the First Sergeant should give the feedback
4. Understand the relationship between First Sergeant, Flt CC, and C/CC
5. Know the First Sergeant's role in drill

Outline:

- I. Purpose of feedback to Flight Sergeant
 - A. First Sergeant is in charge of managing the NCOs and the quality of training from them. The role is more mentoring than just giving feedback
 - B. Flight Sergeants will perform badly at times and the unit depends on accountability and correcting mistakes
 - C. Flight Sergeants will perform very well at times and to preserve good training positive feedback is essential
 - D. As NCOs, excellence is always important
 - E. The students deserve quality training and an accountable staff
- II. Methods of feedback
 - A. **Mentoring** Flight Sergeants requires a professional relationship with them
 1. Help them set goals for their flight's drill training.
 2. Help them ensure they know the drill standards they're teaching and practicing
 3. Observe while they drill the flight so you can give specific feedback

- B. **Person Performance Praise (PPP)**
 - 1. Make sure the person knows that it is him/her that performed well
 - 2. The Flight Sergeant should know exactly what he/she did well so they can repeat it next time
 - 3. Give them a positive comment about their performance. This boosts morale and increases performance in the future
- C. **Person Problem Standard Solution (PPSS)**
 - 1. Make sure the person knows that it is him/her that performed badly
 - 2. The Flight Sergeant should know exactly what he/she did wrong
 - 3. It needs to be made clear what the standard is so there is no question whether it is wrong or not
 - 4. Give a clear way that they can solve the problem and get back on track
- III. How and when to give required feedback
 - A. With Flight Sergeants, it is important to speak calmly and forcefully
 - B. When using PPP or PPSS, do not use it as if talking to a flight of cadets. Use the main points but speak without using verbatim memory. It'll be more of a conversation than when giving feedback to cadet students
 - C. DO NOT give negative feedback in front of students or junior cadets. Negative in private
 - D. DO give positive feedback in front of students or junior cadets. Positive in public
- IV. Relationship between CCF, Flt CC, C/CC
 - A. CCF acts as a "messenger" for the C/CC
 - B. CCF DOES NOT give commands to Flt CC except on the behest of the C/CC. It is more of a relaying of a command than an actual command
 - C. CCF works out a plan with Flt CCs for when and how much feedback to give flights and Flight Sergeants
 - D. Flt CCs and CCF have a mutual goal of mentoring and training Flight Sergeants. It should be done in a way where CCF does not "step on the toes" of Flt CC
 - E. CCF is there to assist the C/CC in tactical/operational duties in practice and training in drill. He/she will give feedback to the C/CC about how the NCOs are performing
- V. First Sergeant's role in drill
 - A. From CAPP 60-31: "You organize all squadron formations and receive the reports from the flight sergeants. Additionally, you supervise and mentor flight sergeants during drill. The testing officer may request your help during the drill portions of leadership tests"

Conclusion:

- I. As a First Sergeant, it is extremely important to give quality feedback to the Flight

Sergeants that you are leading.

- II. Using PPP and PPSS, the content of your feedback will be good
- III. Only give the right type of feedback for the right time. Negative in private and positive in public
- IV. Maintain a proper relationship between you and the officers of the squadron

***Note**

What students learned in **Feedback as the First Sergeant in Drill** will be implemented in Drill Lab I and III. Instructors will supervise the practice of this feedback in the labs.

SQUADRON DRILL & FORMATIONS

409

Instructor: Staff
Reference: CAPP 60-33

Interactive Lecture
30 minutes

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 movements. Students should use a handout or have the CAPP 60-33 turned to Attachment 3.

Educational Goal:

By the end of this instructional block, students will develop an understanding of how to form, align and drill a squadron by being able to:

Objectives:

1. Identify the sequences of a Squadron Formation
2. Identify the role of the Guidon Bearer in a Squadron Formation
3. Command a Squadron in Drill

Outline:

- I. Forming the Squadron in Line (Review CAPP 60-33 5.3)
 - A. First Sergeant- Centered 9 Paces off the Flight, Facing the Squadron
 - B. First Sergeant- **“FALL IN”**
 - C. Squadron- Forms in 2 or more Flights with 3 paces separation
 - D. Flight Sergeants- (In Unison) Face About, (From Right to Left) **“REPORT”**
 - E. Element Leader- (From Front to Rear) *Salutes* **“___ Element, All Present”** or **“___ Element, (Number) Person(s) Absent”**
 1. Flight Sergeant returns the salute
 2. Element Leaders do not turn their heads while saluting, Flight Sergeants and First Sergeant do turn their heads while saluting
 - F. First Sergeant- **“REPORT”**
 - G. Flight Sergeants- (From Right to Left) *Salutes* **“___ Flight, All Present or Accounted For”** or **“___ Flight, (Number) Person(s) Absent”**
 1. First Sergeant returns the salute, turning head as necessary
 - H. First Sergeant- (Once Each Flight Has Reported) **“POST”**
 1. Flight Sergeants- Face About, then take most direct route to post
 2. “Most Direct Route” means no pivots and walking in the straightest line possible without walking through a flight

- I. First Sergeant- Faces About, then (once Commander arrives) *Salutes*
“**Sir (Ma’am), All Present or Accounted For**” or “**Sir (Ma’am), (Number) Person(s) Absent**”
 1. Squadron Commander returns salute, then First Sergeant faces about and automatically takes the most direct route to his/her post
- J. Flight Commander- Automatically takes post once First Sergeant drops his/her salute
- II. Guidon Bearer
 - A. Aligned 1 Pace Behind and 2 Left of the Squadron Commander
 - B. Never faces the Squadron
- III. Drill of the Squadron
 - A. Unless in a Parade, the Squadron will always march in Column Formation
 - B. For 2-part commands, First Sergeant/Squadron Commander- Calls the preparatory command
 1. Flight Sergeants/Flight Commanders- Calls the supplementary command
 2. First Sergeant/Squadron Commander- Calls the Command of Execution
 - C. For informational and combined commands, only the First Sergeant/Squadron Commander will call the command
- IV. Dismissing the Squadron in Line
 - A. Must be in line formation with Flight Commanders and Squadron Commander posted. If the First Sergeant is in charge of the NCO formation, he/she can dismiss from there without the Squadron Commander taking over (delete Steps B through I)
 - B. Squadron Commander- Faces the Squadron, then commands “**First Sergeant**” and pauses
 - C. First Sergeant- Takes most direct route to 3 paces in front of the Squadron Commander
 - D. First Sergeant- Salutes, then Squadron Commander returns the Salute
 - E. Squadron Commander- “**Dismiss the Squadron**”
 - F. First Sergeant- Salutes again, then Squadron Commander returns the Salute
 - G. Squadron Commander, Guidon Bearer, and Flight Commanders- Fall out of Formation (if you’re having the SqCC and Guidon Bearer march off, the Flight Commanders wait to fall out until the SqCC has stopped.)
 - H. First Sergeant- Faces About
 - I. Flight Sergeants- Take post 3 paces in front of the flight’s center
 - J. First Sergeant- “**Dismiss your Flights**”
 1. No Salute is exchanged
 - K. Flight Sergeants- Face About, then command “**Dismissed**”

1. Individuals are permitted to break ranks and leave formation
- V. Review CAPP 60-33 Chapter 5 for Squadron Movement

Conclusion:

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

DRILL LAB I

410

Instructor: Staff
Reference: CAPP 60-33

Activity
60 minutes

Note to Instructor: Use this outline as a guide to construct a lab. Read all referenced material and citations. The purpose of this class is to intrigue the students. Seminars may be combined to execute a squadron Formation. Rotate Students through each position.

Prerequisite Courses:

1. Feedback as the First Sergeant
2. NCO Support Channel
3. Squadron Drill & Formations

Educational Goal:

To provide students with an opportunity to practice forming, aligning and drilling a squadron and be able to:

Objectives:

1. March the Squadron as the First Sergeant
2. Form and Dismiss a Squadron in Line Formation
3. Issue meaningful feedback to Flight Sergeants
4. Use established feedback and reinforcement tools and approaches
5. Identify the role of a First Sergeant in Squadron Drill

Description:

1. Form and Dismiss the Squadron
2. Execute Squadron Drill
3. Use the Guidon Bearer in the formation
4. Rotate Students Through Each Position

CIVIL AIR PATROL COLOR GUARDS

411

Instructor: Staff

Interactive Lecture

Reference: CAPP 60-33, CAPP 151, CAPP 52-8 (minimal) 30 minutes

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 and interest them in the Color Guard aspect of the Cadet Program. The students should not be bogged down with useless information that may not be retainable, but the detailed information is beneficial. Use visual aids to represent each main point.

Educational Goal:

By the end of this instructional block, students will have a general knowledge of the Color Guard aspect of the Cadet Program and its functions within and outside of CAP by being able to:

Objectives:

1. List the four positions in a basic Color Guard
2. Describe why Color Guards exist within CAP
3. Demonstrate the ability to perform basic movements in each of the Color Guard positions

Outline:

- I. Purpose
 - A. What is a Color Guard?
 - B. What is the purpose?
 1. Present the Colors in a professional and significant way
 2. Used as extra training tool for enhancing leadership skills in D&C
 3. Recruiting/Community outreach
- II. Forming a Color Guard (CAPP 60-33 7.1.)
 - A. Usually 4 Cadets at least three
 1. US Flagbearer: Act as the Commander and should be reserved for most senior cadet with most experience
 2. State/Organizational Flagbearer: 2nd most senior cadet with most experience
 3. Lead Guard: More experienced guard.
 4. Trail Guard: Least Experienced member.
 - B. When presenting, should take most direct route
 1. Each presentation area is different; be innovative
 - C. Test out beforehand

III. Guards (CAPP 60-33 7.3.)

- A. Order/Port/Right Shoulder Arms
- B. Order to right shoulder
- C. Present Arms
- D. Guards determine the professional image with synchronization and snap

IV. Flagbearers (CAPP 60-33 7.2.)

- A. Order/Carry Colors
- B. Present Colors
- C. Posting Colors
 - 1. US Flag should never perform About Face

V. Color Guard Drill (CAPP 60-33 Section 7C)

- A. Color Guards may only execute right/left face and may never be inverted
- B. Color Guards march at quick time with arm swings if applicable

VI. Color Guard Opportunities

- A. Presenting/posting colors (Community outreach: Elks, VFW, moose 1-lodge, cities, sporting events, schools, etc.)
- B. Raising/lowering flagstaff with flag folding
- C. Cadet Competition

VII. Difference between Honor Guard and Color Guard

- A. Honor Guards are most commonly for funerals whereas Color Guards are most commonly for presenting the colors at events.

Conclusion:

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

DRILL LAB II

412

Instructor: Staff
Reference: CAPP 60-33

Activity
40 minutes

Materials: Color Guard equipment for each seminar (US/CAP Flags, rifles, harnesses)

Educational Goal: In this lab, students will gain hands-on experience in Color Guard in each of the common positions to get a solid, accurate understanding of Color Guards in Civil Air Patrol so that they are confident in starting or changing a color guard at their squadrons.

Description: Students will break out into teams small enough to rotate through in position in the time allotted. Students will then rotate within their positions to get hands-on experience in a CAP Color Guard.

SQUADRON INSPECTIONS

413

Instructor: Staff

Reference: CAPP 60-33

Interactive Lecture

30 minutes

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 movements.

Educational Goal:

By the end of this instructional block, students will understand the sequence of events in a squadron in-ranks inspection, the focus areas leaders may inspect using this process, and the procedures used to conduct a squadron inspection, by being able to:

Objectives:

1. Identify the sequence of a Squadron Inspection
2. Apply the following sequences in the proceeding lab
3. Inspect a Squadron for competency in knowledge, bearing, and appearance

Outline:

- I. Purpose
- II. Inspection Evaluation Areas
 - A. Uniform, Memory Work, Chain of Command, Grooming, etc.
 - B. Roles of each position
 1. Squadron Commander- Preform Inspections, Command Inspection Detail, Set Tone and Environment
 2. First Sergeant- Record notes
- III. Preparing for an Inspection
 - A. Set meaning/purpose for each inspection
- IV. Concluding the Inspection
 - A. Debrief Flight Commander after each inspection
 - B. If inspections have already occurred, see if Flight has improved in problem areas
- V. Procedures (Received from 5.5 of CAPP 60-33)
 - A. Squadron must be formed in line
 - B. Squadron Commander- “**Prepare for Inspection**”
 - C. Flight Commanders- (In unison) Faces About
 - D. Flight Commanders- (In sequence) “**Open Ranks, MARCH**”

- E. Flight Commanders- Checks the flight's alignment by looking down each element, using face-in-marching to move between elements and back
- F. Flight Commanders- Proceeds to 3 paces beyond the Front Rank, then executes a Left Face
- G. Flight Commanders- "**Ready, FRONT**" then "**Parade, REST**"
- H. Flight Commanders- Takes 1 pace forward, then executes a Right Face
- I. Flight Commanders- (Squadron Commander arrives) Over the Left Shoulder "**Flight, ATTENTION**"
- J. Flight Commanders- (salutes) "**Sir (Ma'am), ____ Flight is Prepared for Inspection.**"
- K. Squadron Commander- Inspects Flight Commander
- L. Flight Commander- (Concluding Inspection) Faces left
- M. Flight Commander- "**Second, (Third, and Forth) Elements, Parade, REST**"
- N. Flight Commander- Half Left Face in Marching (Without Arm Swing), then Halts 1 Pace to the Right and Rear of the Squadron Commander
- O. Second Element Leader- (Concluding First Element's Inspection) "**Second Element, ATTENTION**"
- P. First Element Leader- "**First Element, Parade, REST**"
- Q. Flight Commander- (Concluding Flight's Inspection) Proceeds to 3 paces beyond the Front Rank, then executes a Left Face
- R. Flight Commander- "**Flight, ATTENTION**"
- S. Flight Commander- Takes 1 pace forward, then executes a Right Face
- T. Squadron Commander- Debriefs Flight Commander. After receiving feedback, Flight Commander salutes Inspector, who returns salute.
- U. Flight Commander- Faces Left, then "**Close Ranks, MARCH**". "**AT EASE**" or "**Parade, REST**"
- V. Flight Commander- Takes Post centered on flight

Conclusion:

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

DRILL LAB III

414

Instructor: Staff
Reference: CAPP 60-33

Activity
60 minutes

Note to Instructor: Use this outline as a guide to construct a lab. Read all referenced material and citations. The purpose of this class is to intrigue the students. Seminars may be combined to execute a squadron Formation. Rotate Students through each position.

Prerequisite Courses:

1. Squadron Inspections

Educational Goal:

By the end of this instructional block, students will understand the origin of Civil Air Patrol and the missions of Civil Air Patrol and how this affects the individual cadet by being able to:

Objectives:

1. Prepare and set criteria for a Squadron Inspection
2. Execute a Squadron Inspection
3. Debrief and follow-up with the Flight Sergeant after a Squadron Inspection

Description:

1. Form and Dismiss the Squadron
2. Execute Squadron Drill
3. Use the Guidon Bearer in the formation
4. Rotate Students Through Each Position

DRILL LAB IV: DRILL TERMS**415****Instructor: Staff****Reference: CAPP 60-33****Activity****40 minutes**

Materials: Jeopardy buzzer system, drill term questions (ref. CAPP 60-33 1.5.)

Educational Goal: To reinforce the concept of technical readiness by having students compete with each other. This lab should not only be used to recognize superior knowledge, but also to instill a desire for students to be knowledgeable in Drill and Ceremonies.

Description: This lab will most commonly be a jeopardy game with the seminars competing between each other to emphasize importance of technical readiness and “leader as expert.” Questions for jeopardy will be constructed by the instructor using mainly, but not limited to, CAPP 60-33 1.5.

WRITTEN COMMUNICATIONS

416

Instructor: Staff

Reference: CAPP 1-2, AFH 33-337

Interactive Lecture

60 minutes

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 main point.

Educational Goal:

Students will leave with a greater understanding of the procedures and expectations relating to written communication within CAP.

Objectives:

1. Students will list the seven steps for effective communication.
2. Students will create a Civil Air Patrol memorandum.
3. Students will be able to create a Civil Air Patrol personal letter.

Outline:

- I. Plain language in the Air Force.
 - A. Be clear.
 - B. Be concise.
 - C. Be specific.
- II. FOCUS principals.
 - A. Focused: address the issue, the whole issue, and nothing but the issue.
 - B. Organized: systematically present your information and ideas.
 - C. Clear: communicate with clarity.
 - D. Understanding: Understand your audience and its expectations or understandings.
 - E. Supported: Use logic and supporting facts to make your point.
- III. Seven steps for effective communication.
 - A. Analyze purpose and audience.
 - B. Research your topic.
 - C. Support your ideas.
 - D. Organize and outline.
 - E. Draft.
 - F. Edit.
 - G. Fight for feedback.

IV. Memorandum format.

A. Uses:

1. Official business.
2. Used when a personal letter is not appropriate.

B. How to create a memorandum:

1. The instructor will reference Chapter 14 of the AFH 33-337 and CAPP 1-2 while walking the students through the creation of a properly formatted memorandum. Students will be creating during this process if possible.

V. Personal letter format without a preprinted letterhead.

A. Uses:

1. Warm or sincere messages.
2. Individual letter for praise, condolence, sponsorship, etc.
3. Thank you letters.

B. How to create a personal letter:

1. The instructor will reference Chapter 14 of the AFH 33-337 and CAPP 1-2 while walking the students through the creation of a properly formatted memorandum. Students will not be creating one with the instructor.

Conclusion:

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

YOUR ONLINE PRESENCE

417

Instructor: Staff

**Reference: 2013 Air Force Social Media Guide
CAPP 152 Social Media Guidelines
AFH 33-337**

**Interactive Lecture
30 minutes**

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 main point.

Educational Goal:

Students will understand how to create a professional online image for themselves and CAP.

Objectives:

1. Students will be able to write a professional email based off of the guidelines in AFH 33-337.
2. Students will leave this class with a properly formatted signature block.
3. Students will be able to explain the proper uses for major social media platforms.

Outline:

- I. Email advantages.
 - A. It's fast.
 - B. It can get to more people.
 - C. It's paperless.
- II. Email disadvantages.
 - A. It's fast... a quickly written email can fan as many fires as it extinguishes.
 - B. It can get to more people... may end up in the wrong hands.
 - C. It's paperless... but leaves an electronic trail.
- III. BLIND email formatting.
 - A. BL: Bottom line first.
 - B. I: Impact on your organization.
 - C. N: Next steps to be taken.
 - D. D: Details to support.
- IV. 8 Rules:
 - A. Be clear and concise.
 - B. Watch your tone.

- C. Be selective about what messages you send.
 - D. Be selective about who gets the messages.
 - E. Check your attachments and support material.
 - F. Keep your email under control.
 - G. Use proper format for official email.
 - H. Use organizational email accounts.
- V. Signature block.
- A. The instructor will show the students how to create a proper CAP signature block.
 - B. https://www.capmembers.com/cap_national_hq/public_affairs/branding_resource_guide/sample-signature-bloc/
 - C. From here on out students will email completed assignments to staff using the proper signature block.
- VI. Social media.
- A. Social media is a part of everyday life now and reflects your professionalism and character.
 - B. Uses:
 - 1. Marketing.
 - 2. Networking.
 - 3. Communication.
- VII. Platforms.
- A. Facebook:
 - 1. Type: Social networking.
 - 2. Older audience.
 - 3. Events, photos, videos, live stream videos, status updates, stories, and more.
 - 4. Great way to raise awareness of CAP among parents in the local community.
 - B. Instagram:
 - 1. Type: Photo sharing.
 - 2. Younger audience.
 - 3. Photos, videos, stories, live streams.
 - 4. Great way to raise awareness of CAP among teenagers in the local community.
 - C. Twitter:
 - 1. Type: Microblogging.
 - 2. Younger audience.
 - 3. Short messages, photos, videos.
 - 4. Great way to engage a young audience and spread messages quickly.
 - D. YouTube:

1. Type: Video sharing.
2. Younger audience.
3. Videos.
4. Great way to show off squadron activities to a world wide audience.

E. Snapchat:

1. Type: Microblogging.
2. Younger audience.
3. Stories, video, photos.
4. Good way to engage a very selective audience.

F. LinkedIn:

1. Type: Professional networking.
2. Older audience.
3. Jobs, photos, videos, articles, status updates, and more.
4. Great way to recruit very specific individuals who may be able to fill certain duty positions.

VIII. Do's and Dont's

A. Do:

1. Be professional.
2. Realize your represent CAP, even if your biography says it does not.
3. Be respectful.
4. Be mindful of your tone.
5. Review your content before posting it.
6. Follow the guidelines and policies of each platform.
7. Promote CAP.

B. Don't:

1. Argue with others.
2. Post negative things.
3. Pretend to be somebody else.

IX. NHQ hashtags.

- A. #civilairpatrol: All CAP related posts.
- B. #goflycap: Aerospace and flight related activities.
- C. #capcadet: Talking about cadet activities.
- D. #capmission: Real world CAP missions, remember Operational Security.
- E. #capexercise: When conducting ES missions and training.
- F. #totalforce: When conducting Air Force support missions.

Conclusion:

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

DYNAMIC SPEAKING**418****Instructor: Staff****Reference: SNCOS Program Manual****Interactive Lecture****60 minutes****Prerequisite: 400**

Educational Goal: Students will be exposed to a variety of types of speeches and have an opportunity to deliver two speeches during the course.

Objectives: By the end of instruction each student will be able to:

1. Recognize the importance of dynamic speaking ability as a leader
2. Identify the three types of speeches: To Persuade, To Inspire/Motivate, To Inform
3. Understand how to prepare and deliver a dynamic speech

Outline:

- I. Dynamic Speaking Importance
- II. Goals
 - A. Engage your audience
 - B. Inspire others to follow
 - C. Clearly communicate your wants and desire
- III. Communication Fundamentals
- IV. Communication Review
 - A. Communication Cycle
 1. Sender
 2. Method of transmission
 3. Receiver
 4. Feedback
 - B. Types of Communication
 1. Verbal
 - a) Speeches
 - b) Classes/lectures
 - c) Conversation - mentorship
 - d) Body Language
 - C. Communication Barriers
 1. Physical
 - a) volume
 2. Attitude of sender and receiver
 3. Language
 - V. Dynamic Speaking VS Static Speaking
 - A. Dynamic

1. characterized by constant change, activity, progress
2. dynamic speaking isn't public speaking, but public speaking should be dynamic speaking
3. "situational communication" being able to adapt and provide the best communication depending on who you're speaking to

B. Static

1. lacking in movement, action, change
2. keeping the same form of communication for every situation

VI. Speaking Basics

VII. Know Your Purpose and which form of speech will help accomplish the best

- A. To entertain
- B. To inform
- C. To persuade

VIII. Know Your Audience

- A. Age
- B. Experience
- C. Interest
- D. Environment

IX. Organize Your Ideas

- A. Identify the intent
- B. Develop Outline
 1. Specific Purpose – Clear statement of what you want to achieve as a result
 2. Introduction
 3. Body
 - a) Points
 4. Conclusion
- C. "FOCUS"
 1. Focused - Remain focused on your topic.
 2. Organized – Present in a logical organized order.
 3. Clear – Keep your language clear and understandable.
 4. Understanding – Know your audience and their expectations.
 5. Support – Use logic and facts to support your point.

X. Types of Speeches

XI. Manuscript/memory

- A. Reading from script or from memory
- B. Used for complex or difficult to understand topics
- C. Careful rehearsal
- D. Lacks flexibility and audience intimacy

XII. Impromptu

- A. Given with little/no notice

- B. Most conversations
- XIII. Extemporaneous
 - A. Most common method of speech delivery
 - B. Thoughtfully prepared and practiced
 - C. Developed outline provides guide but allows for spontaneity
- XIV. Delivery
- XV. Review grading rubric standards
- XVI. Anxiety Management
- XVII. Symptoms
 - A. Racing heart
 - B. Increased breathing
 - C. Nausea
 - D. Sweating
 - E. Shaking hands
- XVIII. Management
 - A. Awareness
 - B. Practice
 - C. Visualize success
 - D. Think positively
 - E. Take a pause and breathe before beginning your speech
 - F. Don't expect perfection
 - G. Locate pleasant faces in the audience

Conclusion:

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

DYNAMIC SPEAKING LAB I**419****Instructor: Seminar Staff****Reference: None****Activity****30 minutes**

Educational Goal: Students will gain experience in public speaking through impromptu conversations within seminars.

Objectives: By the end of instruction each student will be able to:

- I. Prepare a dynamic extemporaneous speech (1-2 min) based on one positive and one negative following scenarios:
- II. Positive
 - A. Scenario #1 - One of your cadets just received his/her Wright Brothers Award, prepare a dialogue to congratulate/encourage him/her to continue to progress.
 - B. Scenario #2 - A junior NCO just returned from staffing their very first group level activity, prepare a dialogue to debrief/congratulate him/her.
 - C. Scenario #3 - A junior NCO took the initiative to come up with an idea for a weekend activity for your squadron, prepare a dialogue to support/further his/her idea.
 - D. Scenario #4 - A junior NCO had perfect attendance for a year, prepare a dialogue to congratulate/encourage him/her to continue to progress.
 - E. Scenario #5 - A junior NCO got a 100% on a drill test, prepare a dialogue to congratulate/encourage him/her to continue to progress
- III. Negative
 - A. Scenario #1 – A C/SSgt hasn't promoted in 2 years, prepare a dialogue to motivate him/her to promote.
 - B. Scenario #2 – You are the First Sgt, one of your Flight Sgts has been bordering on hazing his/her cadets, prepare a dialogue to correct him/her.
 - C. Scenario #3 – A junior NCO has been retained in grade, prepare a dialogue to re-motivate him/her.
 - D. Scenario #4 – A junior NCO has been posting unprofessional posts on social media, prepare a dialogue to address it.
 - E. Scenario #5 – You are the First Sgt, one of your Flight Sgts jumped the chain of command and went straight to the Cadet Commander instead of his/her Flt/CC, prepare a dialogue to address his/her behavior.

INSTRUCTIONAL METHODS

420

Instructor: Staff

Reference: L2L Vol Two Chapter 8

Interactive Lecture

75 minutes

Educational Goal: Students will gain experience in public speaking through instructing a 10-15 min class

Objectives: By the end of instruction each student will be able to:

1. List several qualities of a great instructor
2. List 3 positive and 3 negative influences on learning
3. Construct a learning objective
4. Give an individual 10-15 min instructional presentation

Outline:

- I. Anticipatory set
 - A. Write some qualities of a great instructor on a post-it
- II. Influences on Learning
 - A. Attitude
 - B. Relevance
 - C. Preparedness
 - D. Participation, practice, repetition
 - E. Feedback, reinforcement



III.

IV. Students retain

- A. 10% of what they read
 - B. 20% of what they hear
 - C. 30% of what they see
 - D. 50% of what they see & hear
 - E. 70% of what they say
 - F. 90% of what they do & say
- V. Methods of instruction or delivery of information
- A. Lecture
 - B. Activity
 - C. Discussions
 - D. High yield instructional strategies
 - 1. 45% identify similarities/differences
 - 2. 34% summarizing and notetaking
 - 3. 29% reinforcing effort and providing recognition
 - 4. 27% incorporate visuals
 - a) make sure visual aids are relevant to the class
 - b) ensure everyone can see it
 - c) should enhance learning not distract from it
 - 5. 27% cooperative learning
 - 6. 23% setting objectives and providing feedback
 - 7. 22% questions, cues, advanced organizers
- VI. Planning for instruction
- A. Assess the needs of your cadets
 - 1. Identify what they know and what they don't know
 - 2. Usually reveals...
 - a) if cadets do not know, they have a lack of knowledge
 - b) if cadets cannot perform, they have a lack of skill
 - c) if cadets do not care, they have a lack of motivation
 - B. Develop learning objectives
 - 1. What specific knowledge/skill is desired
 - a) Examples:
 - (1) List 3 qualities of a great instructor
 - (2) Construct a learning objective
 - 2. Tasks - select a verb that describes the type of behavior that learners need to display
 - a) compare/contrast
 - b) identify
 - c) name
 - d) execute
 - e) list
 - f) state

- g) create
- h) recite
- 3. Condition - how it will be performed
- 4. Standards - how well it must be performed
 - a) how often, well, many, much
 - b) how will we know it is ok?
 - c) combination

C. Create lesson plan

- 1. 6 components of a lesson plan
 - a) Student preparation
 - (1) Introduction
 - (2) Learning objectives
 - (3) Anticipatory set (optional)
 - b) Presentation/direct instruction
 - (1) Present the information in a logical order
 - (2) Emphasize key points/vocabulary
 - (3) Use visual aids
 - (4) Give demonstrations/model
 - (5) Questioning strategies
 - c) Application/guided practice
 - (1) Involves students in the learning process and gives time to practice
 - (2) Allows for immediate feedback
 - (3) Allows you to adjust lesson
 - d) Lesson summary
 - (1) Restate your main point
 - (2) Offer time for reflection
 - (3) Questions/answer time

D. Assessment

- a) Independent practice
 - (1) Quiz
 - (2) Project
 - (3) Assignment
 - (4) Essay
- b) Evaluation
 - (1) Were the learning objectives accomplished?
 - (2) Reflect on your instruction as well as students learning
 - (3) Provide feedback

E. Re-teach using a different strategy (if necessary)

VII. Reflection

- A. Write down 1-3 items you will do to increase the effectiveness of your instruction

Conclusion:

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

DYNAMIC SPEAKING ASSIGNMENT WORK PERIOD
421

Instructor: Staff

Reference: SNCOS Program Manual

Activity

60 minutes

Educational Goal: Students will be exposed to a variety of types of speeches and have an opportunity to deliver two speeches during the course.

Objectives: During this period each student will work on their Communication Assignment. Communication Assignment to be reviewed by Seminar Staff for feedback.

DYNAMIC SPEAKING LAB II**422****Instructor: Seminar Staff****Reference: None****Activity****90 minutes**

Educational Goal: Students will gain experience in public speaking by teaching a class.

Objectives: By the end of instruction each student will be able to:

1. Teach a class (10-15 min) on a topic related to CAP chosen by the student and approved by the seminar staff.
2. Note to seminar staff: Keep feedback to no more than 7.5 minutes if you have 4 cadets, keep feedback to no more than 3 minutes if you have 5 cadets.

HISTORY OF THE NCO AND THE NCO CREED

423

Instructor: Staff

Reference: L2L Vol 2 Chapter 4

Interactive Lecture

60 minutes

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.

Educational Goal:

By the end of this instructional block, students familiarize themselves with the history of the NCO, the value of the NCO Creed, and the NCO Support Channel by being able to:

Objectives:

1. Understand the history of the NCO in the military
2. Explain the importance of the NCO Creed
3. Analyze the significance and practical application of the NCO Creed

Outline:

- I. Early Origins
 - A. Roman to Medieval eras
 1. Knights
 2. Role of the "Serviens"
 - B. Rise of European professional armies
 1. Musketry and Gunpowder
 - C. Instruction and Drill of armies
 - D. Division of NCO Ranks
- II. North America and the Revolutionary War
 - A. Washington's Task
 1. Valley Forge and Von Steuben
 2. Von Steuben's "model company"
 - B. "The Blue Book"
 1. Foundation for drill of US Army up until the mid 19th Century
 2. Specified Duties of NCO's

3. Ancestor of today's Drill and Ceremonies Manual of the US Army and US Air Force
- III. Changes in the uniform and chevrons of NCO's of the Army / Air Force
 - A. Thru the 19th and early 20th Century
 1. Branch color
 2. "Khaki" uniform
 - B. Creation of the US Army Air Service (1909)
 1. Enlisted Ground and Air Crew
 2. Increasingly Technical nature of Aviation
 - C. World War I
 - D. The Army Air Corps (1926 - 1941)
 - E. Army Air Forces (1941-1947)
 1. Created just before the US entry into World War II
 2. Insignia
 3. Coordination with Britain's RAF ("Air Force" Blue uniform)
 4. Creation of Civil Air Patrol
 5. CAP Cadet Program (1942)
- IV. Creation of the US Air Force as an independent arm
 - A. National Defense Act of 1947
 1. Gen Vandenberg authorizes the new USAF enlisted chevron
 2. 1950 – Air Force Blue Uniform
 3. "Airmen"
 - B. Enlisted Force Structure
 1. AFI 36-2618
 2. Specified roles and responsibilities of USAF NCO's & Airmen
 3. Three Enlisted "Tiers" of the USAF
 4. Current design of Chevrons
 5. CMSAF
- V. Origins of the NCO Creed
 - A. Creation
 - B. Describe relevance to Military Professionals
 1. In the US Army
 2. In the US Air Force
 - C. Overview its Use in Civil Air Patrol
 1. Found in Learn to Lead, Chapter 4 (The Cadet NCO & the Team), Pg. 9.
 2. Tie the Creed to the concept of Professionalism, as described earlier in Chapter 4 of L2L.
- VI. Identify in a systematic manner the meaning of what each part of the NCO Creed
 - A. Each paragraph of the NCO Creed to be analyzed in detail
 - B. Cite examples of the meaning of each critical word (example: "watchword")

- VII. Explain how the NCO Creed links to NCOs in CAP
- A. Creed referenced in L2L Volume 2
 - B. Give examples of current practices SNCOs perform in relation to the NCO Creed in CAP
 - C. What parts of the NCO Creed do not relate to CAP? Discuss.

Conclusion:

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

SENIOR NCO DUTIES, RESPONSIBILITIES AND AUTHORITY

424

Instructor: Staff
Reference: L2L Vol 2 Ch 4

Interactive Lecture
30 minutes

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.

Educational Goal:

By the end of this instructional block, students will understand the background and rationale for the role of the NCO in the CAP Cadet Program by being able to:

Objectives:

1. Identify the traditional roles performed by Noncommissioned Officers in military organizations
2. Describe the historical factors that contributed to today's NCO Corps
3. Identify the main differences between the roles of officers and Noncommissioned Officers

Outline:

- I. General NCO Responsibilities
 - A. Traditional Responsibilities of the NCO
 1. Professionalism (See L2L Vol 2 Ch 4)
 2. Technical Proficiency
 3. To give Orders and Carry out Orders
 4. To Set the Example
 5. Instruction
 6. Mentoring
 7. Knowing your Airmen (Cadets)
 8. Welfare – Taking Care of your Troops
 9. Responsibility for their Success
 10. Support for the Command and the Commander
 - B. Traditional Authority of the NCO
 1. General Authority – Comes from your Grade / Rank
 2. Position Authority – Comes from your Assignment
 - a) Specified Duties (Job Description – See CAPP 52-15, The Cadet Staff Handbook)

- b) Implied Duties (If it is your Commander's Duty, it's yours too!)
 - C. NCO's role in the Command
 - 1. Know your Commander's Intent
 - 2. Know the Command's Mission
 - 3. The NCO's Role:
 - a) Support the Command
 - b) Support the Commander
 - 4. The NCO Support Channel
 - a) Informal, but vital
 - b) Parallel to the Chain of Command
 - c) Who Supervises the NCO Support Channel?
- II. "Sergeant's Business"
 - A. NCO's and Officers
 - 1. What do they have in common?
 - 2. In what ways are they different?
 - B. The NCO and the Team
 - 1. Professionalism
 - 2. Individual Instruction
 - 3. The NCO as Evaluator
 - a) Ethics and Confidentiality
 - b) Fairness, Justice and Humanity
 - c) The NCO as Peer, as Coach, as Counselor
 - d) Meaning of the NCO Creed
- III. The other mission and purpose of CAP Cadet Senior NCO's
 - A. Preparation for Advancement as a Cadet Officer
 - 1. Cadet Oath
 - 2. CAPR 52-16 Requires Cadets to Progress
 - 3. Concluding Statement: By knowing what an NCO must Be, Know and Do, you will be a better Cadet Officer

Conclusion:

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

THE NCO SUPPORT CHANNEL

425

Instructor: Staff

Interactive Lecture

Reference: AR 600-20 Command Policy NCO Support Channel

45 minutes

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.

Educational Goal:

By the end of this instructional block, students will be familiar with the NCO Support Channel and its use by being able to:

Objectives:

1. Describe the purpose of the NCO Support Channel and its relation to the Chain of Command
2. List those included in the NCO Support Channel
3. Explain the importance of the NCO Support Channel to accomplishing the overall mission

Outline:

- I. What is the NCO Support Channel?
 - A. A channel of supervision and communication for the NCO's of a group or unit
- II. Origins
 - A. The US Army
 - B. Originally was informal
 - C. 1977, Official in AR 600-20 Command Policy
- III. The NCO Support Channel is subordinate to and supportive of the chain of command
- IV. What is the Chain of Command?
 - A. Order of authority
 - B. Who is in the Chain of Command?
 1. Group CC
 2. Squadron CC
 3. Flight CC
- V. Who consists of the NCO Support Channel?
 - A. Group Superintendent
 - B. First Sergeant

- C. Flight Sergeant
- D. Element Leader
- VI. The NCO Support Channel is subordinate to and supportive of the Chain of Command
- VII. Subordinate
 - A. Goals and objectives are NOT decided by NCOs
 - B. It operates under the Chain of Command without disrupting
 - C. It keeps the Chain of Command informed of its operations
- VIII. Supportive
 - A. All information or directives are within the Chain of Command's goals and objectives
 - B. The NCO Support Channel does not supersede the Chain of Command
 - C. Provides feedback to Chain of Command
 - 1. "Eyes and Ears"
- IX. Purpose?
 - A. Communication
- X. Communication
 - A. Why is it important for communication to flow between these personnel?
 - B. What happens if there is not adequate communication?
- XI. NCO & Officer Relationship
 - A. Same Page
 - B. Allows opportunity for officer to plan, measure performance, and make decisions
 - C. NCO can monitor, correct, and execute
 - D. Delegate
- XII. Command / Line Staff
 - A. Chain of Command
 - B. NCO Support Channel
- XIII. Responsibilities of the Support Channel
 - A. Provide immediate corrections
 - B. Operate routine or daily tasks
 - C. Know which issues to bring to Chain of Command
 - D. Communicate
- XIV. Levels of Planning
 - A. Strategic
 - B. Operational
 - C. Tactical
- XV. Strategic
 - A. Big picture or vision
 - B. Overall goals and objectives
 - C. Long term

- XVI. Operational
 - A. Middle Management
 - B. Lead and coordinate tactical teams
- XVII. Tactical
 - A. Intermediate or small-scale tasks
 - B. Executing objectives
 - C. More “how” as opposed to “why”
- XVIII. Levels of Planning
 - A. Which levels apply to NCOs?
- XIX. Effects Without Support Channel
 - A. Inefficient communication
 - B. Information travels slower
 - C. Officers could not do jobs effectively

Conclusion:

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

STAFF MEETINGS, BRIEFINGS, DEBRIEFINGS AND AAR'S

426

Instructor: Staff
Reference: CAPP 1-2

Interactive Lecture
60 minutes

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. This information is expansive, so clarification will be expected within the presentation. Use examples and interact with the audience to keep their attention.

Educational Goal:

By the end of this instructional block, students will be able to plan and conduct effective staff meetings, briefings and after action reports in professional environments by being able to:

Objectives:

1. List the different types of meetings
2. List the items needed for a successful meeting
3. Discuss next steps after the meeting
4. Identify the characteristics of an effective briefing/debriefing
5. Identify the importance and cover the implementation of AARs

Outline:

- I. Types of meetings
 - A. Conference Call
 1. Benefits
 - a) No travel arrangements; can be anywhere with a set time
 - b) Mobile devices; majority of participants have access
 - c) Can be cost effective (Depending on platform)
 2. Cons
 - a) No visual interaction
 - b) Occasional technical issues (Prior call codes)
 - c) May not have the full attention of the participants
 - d) Distribution of information (If meeting agenda is not organized)
 - B. Video Conferences
 1. Benefits
 - a) No travel arrangements; can be anywhere with a set time
 - b) Visual interaction
 - c) Cost effective
 2. Cons

- II. Requires internet access
- III. Occasional technical issues due to connection
- IV. Requires downloading applications which some may not have access
 - 1. Examples:
 - a) Skype, Oovoo, Cisco Webex etc.
 - B. In Person Meeting
 - 1. Benefits
 - a) Fully interactive
 - b) Focused groups
 - c) Visuals/Presentations
 - 2. Cons
 - a) Must arrange travel locations
 - b) Conflicting Schedules
 - c) Costly depending on travel
- V. Preparing for the meeting
 - A. What is the objective of the meeting?
 - 1. Set goals
 - 2. Set expectations of the meeting
 - 3. What needs to be accomplished?
 - 4. Next actions to accomplish the task
 - B. Who should attend?
 - 1. Invite only those that are essential
 - 2. Too many attendees can complicate the meeting's intention
 - 3. Why is this information/meeting significant to them?
 - 4. Send out meeting details within two weeks' notice with a reminder of a week in advance
 - 5. Decide the best medium for all participants.
 - C. Prepare an agenda
 - 1. State purpose of the meeting
 - 2. List who will be attending
 - 3. Review any previous agendas/materials that are essential
 - 4. Provide any materials for review or list specific items to review
 - 5. Clearly state when/where the meeting will be and the expected end time
 - 6. Send out the agenda three days before the meeting
- VI. Conducting the meeting
 - A. Arrive early and set up the meeting room
 - 1. Make sure to dress appropriately
 - 2. Lay out the meeting agenda
 - 3. Include a time limit for each item
 - 4. Prepare all equipment to be utilized

5. Assign someone to take notes to be sent to all participants
6. Review the agenda and make sure everyone can understand it
7. Stick to the agenda and be aware of time limits
8. As the leader, keep the group focused and on topic
9. Leave any specific items that require longer discussion for a different meeting either offline or official meeting

VII. After the meeting

- A. Send out meeting notes (minutes) including summaries of main points and topics of discussion via email
- B. Follow up on main points and topics of discussion to close the meeting
- C. Set approximate date for the next meeting

VIII. Briefings

IX. Have a set time and place for the briefing

X. Have a clear agenda that everyone will understand

XI. Keep a time limit

- A. Briefings that exceed time limits often lead to confusion

XII. Note all of the objectives in the agenda's order and the purpose

XIII. Clarify information with specific info to the member

XIV. Review all main points

XV. Ask for questions. (If none, then ask them)

XVI. Conclude the briefing

XVII. Debriefings

- A. Have a set time and place for the debrief
- B. Assign someone to record notes
- C. Review the original briefing's agenda and main points
- D. Go over successes and areas of improvement based off the event
- E. Review specific information to each member
- F. Review all main debrief points
- G. Ask for final questions/clarifications
- H. Conclude the debriefing

XVIII. What is an After Action Review?

- A. Systematic analysis of the event
 1. What, when, where, why
- B. Opportunity for reflection
 1. How they contributed to the success (capitalize on successes)
 2. How they influenced to the shortcomings (Correct weaknesses)
- C. Feedback (Areas of Improvement)
- D. Contribution to the AAR
 1. Everyone's opinion is essential to a successful AAR
 2. AAR's can be official responses via email/in person discussions or simple discussions offline

Conclusion:

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

COACHING AND MENTORING

427

Instructor: Staff

**Reference: CAPP 50-7, CAPP 50-8,
L2L Vol 1, L2L Vol 2**

Interactive Lecture

45 minutes

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 show the differences and usefulness of both coaching/mentoring. Provide interactive examples of each to show the differences.

Educational Goal:

Students will be able to perform the roles of the coach and the mentor while identifying the differences between both roles.

Objectives:

1. Identify the characteristics of coaching.
2. Describe the elements of coaching.
3. Identify the characteristics of mentoring.
4. Describe effective strategies used in coaching and mentoring.
5. Recognize the differences between the coach and the mentor.

Outline:

- I. What is Coaching?
 - A. Coaching is the process through which leaders try to solve performance problems and develop their people.
 - B. Coaching is a person-to-person experience, a relationship between an experienced person (the leader or coach) and an inexperienced person (the follower or coachee).
 - C. When does someone require coaching?
 1. Anytime a leader identifies a need to help someone reach a higher level of effectiveness.
 - D. Coaching is a direct approach to solve performance problems.
 1. Usually in short term.
 2. Aimed towards a specific goal/task.
 3. Usually in a formal environment.
 - a) Ex: In the drill of the flight, coaching is in the formal environment.
 - b) Ex: Sports like Volleyball are usually in informal environments.
- II. Elements of Successful Coaching

- A. Dialogue
 - B. Empowerment
 - C. Action
 - D. Improvement
- III. Effective Strategies of Coaching
- A. Observation
 - B. Purpose
 - C. Dialogue
 - 1. Mirroring
 - 2. Questioning
 - 3. Active listening
 - 4. Validation
 - 5. Story shifting
 - 6. Addressing fears
 - 7. Finding the bottom line
 - 8. Providing specific feedback
 - D. Follow-up with the student
- IV. What is Mentoring?
- A. Mentoring is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally.
 - B. Mentoring is usually an informal relationship because it fosters free communication by subordinates with their superiors concerning their performance and duties.
 - 1. Mentoring can almost be unconscious.
 - 2. Mentoring can occur to any person at any time.
 - a) From their peers, superiors etc.
 - C. Mentoring is a open minded approach to guide another in their development.
 - 1. Usually long term
 - 2. Aimed towards the bigger picture
 - a) The journey towards the goal of their development
- V. Effective Strategies of Mentoring
- A. Providing a vision
 - B. Active listening
 - C. Tactful confrontation
 - 1. Criticism can be viewed as an attack/threat
 - 2. Stay in a neutral role when possible
 - D. Providing information to the goal
 - E. Empowering
 - 1. Give them the tools

2. Motivate them towards their goal

VI. Differences between Coaching and Mentoring?

- A. Coaching and Mentoring have different approaches

1. Coaching is a direct approach

2. Mentoring is a more open minded approach

- B. Coaching and Mentoring have different outcomes

1. Coaching usually involves a specific task/goal

2. Mentoring usually involves a bigger picture and long term goal

- C. Coaching is always conscious, while mentoring can sometimes almost be unconscious

Conclusion:

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

EFFECTIVE PLANNING

428

Instructor: Staff

Reference: CAPP 60-31, L2L Vol 1 Ch 2

Interactive Lecture

30 minutes

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.

Educational Goal:

By the end of this instructional block, students will understand how to utilize effective planning techniques by being able to:

Objectives:

1. Recognize the importance of having experienced NCOs become Cadet Officers
2. Understand the difference between SNCO-like leadership and officer-level leadership
3. Identify effective preparation techniques to ease the transition from SNCO to Cadet Officer

Outline:

- I. What is effective planning?
 - A. The ability to prepare and implement a specific course of action using resources and time efficiently to ensure the success of an activity
- II. Objectives and SMART Goals
 - A. SMART Goals
 1. Specific, Measurable, Attainable, Realistic, Tangible
 2. Goals are dreams with deadlines
 - B. Objectives
 1. Describe the overall purpose of the activity, class, event, etc
 - C. Difference between goals and objectives
 1. Goals are broad; they tell you where you are going
 2. Objectives are narrow, they identify what students should know, feel, or be able to do at the end of the activity/mission/timeframe
 - D. Create a Schedule and a Training Plan
 1. Detailed schedules
 - a) Allocate time effectively
 - b) Allow for slight changes or incongruities
 - c) Plan with contingencies (Be *flexible*)
 2. Training Plan

- a) How are you going to accomplish your goal?
 - (1) Delegation
 - (2) Foresight
 - (3) Active mentoring
 - b) What specific steps will you take to reach each of your objectives?
- E. Work Efficiently
 - 1. Pay attention, Come prepared, Focus on your goals, Do it right the first time, Sequence the work efficiently, Maximize Uptime, Limit Downtime (L2L Vol 1, Ch 2)
- F. Assessment and After Action Reports
 - 1. Assessment
 - a) Did you accomplish all of your objectives?
 - b) Did you reach your goal?
 - c) Was your plan effective? (Did you use your time and resources effectively?)
 - 2. After Action Reports
 - a) What did you do well?
 - b) What could have been better?
 - c) What could be improved upon for next time?

Conclusion:

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

LEADERSHIP STYLES ANALYSIS

429

Instructor: Staff

Reference: L2L Vol 2 Ch 7

Interactive Lecture

45 minutes

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 in different ways to lead. Use situational scenarios to demonstrate each of the leadership styles.

Educational Goal:

By the end of this instructional block, students will be familiar with different leadership styles and to utilize different approaches to leadership under different circumstances by being able to:

Objectives:

1. Explain the leadership grid and its primary leadership types
2. Define “task behavior” and “relationship behavior”
3. Describe the authoritarian, democratic, and laissez-faire leadership styles.
4. Describe situations where each style would be appropriate.
5. Explain situational leadership and using the appropriate style to the situation.

Outline:

- I. Introduce the Leadership Grid (from L2L Vol 2 Ch 7, pg 149)
 - A. The horizontal axis of “concern for results” and the vertical axis of “concern for people”
 1. Concern for results
 2. Concern for people
 - B. Overview individual grid styles
 1. 9,1 Style: Controlling (Direct & Dominate)
 2. 1,9 Style: Accommodating (Yield & Comply)
 3. 5,5 Style: Status Quo (Balance & Compromise)
 4. 1,1 Style: Indifferent (Evade & Elude)
 5. 9,9 Style: Sound (Contribute & Commit)
- II. Task Behavior and Relationship Behavior
 - A. Task Behavior: involves actions that relate to how a job or project gets done directly in terms of organization of work, scheduling of work, and who will perform individual tasks.
 - B. Relationship Behavior: includes building morale, respect, trust, and fellowship between leaders and followers.
- III. The Continuum of Leader Behavior Model and Situational Leadership Styles

- A. Authoritarian leadership style
 - B. Democratic leadership style
 - C. Laissez-faire leadership style
 - D. Situations where each style would be appropriate
- IV. Comparison of Leadership Grid and Situational Leadership theories

Conclusion:

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

CONFLICT MANAGEMENT

430

Instructor: Staff
Reference: L2L Vol 2 Ch 5

Interactive Lecture
45 minutes

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Educational Goal:

By the end of this instructional block, students will understand the different styles of conflict management available to them and implement them effectively. They will demonstrate their comprehension by being able to:

Objectives:

1. Understand the importance of utilizing conflict management techniques within a team environment
2. Utilize the 5 different conflict management styles effectively
3. Identify the appropriate situations to utilize conflict management techniques

Outline:

- I. Interpersonal Relationships
 - A. "In any relationship, there will be conflict." – L2L Ch 5
 - B. At some point in every CAP cadet's career, there will be conflict
 - C. SNCOs are responsible for not only managing their own conflicts with others professionally, but to help resolve them among followers and peers
- II. Understanding "Why" Conflict Arises
 - A. "Conflict is a disagreement through which individuals perceive a threat to their needs, interests, or concerns." – L2L Ch 5
 - B. Conflict takes place between 2 or more parties who have a perceived threat to their needs, interests, or concerns.
 - C. Many times there is **no actual threat**; it is only a **perceived one**.
 1. This is why teams must communicate in order to avoid misunderstandings
 2. If there *is* actual threat, then conflict management can take place
- III. Conflict Management Techniques
 - A. When conflict arises, the involved parties resolve them with a variety of possible outcomes: *Win/Win, Win/Lose, Lose/Lose*
 - B. Avoidance:
 1. Not engaging the issue

2. Can be used to “choose your battles wisely.” Caution: It can also make the problem worse in some situations

C. Accommodation:

1. When you cooperate to a high-degree, and it may be at your own expense, and actually work against your own goals, objectives, and desired outcomes
2. Can preserve good relations with the other party for future matters

D. Competition

1. “Win/Lose” approach; you act in a very assertive way to achieve your goals
2. Other party loses out on their interests; used when time is of the essence or in an emergency

E. Collaboration

1. Where you pair up with the other party to achieve both of your goals. This is a “Win/Win” situation.
2. For complex situations where an ideal outcome is needed. Caution: requires a lot of time and trust between parties

F. Compromise

1. Attempts to create a “win/win,” yet each side makes concessions
2. It may be appropriate for scenarios where you need a temporary solution, or where both sides have equally important goals

G. The goal of **all** conflict management techniques should be to achieve conflict resolution

IV. The Role of the SNCO in Conflict

A. Among followers, many times the SNCO will act as a **mediator** to resolve conflict

1. “Mediation is an attempt to resolve conflict by using a third party to facilitate a decision.” – L2L Ch 5

B. SNCOs use conflict management techniques to help facilitate conflict resolution between their followers, ultimately allowing the team to remain effective

C. The Mediation Process (see L2L Vol 2, Ch 5, Pg. 102 for more)

1. Set a positive tone
2. Be mindful of appearances (even seating arrangements can signal that one person has the other hand)
3. Allow the first person to talk
4. Allow the second person to talk
5. Summarize your understanding of the conflict
6. Begin the interview stage
7. Ask each person how the conflict can be resolved
8. Ask each individual to make concessions

9. Aim for a consensus

10. Conclude

D. The end goal of all conflict resolution should be to restore team cohesion

Conclusion:

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

CONFLICT MANAGEMENT EXERCISE

431

Instructor: Staff

Reference: Conflict Management Class

Exercise

75 minutes

Note to Instructor: This exercise will **evaluate** the students' ability to apply knowledge gained in the "Conflict Management" class. It is to the Cadet Commander's discretion as to what the specific exercise will be.

Educational Goal:

By the end of this instructional block, students will understand how to apply the principles taught in the Conflict Management class in a practical scenario. The individual cadet will be able to:

Objectives:

1. Identify specific kinds of conflict in a realistic scenario
2. Practice effective conflict management techniques
3. Implement feedback given by the involved instructors regarding their techniques

Outline:

- I. Students will be brought individually to a designated scenario. Each seminar will have a Cadet Instructor and a Senior Member who will be roleplaying a brief conflict between two NCOs, to emphasize the role of the SNCO as a manager of junior NCOs. Students **will be informed** before they enter the scenario room that they are about to be placed into a conflict management scenario, and a brief primer regarding the situation by the cadre member who takes them there.
- II. Students will then be given 5 minutes to employ conflict management techniques to try and resolve the issue. The role players will ensure they act **realistically**, but **not over the top**. This is to allow both experienced and inexperienced cadets can gain something from the exercise, and will not be overwhelmed and therefore learn nothing.
- III. At the end of 5 minutes, the roleplayers will call time, and will then sit down with the student to discuss their performance in the scenario, and write down any notes they have regarding their performance for future use.
 - A. This feedback session should be brief, as the rest of the seminar must go through this exercise.
- IV. Once the feedback session is concluded, the cadre member who initially escorted the student over will take them back to their seminar, and then escort

the next student to the scenario room. This cycle will continue for each seminar until all students have completed the exercise.

V. A suggested scenario is as follows:

- A. “You (the student) are the First Sergeant of your unit. The Alpha Flight Sergeant has been critical lately of the Bravo Flight Sergeant’s performance in drilling their flight. Tonight, the Alpha Flight Sergeant is cruelly trash-talking their fellow flight sergeant in front of a group of peers. As this is taking place, the Bravo Flight Sergeant happens to walk in the room and overhears the gossip. Extremely angry at this, the Bravo Flight Sergeant begins yelling at the Alpha Flight Sergeant in front of their peers, letting them have a “piece of their mind.” It is at this point that you walk in. What do you?”

VI. During the Scenario: While individual students are undergoing the exercise, the following describes what **other students** will be working on while they await their turn.

- A. The Role of the SNCO (30 min): The Seminar Staff will lead their students in a discussion on the importance of the SNCO to CAP. What are their typical roles? What are some traits necessary for the SNCO to perform their responsibilities appropriately? Who is a good example of a SNCO and why? Finally, the Seminar Staff should ask how the students plan to take the skills they’ve acquired at SNCOS and apply them to their home squadrons or other roles.
- B. Assignment Work Period (45 min): Continue working on Dynamic Speaking Lab II and the Communication Assignment.

Conclusion:

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

ETHICS AND LEADERSHIP

432

Instructor: Staff

**Reference: CAP Honor Code,
L2L Vol Ch 1 & Vol 2 Ch 4**

**Interactive Lecture
60 minutes**

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. **This should be more of a discussion, and not as much just a class.**

Educational Goal:

By the end of this instructional block, students will understand the importance of ethics and of studying them within leadership by being able to:

Objectives:

1. Recognize the importance of ethics in relation to leadership
2. Understand the difference between followers' ethical beliefs and how to work with them
3. Identify practical ways to continue seeking character development in both CAP and life

Outline:

- I. Honor Code
 - A. "On my honor": Good name or public esteem
 - B. "I will not lie, cheat, steal, or commit any act of intentional dishonesty, or tolerate those who do": A keen sense of ethical conduct
- II. Core Values
 - A. Integrity: Doing the right thing, even when no one is looking
 - B. Volunteer Service: Participating selflessly for the benefit of others
 - C. Excellence: No matter what challenge is facing you, you will give it your best effort
 - D. Respect: Treating others as you would want to be treated
- III. In CAP, we have a standardized Honor Code and Core Values in order to train morally good leaders. Why is it important that we have a standardized ethical code for the organization?
 - A. With a diverse group of people coming from different backgrounds, CAP establishes a universal code of conduct that is accepted among most traditions; this is so that members have guidelines as to how they are expected to behave.

IV. Within CAP, we lead a diverse group of people of many different religious/philosophical beliefs. Do these distinct worldviews, all working together in a single environment, influence the way we lead our teams?

- A. Leaders must make decisions that respect the beliefs of all its members; this takes attention to detail and **knowing** your people so you understand their own beliefs

V. Scenario:

- A. "You are a Flight Sergeant at encampment. In a rush to get back to the barracks to prepare for retreat, your flight leaves their guidon at the mess hall. When your Flight Commander goes to retrieve it, it is no longer there. Your Flight Commander directs you to search for the guidon at headquarters, as perhaps someone had brought it there, while he takes the flight out for retreat. He is counting on you to retrieve this guidon, as your flight will seem to be an outcast among the rest of the encampment, perhaps causing some students to feel humiliated; additionally, as a similar situation befell another flight earlier in the week, the CTS Commander has given explicit direction that there will be consequences if flights do not show up with their guidons to retreat..."
- B. "...As you go to headquarters and begin searching, you see the CTG Commander's office door open, and within her office is your flight's guidon. No cadet is allowed to enter the CTG Commander's office unless they are given permission, and you have no idea as to why the guidon is there. You understand that you are not supposed to enter the office, but you also understand the trouble you might be in with your Flight Commander if you do not return the guidon and possibly leave your flight to feel humiliated. You have no time before retreat to go out and ask your Flight Commander for direction, or to ask the CTG Commander for permission and return for it."
- C. What would you do?
- D. Is there a right or wrong answer here?
- E. In CAP, we talk a lot about the "theory" of items such as the Honor Code and Core Values, but we must understand as leaders that there is a practical application
 - 1. When complex situations like this arise, we must be well-studied and developed in our ethical beliefs in order to carefully consider our approaches to similar situations

VI. As CAP cadets, it is important to consider how our individual ethical beliefs, beyond the Honor Code and Core Values, influence the decisions we make

- A. Within these differences, it is importance for us to understand as well as be respectful of those who have different points of view

VII. The way we understand our ethical views as well as others' views has practical

application to our cadet careers and beyond

- VIII. Cadets should not reduce the Honor Code and the Core Values to mere “pieces of memory work.” It feeds into our greater pursuit of personal character development and the study of ethics

Conclusion:

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

BECOMING A CADET OFFICER – THE TRANSITION

433

Instructor: Staff

Reference: N/A

Interactive Lecture

45 minutes

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. **This should be a facilitated group discussion.**

Educational Goal:

By the end of this instructional block, students will understand the importance of continuing their education and training towards Cadet Officership by being able to:

Objectives:

1. Recognize the importance of having experienced NCOs become Cadet Officers
2. Understand the difference between SNCO-like leadership and officer-level leadership
3. Identify effective preparation techniques to ease the transition from SNCO to Cadet Officer

Outline:

- I. What do you think is the difference between a Senior NCO and a Cadet Officer?
 - A. Direct vs Indirect Leadership
 - B. Normal roles and responsibilities (First Sergeant/Flight Sergeant vs Flight Commander)
- II. What does the ideal Cadet Officer look like? What are their traits?
- III. Importance of Senior NCOs pursuing Officership
 - A. Setting an example for other cadets (advancing training rapidly)
 - B. Broadening leadership skills
 - C. Replacing the “previous generation” of cadet leaders
- IV. The Transition
 - A. What causes C/CMSgts and other SNCOs to stagnate in their cadet careers?
 1. Is it the responsibility of Cadet Officers to reach out to these SNCOs?
 - B. Is the transition from SNCO to Cadet Officer fast, slow, or moderate?
 - C. What are some signs of the transition being made?
 - D. Recognize the differences between the two and incorporate them into your leadership approach (L2L Vol 3, Ch 9)

- E. Seek out senior officer mentors to help guide you
- F. Different expectations:
 - 1. How is the bar raised once you become a Cadet Officer? Why?
 - 2. Are the standards different or similar? Is there more of them?
- V. In order for the Cadet Program to continue effectively, SNCOs need to take their experience as SNCOs and advance towards Officership in order to benefit themselves, as well as the next generation of cadet leaders.

Conclusion:

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

PART FIVE – EXECUTIVE OFFICER’S GUIDE ATTACHMENTS

SNCOS 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?

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:

CAPP 60-33 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.

SNCOS Schedule - Friday

Time	Activity	Course Number	Notes
1800 – 2000	Student In-Processing		
2000 – 2030	Introduction to SNCOS	401	
2030 – 2130	Interaction Seminar	402	
2130 – 2200	Purpose of the Physical Fitness Program	403	PF Assignment #1 assigned
2200 - 2210	Travel to Barracks		
2200 – 2230	Staff Meeting		

SNCOS Schedule - Saturday

Time	Activity	Course Number	Notes
0615 – 0630	Travel to Classroom		
0630 - 0715	Planning a Physical Fitness Activity	404	PF Assignment #2 assigned
0715 – 0815	Breakfast and Travel		
0815 – 0915	History of the NCO and the NCO Creed	423	
0915 - 1000	NCO Support Channel	425	
1000 – 1100	Written Communication	416	
1100 – 1140	Feedback as the First Sergeant in Drill	408	
1140 – 1200	Assignment Work Period	405	
1200 – 1300	Lunch and Travel		PF Assignment #1 due
1300 – 1330	Squadron Drill and Formations	409	
1330 – 1430	Drill Lab I	410	
1430 – 1500	Senior NCO Duties, Responsibilities, and Authority	424	
1500 – 1600	Staff Meetings, Briefings, Debriefings and AARs	426	
1600 – 1630	Your Online Presence	417	
1630 – 1700	CAP Color Guards	411	
1700 – 1740	Drill Lab II	412	
1740 – 1900	Dinner, Travel and Change		Changing into civvies
1900 – 2000	Dynamic Speaking	418	
2000 – 2030	Dynamic Speaking Lab I	419	
2030 – 2145	Instructional Methods	420	Communications Assignment assigned
2145 – 2155	Travel to Barracks		
2145 – 2215	Staff Meeting		

SNCOS Schedule - Sunday

Time	Activity	Course Number	Notes
0615 – 0630	Travel to PF Area		
0630 - 0710	Implementing a Physical Fitness Activity Lab I	406	PF Assignment #2 due PF Assignment #3 assigned
0710 – 0740	Personal Hygiene, Change, and Travel		
0740 – 0830	Breakfast and Travel		
0830 – 0915	Coaching and Mentoring	427	
0915 – 0945	Effective Planning	428	
0945 – 1015	Squadron Inspections	413	
1015 – 1115	Drill Lab III	414	
1115 – 1200	Conflict Management	430	
1200 – 1300	Lunch and Travel		
1300 – 1345	Drill Lab IV	415	
1345 – 1445	Assignment Work Period	421	Communication Assignment to be reviewed by Seminar Staff for feedback
1445 – 1530	Leadership Styles	429	
1530 – 1600	Travel and Change		Change into civvies
1600 – 1715	Conflict Management Exercise	431	See outline for details
1715 – 1830	Dinner and Travel		
1830 – 2000	Dynamic Speaking Lab II	422	Communication Assignment Due
2000 – 2100	Ethics and Leadership	432	
2100 – 2110	Travel to Barracks		
2100 – 2130	Staff Meeting		

SNCOS Schedule - Monday

Time	Activity	Course Number	Notes
0615 – 0630	Travel to PF Area		
0630 - 0710	Implementing a Physical Fitness Activity Lab II	407	PF Assignment #3 due
0710 – 0815	Personal Hygiene, Change, Clean and Pack		
0815 - 0915	Breakfast and Travel		
0915 – 1000	Becoming a Cadet Officer – The Transition	433	
1000 – 1100	Final Cleaning		
1100 – 1130	Graduation		
1130 – 1200	Out-Processing		
1130 – 1200	Final Staff Meeting		
1200	Dismissal		

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

Senior Non-Commissioned Officer School

Student Test



January 2015

**Cadet Programs Section, California Wing
United States Air Force Auxiliary**

SNCOS Pre/Post Test Answer Key

1. D

2. D

3. A

4. B

5. A

6. D

7. C

8. A

9. C

10. A

11. D

12. A

13. B

14. C

15. C

16. A

17. B

18. C

19. B

20. C

21. A

22. A

23. B

24. C

25. D

26. A

27. C

28. A

29. B

30. B