CAPP X-X 

**DD Mmmmm YYYY**

**Remedial Squadron**

**Pamphlet**

RELEASING HEADQUARTERS

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**Table of Contents Page**

**Preface 2 Overview 3 Leadership 3 Aerospace 4 Personal Fitness 4 Character Development 6 Drill and Ceremonies 8 Mentoring 8 Safety 10 Uniform 11 Closure 13**

**Supplemental Information 14** Attachment 1 - Useful References 14

2 CAPP X-X DD Mmmmm YYYY

**PREFACE**

This Pamphlet is designed to be used as a stimulus for Civil Air Patrol Cadet and Composite Squadrons who seek to revitalize their Cadet Programs. It outlines best practices, recommended actions, and a basic overview of the supporting ideas and regulations regarding the program. It describes the structure of a successful cadet program, including Uniforming, Mentoring, and other tasks that are covered in other manuals. The supporting material for these guidelines can be found in supplemental information at the end of this pamphlet.

This pamphlet in of itself is only a guide, and does not constitute regulating material. Instead, this document provides implementable tips and strategies to supplement existing material. It is the responsibility of each unit to ensure currency of understanding regarding all C.A.P. regulations, pamphlets, and materials.

**OVERVIEW**

This Pamphlet desibes facets of effective leadership, toward fostering an effective Cadet Corps. It outlines required monthly activities, and possible methods toward achieving these goals.

**LEADERSHIP**

Monthly Time Requirement: 1.5 hours.

Importance. The Cadet Program is effective because it is run by cadets, for cadets. The program is designed for cadets to progress through the program from personal leadership to executive leadership. Mentoring and opportunities to practice leadership are essential to this process. See CAPR 60-1 for the goals and methods of this important element of the program.

The Art and Science. The Air Force’s definition of leadership classifies it as an “art and science.” In order to promote it is required to read and pass a test on each chapter of leadership, which could be considered the “science.” Cadet leadership should provide monthly leadership lessons

and activities to reinforce important principles. The Cadet Program is intended to have cadets learn, develop skills, and create their own leadership style. Leadership becomes an art by the way that a cadet implements the science of leadership. The only way cadets can develop their own art is through practice.

Opportunity to Lead. As cadets promote it is expected that they will have practiced leadership roles appropriate to their position. Every unit should prioritize allowing cadets to hold responsibilities so they can further develop their skills. If there are many cadets in need of an opportunity, consider altering the duration of each assignment in order to allow maximum participation.

Mentoring. It is essential that growing leaders have the feedback of others. This should start at Phase 1. Assign wingmen and mentors to support new cadets—the experience a cadet has at

CAPP X-X DD Mmmmm YYYY 3

the very beginning will determine if they stay for the long term. See page 8 for more specific information.

Activities. During lessons, it can be very advantageous for cadets to apply what they have learned and see how they can implement it in daily life. The Learn to Lead Activity Guide is a great resource for this.

**AEROSPACE**

Monthly Time Requirement: 1.5 hours.

Aerospace education is one of the main missions of the Civil Air Patrol. Cadets receive exposure to aerospace in the classroom, as well as the flight line; which makes Civil Air Patrol very unique.

Implementation. Units should use the Aerospace Modules as well as current events to teach lessons and basic aerospace principles. Every aerospace module comes with activities that reinforce the topics presented in the chapters. Having access to a Civil Air Patrol aircraft, whether through another Squadron, or at home, is an excellent way to enrich the Aerospace Education experience. Current events are also an excellent way to show cadets the impact that aerospace principles and history has on current innovation moving into the future. Additionally, the model rocketry program is a great way to get cadets interested in aerospace. The curriculum is created and provides cadets with hands-on experience.

In addition to basic knowledge of aerospace principles, units should highlight different aerospace careers by bringing in members of the community or preparing presentations that will allow for cadets to get a fair amount of exposure.

**PERSONAL FITNESS**

Monthly Time Requirement: 1 hour.

Personal Fitness is an integral part of Civil Air Patrol’s Cadet Program. As stated in CAPP 60-50, the Cadet Physical Fitness Program’s mission is to increase cadets’ physical fitness and to motivate them to develop a lifelong habit of regular activity. There are five facets of the overall program: Activities, Academics, Attitudes, Assessment, and Awards. These will be discussed in this chapter. For squadrons who are struggling with coming up with a fun and challenging, but appropriate fitness program, CAPP 60-50 provides many resources, along with this chapter. It is expected that squadrons have read the PT regulations. This can be a supplement to that information.

Importance. It is crucial that the importance of personal fitness is expressed and made personal to each and every cadet. Cadets will be more interested in participating and committing if they have a personal why. Not only are there positive effects based on physical growth and

4 CAPP X-X DD Mmmmm YYYY

endurance, but it also helps deal with stress and build self-confidence. Having a healthy mind and body are essential to leadership.

The Five Facets.

Activities. Based on the Cadet Physical Fitness Program, cadets are only required to test quarterly. This leaves two months to fill with activities that get cadets moving. Each weekly meeting should include at least 10 minutes of physical activity. Some ideas include, but are not limited to:

Fitness Circuits- Tabatas, Group Workouts

Team Building- Relay Races, Obstacle Courses

Sports Games- Ultimate Frisbee, Volleyball, Capture the Flag, Soccer, Touch Football

One way to plan activities is to have the First Sergeant make a PT plan for the squadron. Have he or she come up with at least a 10-minute activity for each meeting, along with a longer workout or game for one meeting a month. Having a specific plan with goals can make a squadron’s fitness program more effective.

Resources for other fun activities can be found in CAPP 60-50 and on the CAP National Website.

Attitude. Along with helping each cadet to find a personal why, Senior Member and Cadet Leaders have the responsibility to shape the attitude. If everyone participates—including the cadet staff—cadets will take a more positive approach to completing a hard task, such as the fitness test. Leaders need to be aware of how to motivate their cadets. They will not get anything out of the activity or lesson if they are not interested in learning.

A sense of camaraderie and teamwork can be developed by setting S.M.A.R.T goals personally and as a group. Hold everyone accountable and encourage them to reach their full potential. Inspire an environment of continual growth and help cadets be excited about their progress. See CAPP 60-50 for a helpful fitness goal setting procedure and worksheet for cadets to fill out.

Assessment. As aforementioned, cadets are required to have a quarterly fitness test. In many cases, cadets look toward this meeting of the month with sincere dread. As the fitness test may not be the most thrilling thing to complete, it can become easier if the mindset is changed. Leaders should encourage the cadets to look at it as a way to track their progress and see how far they have come. The personal satisfaction that comes with completing the mile a few seconds faster or increasing how many pushups one can do is immense and can be looked back on as a source of motivation to improve further. Without the fitness test there would be no way of knowing if the cadets are improving—it provides the statistical data. Leaders should share this with their cadets so they have a full understanding of WHY they test.

With the new Healthy Fitness Zone (HFZ) requirements from CAPP 60-50, squadron fitness leaders should understand the program and communicate it with the cadets. It can be confusing for new cadets to understand what the HFZ is, and if they are hitting the mark. Help them

CAPP X-X DD Mmmmm YYYY 5

establish their baseline and mentor them through a training plan that is reinforced during squadron meetings.

Academics. Academics can help expand cadet’s knowledge and give them more concrete data and information to rely on. It can help them understand the importance of eating healthy, creating an active lifestyle and how to do that. Those that are leading these discussions should not only supply information but also how to apply it.

Awards. It is beneficial to provide incentives for cadets to work towards. Whether this is an individual award or a greater team award, having something concrete to work towards can provide motivation. Some ideas include, but are not limited to:

-Squadron Fitness Hall of Fame

-Squadron Personal Best Board

-Cadet of the Month—PT record contributes to overall score

-Fitness Officer of the Year/Month

-Squadron Specific Awards

**CHARACTER DEVELOPMENT**

Monthly Time Requirement: 1 hour.

Purpose. As stated on the CAP website: “The new Values for Living 2.0 character curriculum is designed to instill the virtues of ethical leadership in our cadets through a facilitated learning environment.” The Cadet Program is dedicated to training leaders of character, and how better to do that than through direct instruction and examination of commonly held values. When designing the Values for Living 2.0, the United States Air Force Academy was asked for a list of values they find in successful cadets. That list guides the monthly topics. Values for Living 2.0 curriculum was implemented in 2019. Monthly lesson plans and materials can be found on the CAP website or on Axis through eServices.

Character Development Instructors (CDI). In many cases, the success of a Character Development program starts with the senior member leading the discussion. More information on who qualifies as a CDI can be found on the CAP Chaplain Corps website or at CAPR 265-1. CDIs are responsible for the integration of the CAP Core Values into their cadet’s everyday life. Every month, the CDI leads a forum with instruction and discussion. Using the authorized material published by CAP, CDI’s help their cadets examine how to live the Core Values in a wide range of challenges and situations. CDIs who are interested in what they are teaching and passionate about their cadets will be the most effective.

Environment. Character Development topics can touch on serious topics that may be very personal for some cadets. It is critical that Character Development CDIs create a safe and more relaxed environment where cadets feel comfortable sharing and contributing to the discussions that drive the lesson. This would mean shifting between intensity levels 2 and 3.

6 CAPP X-X DD Mmmmm YYYY

Cadet Led Discussions. In the lesson plans published by CAP, there is at least one part of the lesson for a small group discussion led by Phase 3 cadets. CDIs should select the cadets and have them prepared with their material before the meeting. This will allow the cadets to prepare their own answers which will help them inspire better discussion among the small group of cadets. Additionally, cadets should establish the same environment as the large group to inspire open discussion and collaboration of ideas. If there are no Phase 3 cadets, utilize the highest ranking or most mature cadets to facilitate these discussions.

Resources.

CAPR 60-1 Section 1.9.4

CDI Specialty Track

CAPP 60-11 Section 5.6

About CDIs

CAPR 265-1

Values for Living 2.0

CAPP X-X DD Mmmmm YYYY 7

**DRILL AND CEREMONIES**

The purpose of drill in the squadron is to build pride and camaraderie within the squadron. It gives everyone something that can be done together as one unit. Listening to a command and performing said command will develop discipline. Finally, it will allow for cadets to take pride in the squadron knowing that they have a part to play in its success.

You can use drill to teach and improve leadership in new sargents and airmen. By letting cadets take control of a flight, they must now think of more than just themself but instead the entire flight. By doing this, the cadet will learn to think of the needs of the flight before their own. Drill will also allow them to practice their command voice, teaching skills, and other essential parts of leadership.

CAPM 60-33 is the drill and ceremonies manual for Civil Air Patrol. Other resources that are available include AFMAN 36-2203 and the Cadet Drill Manual. These are great resources to answer questions about the specifics of performing drill and ceremonies.

There are many ways to lead drill, but in every one there are a few things that will remain constant such as the cadence of the commands and inflation of the voice. All of the commands are on the same two count cadence of 120 bpm (beats per minute). There is the preparatory command which is on the first count followed by the execution of the command on the second count. The tone or pitch of the voice may not be the same from person to person but the inflection will be. Look at the diagram below to see how the preparatory command is brought up to a higher pitch at the end and then the command of execution is started at a higher pitch. This should be performed in every command called.



Just as there are many ways to command drill, there are many ways to teach it. It comes down to the basics of telling cadets how to do it, let them try it, and give feedback. Give the cadet encouragement as they practice the maneuver and become proficient. Repetition brings perfection and unison. The Six-Step Method is a good resource to efficiently teach drill.

8 CAPP X-X DD Mmmmm YYYY

**MENTORING**

At its core, mentoring is making an investment in the future of our organization by sharing our knowledge, expertise, and experience with a younger generation of CAP members. Mentorship can take on many forms and complexities, and is a vital component of our growth as individuals and an organization by helping our members to reach their full potential. (From CAPP 50-7) As you will note, an effective mentoring process is integral to every successful unit. It dictates that each member share their experiences and knowledge with their subordinates in a productive manner.

What is Mentoring? A Mentor means "a trusted counselor or guide, tutor, or coach." Mentors are helpers. Mentoring is a relationship in which a person with greater experience guides another person in personal and professional development. It is one of the broadest methods available today to develop the talent pool for today's and tomorrow's CAP. Mentoring can be an informal relationship because it fosters among superiors and subordinates free communication about performance and duties, without fear of reprisal. (From CAPP 50-7)

Why Mentoring? Mentoring helps prepare members for the increased responsibilities they will assume as they progress in the program. Mentoring is not a promotion enhancement program, rather it is a professional development program designed to help each individual reach his or her maximum potential. Professional development is not a new concept. It occurs at every echelon and activity. In reality, mentoring is one aspect of a professional relationship because it fosters free communication by subordinates with superiors concerning their careers, performance, duties and missions. Approaching mentoring as a professional relationship helps enhance morale and discipline and improves the operational environment while maintaining respect for authority. (From CAPP 50-7)

Mentoring as an NCO.

The NCO is a first-line supervisor, someone who ensures the junior members of a team accomplish the mission. To do that, they generously share their experience and knowledge. (The Cadet NCO and The Team)

Mentorship is a person-to person experience, a relationship between an experienced person (the leader or coach) and an inexperienced person (the follower or coachee). Experts in the field of coaching borrow principles of servant leadership by teaching that coaching requires a bond of trust. If it’s not positive and helpful, it’s not coaching. Coaching is all about providing someone with guidance and support because a good coach is a servant. (The Cadet NCO and The Team)

An NCO informed by the idea of servant leadership will not use his or her rank to take a position first in line to eat, but rather will eat only after the team has been fed. The airmen come first. When conducting a uniform inspection, the servant-leader’s goal will be to help each individual meet CAP’s high standards, not try to intimidate the airmen or play “gotcha.” (The Cadet NCO and The Team)

CAPP X-X DD Mmmmm YYYY 9

Mentoring as a Cadet Officer

After being an NCO, Cadet Officers are in a perfect place to mentor Cadet NCO’s. To this end, a Cadet Officer will oftentime teach Cadet NCO’s how to complete the tasks above, serving as an advisor and confidant.

The Mentoring Process

Model

An effective mentor must lead by example. Whether in Public or in Private. Remember: Actions speak louder than words.

Empathize

An effective mentor will understand what the protégé is experiencing and identify what the protégé is feeling.

In order to know what your protégé needs, you need to understand what they are experiencing and feeling.

Effective tools for achieving this understanding is trying to remember how you felt as a novice, or actively listening to your protege’s concerns.

Nurture

An effective mentor will use a caring attitude, with an emphasis on development. Providing the protege room to grow. Do not expect a high level of performance or results from someone who hasn’t had the appropriate training or the time to apply and internalize training through trial and error.

However, it is important to maintain a balance between protecting the protégé and weaning him or her away from dependence.

Teach

An effective mentor will develop a realistic plan to reach their protege, including practical exercises of learnt material and frequent reviews of previously covered material.

Additionally, an effective mentor will correct students' errors immediately, and give detailed, helpful feedback.

Inspire

Be more than a good role model.

Show integrity and selflessness.

Support your words with actions, and live the principles you intend to teach. Useful Guides

AFI 36-401, Employee Training and Development.

2002 CAPP 50-7, Mentoring: Building our Members.

CAPP 50-7, Mentoring: Building our Members.

CAPP 50-8, Civil Air Patrol Mentor’s Guide.

CAPP 52-6, Cadet Programs: Mentoring.

AFI 36-3401, Air Force Mentoring.

AFI 36-401, Employee Training and Development.

Learn to Lead, Vol. 2, Civil Air Patrol, 2010.

10 CAPP X-X DD Mmmmm YYYY

**SAFETY**

Safety is the first concern that must be addressed during all Civil Air Patrol activities and meetings. There are many things that all feed into safety like Cadet Protection Program (CPP), safety briefings, and safety presentations. The safety officer’s roles are very important to the safety of the squadron.

CPP is one of the many safety programs in Civil Air Patrol, and one that squadrons deal with most often. It is a training that all senior members, flight officers, and cadets over the age of 18 must take. In order to complete the training, a discussion must take place with the squadron’s commander or deputy commander. CPP uses the Wingman approach. Cadets must be with at least one “Wingman” at all times. Cadet protection is vital to our organization and must be followed at all times.

“Knock it off” are the three words that should bring everything to a halt. In any unsafe situation, those three words can be said by anyone. It doesn't matter what is happening, or who is doing it—it stops immediately. The only exception is life saving medical treatment. After the situation has stopped, the unsafe event is discussed and fixed so everyone will be safe. It is everyone’s responsibility to maintain a safe environment.

The Safety Officer is one of the vital individuals for any squadron meeting, activity, or special activity. They are primarily responsible for coming up with assessment of risks and ways to smartly overcome those risks. Additionally, they must present safety briefings. The Safety Officer should cover safety measures such as issues to be aware of, emergency procedures, and rally points in the event of an emergency. Monthly safety topics should also be discussed by the Safety Officer at squadron meetings. These safety topics can be found on eServices, or may be handed down from higher wing leadership for special discussions and safety down days.

It doesn't matter whether you are cadet, flight officer, or senior member, safety needs to be everyone's first priority. No matter the activity, whether it be doing drill, attending a field training exercise, or an emergency service mission, everyone needs to be looking out for their own safety, their wingman's safety and the group's safety. Finally, always remember when you hear “KNOCK IT OFF” it doesn't matter what you are doing, stop and talk with all involved to resolve the issue.

CAPP X-X DD Mmmmm YYYY 11

**UNIFORM**

The Uniform is integral to the Cadet Program, providing cadets with opportunities to display professionalism and experience organizational synergy. Additionally, as stated in CAPR 39-1: “Pride in one’s personal appearance and in wearing the uniform greatly enhances the esprit de corps essential to an effective organization.” However, the wear of the uniform is a double-edged sword. On one hand, the proper wear of the uniform can serve as an excellent tool for comradery, esprit-de-corps and provide a general sense of duty. Additionally, with proper knowledge and tactics, staff may use the cadet uniform as an excellent tool to instill military order and reward excellence. However, an improperly worn Uniform reflects negatively on Civil Air Patrol, the United States Air Force, and the individuals who commit these transgressions. Likewise, an improperly trained staff will, whether in substance or tactic, create an environment that is toxic toward positive growth in their organization. Thus, it is of paramount importance that the Uniform is worn correctly, and that it is taught properly.

Correct Wear of the Uniform. There are many effective tools for reference of the uniform. By Far the best and most extensive is CAPR 39-1. CAPR 39-1 definitively and entirely describes how to wear the uniform, quite literally down to each button. CAPR 39-1 can be found on the Civil Air Patrol Website, and includes many helpful graphics toward correct wear. (Like those Shown Below)

How to Teach the Uniform

Lessons and Teaching

First, to train a Cadet Corps with storing competency in uniform wear, it is recommended that staff use CAPP 52-9, or the great start manual. This can be found online with a quick search, and outlines many useful lessons within the cadet program. For the uniform, reference sections 2.4, 2.41 and 2.42.

Additionally, an experienced staff should go in depth as to important facts of the uniform that may not be written, like blousing and boot polishing techniques. How to Correct

12 CAPP X-X DD Mmmmm YYYY

If a Cadet is identified as wearing the uniform incorrectly, the staff should first ask the cadet if they know that there is a problem with their uniform. This will help them learn to identify issues themselves.

If they do know of the issue, assure they know that it should be fixed to the best of their ability using CAPM 39-1 as reference or that they should ask for help.

**CLOSURE**

This pamphlet is intended to be used as a supplement to all published Cadet Program material and regulations. Units that are struggling with specific aspects of the Cadet Program may find these tips and references useful in reestablishing their programs.

CAPP X-X DD Mmmmm YYYY 13

**SUPPLEMENTAL INFORMATION**

***Attachment 1 - Useful References***

Leadership.

Learn to Lead Vol. 1-4

Learn to Lead Activity Guide

Aerospace.

Aerospace Dimensions Vol. 1-6

Aerospace: The Journey of Flight

Aerospace Education Curriculum Materials

Model Rocketry

Personal Fitness.

CAPP 60-50

National Website Fitness Resources

Character Development.

CAPR 60-1 Section 1.9.4

CDI Specialty Track

CAPP 60-11 Section 5.6

About CDIs

CAPR 265-1

Values for Living 2.0

Drill and Ceremonies.

CAPM 60-33

AFMAN 36-2203

Six-Step Method

Mentoring.

AFI 36-401, Employee Training and Development.

2002 CAPP 50-7, Mentoring: Building our Members.

CAPP 50-7, Mentoring: Building our Members.

CAPP 50-8, Civil Air Patrol Mentor’s Guide.

CAPP 52-6, Cadet Programs: Mentoring.

AFI 36-3401, Air Force Mentoring.

AFI 36-401, Employee Training and Development.

Learn to Lead, Vol. 2, Civil Air Patrol, 2010.

Uniform.

CAPR 39-1

14 CAPP X-X DD Mmmmm YYYY