HEADQUARTERS CALIFORNIA WING
CIVIL AIR PATROL
UNITED STATES AIR FORCE AUXILIARY
PO Box 7688
Van Nuys, California 91409-7688
818.989.8100 - fax 818.989.8108

5 November 2026

MEMORANDUM FOR RECORD

FROM: CAWG/CC

SUBJECT: Nondirective Publication Disclaimer – CAWGP 60-1-5

1. Attached to this memorandum is California Wing Pamphlet 60-1-5. This pamphlet is a nondirective publication, as that term is defined on page 18 of CAPR 1-2.

2. Compliance with this pamphlet is not mandatory. Any requirements or procedures explained in this pamphlet are either directed by other, directive publications or are provided as suggested methods, techniques, and/or best practices.

3. To the extent that the requirements or procedures explained in this pamphlet exceed the requirements and procedures directed by Civil Air Patrol, Pacific Region, or California Wing directive publications or by applicable law, a failure to comply with the requirements or procedures explained in this pamphlet shall not constitute a discrepancy for purposes of a Compliance Inspection or Subordinate Unit Inspection, nor shall they be grounds for termination of membership under CAPR 35-3.

4. Any directive language used in this pamphlet to describe a requirement or procedure which exceeds the requirements and procedures directed by Civil Air Patrol, Pacific Region, or California Wing directive publications or by applicable law, shall be interpreted as nondirective.

DAVID S. BOEHM, Col, CAP
Commander

Attachment:
CAWGP 60-1-5, 5 November 2026

California Wing Pamphlet 60-1-5

Non-Commissioned Officer School Addendum to CAWGP 60-1-1

5 November 2026

OPR: CP

Table of Contents

Chapter 1: Introduction 3

1.1. Purpose and Scope 3

1.2. Objectives ..... **Error! Bookmark not defined.**

1.3. Training Environment 3

1.4. School Prerequisites 4

Chapter 2: Organization 6

2.1. General 6

2.2. Selection of Executive Cadre 6

2.3. Selection of Subordinate Cadre 6

2.4. Executive Cadre Position Descriptions 6

2.5. Training Cadre Position Descriptions 7

2.6. Support Cadre Position Descriptions 7

2.7. Senior Staff Position Descriptions 7

Chapter 3: Awards 8

3.1. Student Awards 8

3.2. Cadre Awards 8

3.3. Senior Staff Awards 8

Chapter 4: Class Content 9

Chapter 1: Introduction

1.1. Purpose and Scope

1.1.1. The purpose of this pamphlet is to provide guidance on how the Non-Commissioned Officer School ("NCOS") program is and ought to be executed in California Wing. The guidance in this pamphlet is expressly secondary and supplemental to the guidance contained in California Wing Pamphlet 60-1-1, Guide to Cadet Leadership Training Events.

1.1.2. NCOS is designed to supplement local unit training for cadet non-commissioned officers, particularly junior NCOs. The intent of NCOS is to intervene in the junior NCO's training at the crucial moment when the junior NCO is making the transition from followership to leadership to supply standardized training in Phase II skills.

1.1.3. In Phase I, each cadet is introduced to Phase I skills, including self-discipline, personal accountability, attention to detail, teamwork, etc. These skills are important and serve as the basis for all future progression in Civil Air Patrol and in life, but they are decidedly personal skills. The transition from Phase I to Phase II is characterized by a refocusing from the person to the team—from followership to leadership. Each Phase II cadet moves from being a member of the class to being an instructor at the front of the class, from one who receives orders to one who gives orders. Thus begins the true fulfillment of Civil Air Patrol's promise that each cadet will "Learn to Lead."

1.1.4. Although the Phase I skills serve as a foundation for the Phase II skills, a new Phase II cadet has much to learn. A Phase-II-level leader exercises new skills beyond those taught in Phase I, including public speaking, giving feedback, directing, and teaching. In Civil Air Patrol's leadership laboratory, the Phase II cadet is taught these skills by learning to give commands in drill and physical fitness, to use a command voice, to teach classes on Civil-Air-Patrol-related topics, and to give feedback on drill performance and wear of the uniform. The new leadership skills taught at the Phase II level and the tactics that the Phase II leader uses to navigate the leadership laboratory at the Phase II level are collectively referred to as Phase II skills.

1.1.5. Instruction on Phase II skills primarily occurs at the home unit. However, California Wing has an interest in ensuring that Phase II skills are taught uniformly to California Wing cadets, both to ensure that the standard of training at home units rises to acceptable levels and to ensure that cadet NCOs who are called to serve at group- and wing-level events are prepared for the task. Thus, NCOS serves as a core school in California Wing's Integrated Leadership Program ("ILP") to standardize the training of Phase II skills.

1.2. Training Environment

1.2.1. An NCOS student should find the training environment at NCOS to be dramatically different from every other school that the student has attended thus far in his or her cadet career. For example, at NCOS, the student is generally not drilled from event to event by the cadre, not

told specifically where to sleep, and not told when to wake up. The NCOS student is handed a schedule at the start of the event, informed where each training location is located, and is expected to arrive ready to learn at the proper location and at the proper time.

1.2.2. The different training environment at NCOS stems from the different expectations placed on NCOS students as compared to Phase I cadets. The Cadet Program teaches Phase II skills, at least initially, within the context and structure of the flight sergeant role. Thus, every NCOS student is treated as if he or she were serving in a flight sergeant role at the event. In essence, NCOS extracts the flight sergeants from the rest of the cadet organizational chart and turns a magnifying glass on them. In this way, the student environment at NCOS is not a relaxed environment; the challenges are merely more mental, internal challenges as compared to the generally more external challenges faced by Phase I cadets. Indeed, some cadets may find that the high expectations placed on the NCOS student create an intensity level nearly as high as the intensity level set at the beginning of encampment.

1.3. School Prerequisites

1.3.1. *Activity Prerequisite* – Prior to attending NCOS, each student must attend encampment.

1.3.1.1. The focus of NCOS is on teaching Phase II skills, not re-teaching Phase I skills. The activity prerequisite serves to ensure that each cadet has a sufficient background in drill and ceremonies, customs and courtesies, and wear of the uniform such that the cadet will be able to know the basics of each of these topics when asked to teach the topics to other cadets. Attendance at encampment also ensures that the cadet's knowledge of drill and ceremonies, customs and courtesies, and wear of the uniform aligns with all California Wing standards for those Phase I skills.

1.3.1.2. The Commandant may waive the activity prerequisite if all of the following are true: (1) the cadet does not require a waiver for the grade prerequisite (see below); (2) the Commandant has discussed the issue, whether via email, phone, or otherwise, with the cadet's home unit commander and the home unit commander has advised that the cadet has a sufficient knowledge of drill and ceremonies, customs and courtesies, and wear of the uniform to be able to teach the concepts to other cadets; and (3) one of the following is true: (a) the cadet has been an active member of Civil Air Patrol for at least two years; (b) the cadet has served as a flight sergeant at the cadet's home unit for at least five months; or (c) there is other convincing evidence, based on the cadet's history of duty positions at the cadet's home unit and/or events that the cadet has attended, that demonstrates that the cadet possesses an abnormally high knowledge of drill and ceremonies, customs and courtesies, and wear of the uniform.

1.3.2. *Grade Prerequisite* – Prior to attending NCOS, each student will earn the grade of C/SSgt.

1.3.2.1. NCOS is a challenging course. Each student at NCOS must have the maturity and confidence to be able to take charge of his or her own progression through the school, present in front of a group of peers, and give feedback to his or her peers. Thus, the grade prerequisite serves to ensure that the cadet is comfortable enough in the cadet program and mature enough in his or her leadership and life progression to be able to take on the new challenges and stresses posed by the NCOS curriculum.

1.3.2.2. The Commandant may waive the grade prerequisite if all of the following are true: (1) the cadet does not require a waiver for the activity prerequisite (see above); (2) the Commandant has discussed the issue, whether via email, phone, or otherwise, with the cadet's home unit commander and the home unit commander has advised that the cadet has a sufficient maturity and confidence in the cadet program to be able to speak in front of a group of peers, provide feedback to peers, and take charge of his or her own progression through the NCOS curriculum; and (3) one of the following is true: (a) if the cadet is a Cadet Senior Airman, the cadet is at least 15 years old; (b) if the cadet is a Cadet Airman First Class, the cadet is at least 16 years old; or (c) there is other convincing evidence, based on the cadet's school progression or prior life experiences, that demonstrates that the cadet possesses an abnormally high level of maturity and confidence.

1.3.3. It is recommended that cadets attend the NCOS course prior to reaching the grade of Cadet Master Sergeant. However, the Commandant should permit cadets to attend up to the grade of Cadet Chief Master Sergeant. Cadet officers who wish to earn NCOS credit may attend as observers, not assigned to any seminar nor interacting with any other students.

1.3.4.1. *Waiver Process*. All waiver requests will be made by the cadet via email to the Commandant, with the cadet's unit commander or deputy commander for cadets copied on the email. The waiver request will be submitted at least 48 hours before the registration deadline so that the Commandant can process the request and respond to the cadet before the cadet registers. The waiver request will explain how the waiver standards set forth in this section have been met. Any cadet who registers for the event without meeting the prerequisites or obtaining a waiver will be denied and the registration fee will be refunded.

Chapter 2: Organization

2.1. General. To facilitate the learning environment of the school, students are not assigned to elements or flights. Instead, the operational group of students is referred to as a "seminar." The cadre assigned to each seminar are referred to as "seminar leaders" and "assistant seminar leaders." Ideally, each seminar should consist of six to ten students. This seminar structure has a dual purpose. First, it gives structure to the student experience; an NCOS student is still a relatively new cadet, so the unstructured environment of, for example, Cadet Officer Basic Course, could overwhelm the student who may not know where to direct questions or from whom to seek feedback. Second, the seminar structure reinforces the fact that each student is expected to perform at the level of a flight sergeant at all times. If the units were called flights, then naturally there could be only one flight sergeant for the unit, and the rest of the cadets would instinctively revert to a Phase I mindset of following orders given by the flight sergeant. While NCOS does ask students to fall into a flight formation at times, the intent is for NCOS students to be flight sergeants who occasionally fall into formation, rather than in-ranks cadets who occasionally have to step up into the flight sergeant role.

2.2. Selection of Executive Cadre. See CAWGP 60-1-1 Section 3.3.

2.3. Selection of Subordinate Cadre. See CAWGP 60-1-1 Section 3.4.

2.4. Executive Cadre Position Descriptions. The executive cadre consists of the Cadet Commander, the Cadet Deputy Commander for Operations, the Cadet Deputy Commander for Support, and the Chief Instructor. The composition of the executive cadre does not always have to possess all four positions listed and can be altered at the discretion of the event leadership.

2.4.1. *Cadet Commander (C/CC).* The cadet commander should: (1) ensure proper implementation of the NCOS program; (2) create and distribute the NCOS schedule in a timely manner; (3) serve as a role model and example for all students at NCOS; (4) provide counseling services when appropriate; (5) select the cadet executive cadre and subordinate cadre; (6) conduct executive cadre meetings prior to and during NCOS; and (7) foster cohesiveness, teamwork, and unity of purpose within the unit.

2.4.2. *Cadet Deputy Commander for Operations (C/CDO).* The cadet deputy commander for operations should: (1) command and evaluate the performance of the seminar leaders; (2) lead training cadre instruction in preparation for the event; (3) maintain consistency of training standards throughout the school; and (4) provide mentoring to training cadre members, focusing on their long-term development within the organization.

2.4.3. *Cadet Deputy Commander for Support (C/CDS).* The cadet deputy commander for support should: (1) supervise and evaluate the performance of support directors; (2) ensure that the training program receives adequate logistical and administrative support; and (3) provide mentoring to support cadre members, focusing on their long-term development within the organization.

2.4.4. *Chief Instructor.* The chief instructor should: (1) ensure quality of instruction from the NCOS curriculum; (2) supervise and evaluate the performance of subordinate instructors; (3) provide feedback to instructors on teaching ability prior to and during NCOS; and (4) serve as the example of an exemplary instructor to both students and cadre alike.

2.5. Training Cadre Position Descriptions

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

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

2.6. Support Cadre Position Descriptions

2.6.1. *Cadet Director of General Support.* Serves as the primary individual responsible for the completion of administrative and logistics tasks, as those tasks are defined in CAWGP 60-1-1, paragraph 4.1. and 4.3 respectively.

2.6.2. *Cadet Director of Public Affairs.* Serves as the primary individual responsible for the completion of public affairs tasks, as those tasks are defined in CAWGP 60-1-1, paragraph 4.2.

2.6.3. *Cadet Director of Food Services.* Serves as the primary individual responsible for the completion of food services tasks, as those tasks are defined in CAWGP 60-1-1, paragraph 4.4.

2.6.4. Support cadre should be hired to support the directors in their tasks if necessary. The number of cadre needed is at the discretion of the Cadet Commander, with the approval of the Commandant.

2.7. Senior Staff Position Descriptions. Position descriptions for senior staff positions can be found in CAWGP 60-1-1, paragraphs 1.5, 2.4, 3.2, and chapter 4.

Chapter 3: Awards

3.1. Student Awards

3.1.1. *Best Presentation Award.* Each seminar will choose one cadet to present their final presentation to the NCOS. The Cadet Commander, with the approval of the Commandant, will select the best of these to receive the best presentation award.

3.1.2. *Seminar Honor Cadet*. An Honor Cadet will be selected from each seminar. This student will be selected by the Seminar Leader, with the approval of the Training Officer. Selection will be based on attitude, performance, uniform, and behavior during the NCOS.

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

3.2. Cadre Awards. Cadre awards may be awarded at the discretion of the Cadet Commander, with the approval of the Commandant, and may be based on nominations from the Senior and Cadet Staff.

3.2.1. *Training Cadre Excellence Award.* Awarded to the training cadre member who performs their job in an outstanding fashion, sets him- or herself apart from other members, and represents what it means to be a leader.

3.2.2. *Support Cadre Excellence Award.* Awarded to the support cadre member who performs their job in an outstanding fashion, sets him- or herself apart from other members, and has demonstrated what it means to support a group through hard work and dedication.

3.3. Senior Staff Awards. Senior staff awards may be awarded at the discretion of the Commandant and may be based on nominations from the Senior and Cadet Staff.

3.3.1. *Senior Staff Excellence Award.* Awarded to the senior staff member who performs their job in an outstanding manner and sets him- or herself apart through hard work, strong leadership skills, and motivation presented throughout the activity.

Chapter 4: Class Content

Course #	Course Title	Presentation	Duration
1	NCOS Introduction	Lecture	30 min
2	Interaction Seminar & Debrief	Activity	30 min
3	Physical Training Overview	Interactive Lecture	30 min
4	Physical Training Lab I	Activity	45 min
5	Physical Training Lab II	Activity	45 min
6	Drill Terms	Interactive Lecture	30 min
7	Drill Commander	Interactive Lecture	45 min
8	Drill Lab I	Activity	60 min
9	Drill Lab II	Activity	60 min
10	Six Step Teaching Method	Interactive Lecture	30 min
11	Drill Lab III	Activity	60 min
12	Formations Class / Lab I	Interactive Lecture & Activity	60 min
13	Drill Lab IV	Activity	75 min
14	Formations Lab II (Graduation Formation)	Activity	30 min
15	Instructional Methods Part I-Preparation	Interactive Lecture	35 min
16	Instructional Methods Part II-Delivery	Interactive Lecture	40 min
17	Assignment Research I	Activity	45 min
18	Assignment Presentation I	Presentations	75 min
19	Assignment Research II	Activity	90 min
20	Assignment Presentation II	Presentations	105 min
21	Electronic Communication Etiquette	Interactive Lecture	15 min
22	Resume and Cover Letter	Interactive Lecture	45 min
23	Final Presentations	Presentations	30 min
24	NCO Responsibilities	Interactive Lecture	30 min
25	Honor Code	Interactive Lecture	30 min

4.1. Non-Commissioned Officer School Introduction

4.1.1. Class Details:

4.1.1.1. Learning Goal: By the end of this instructional block, students will understand the atmosphere and objectives of the Non-Commissioned Officer School, NCOS's position within the Integrated Leadership Program framework, and any safety considerations for the event.

4.1.1.2. Instructor: Commandant, Cadet Commander, and Safety Officer

4.1.1.3. Duration: 30 minutes

4.1.2. Outline:

4.1.2.1. Integrated Leadership Program: The Integrated Leadership Program consists of the Airman Development School (ADS), Non-Commissioned Officer School (NCOS), Senior Non-Commissioned Officer School (SNCOS), Cadet Officer Basic Course (COBC), and Advanced Cadet Staff Seminar (ACSS). Briefly discuss the purpose, types of activities, and progression of each event.

4.1.2.2. Purpose of NCOS: Reference paragraph 1.1, above. Emphasize that this event is a significant shift from Phase I instruction.

4.1.2.3. Evaluation / Honor Cadets: Training cadre will consistently evaluate student performance throughout the weekend to ensure improvement. At the end of the weekend, an honor cadet will be selected for each flight based on attitude, performance, uniform, and behavior. The flight honor cadets will compete for school honor cadet.

4.1.2.4. School Environment / Organization: Reference paragraphs 1.2 and 2.1, above.

4.1.2.5. Interaction: Students are encouraged to meet other students from other home squadrons. Additionally, students are encouraged to ask questions to the cadre and staff to increase their knowledge.

4.1.2.6. Safety Briefing: The Safety Officer will discuss the following safety topics: indoor/outdoor safety, road guard procedure (if used), flashlights, building evacuation plans, hydration, sunscreen, importance of sleep, uniforms, and lights out policy.

4.1.2.7. Challenge to Students: The Commandant will address the students and challenge them to (1) be precise when speaking—assume audience does not know what they are talking about, (2) understand that the transition from Phase I followership to Phase II leadership is difficult and they will need to go home to their home units to master these skills, and (3) to take advantage of the great instructors, senior staff, and seminar cadre here to ask as many questions as possible, but watch out for the Socratic method.

4.2. Interaction Seminar and Debrief

4.2.1. Class Details:

4.2.1.1. Learning Goal: To provide the students with a practical demonstration of the value of feedback and communication.

4.2.1.2. Instructor: Seminar Cadre

4.2.1.3. Duration: 30 minutes

4.2.2. Outline:

4.2.2.1. A brief period for introductions will be made, followed by the main demonstration.

4.2.2.2. Two students will sit back to back, one with a diagram and the other with a blank sheet of paper and a writing utensil. The student with the diagram will try to describe what is on their paper to the student with the blank paper, the student with the blank paper will try to recreate what is on the diagram. The student with the blank paper may not speak at all for the first demonstration. At no time can the two students see each other's work.

4.2.2.3. After the first demonstration, the exercise will be attempted again with two different students. Both cadets may speak, but only the one with the blank paper is allowed ask questions; the other cadet may only respond to the question asked.

4.2.2.4. If time allows, following the second demonstration, a third exercise will be attempted, where the students will instead face each other and both students may speak freely, but the cadets still may not see each other's papers.

4.2.2.5. Following the demonstrations, the seminar cadre will lead a debrief, discussing the value of feedback, effective teamwork, good communication and non-verbal forms of feedback and communication.

4.3. Physical Training Overview

4.3.1. Class Details:

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

4.3.1.2. Instructor: Cadet Instructor

4.3.1.3. Duration: 30 minutes

4.3.2. Outline: Procedure for getting a squadron into extended rectangular formation will be explained, followed by explanations of rotationals, exercises and stretches from CAPP 52-18, and concluded by instruction for re-forming from extended rectangular formation.

4.4. Physical Training Laboratory I

4.4.1. Class Details:

4.4.1.1. Learning Goal: To execute the physical training formation.

4.4.1.2. Instructor: Seminar Cadre

4.4.1.3. Duration: 45 minutes

4.4.2. Outline: This laboratory will be conducted on the seminar level. Each seminar will form into a squadron in line formation with one to three flights depending on the size of the seminar (at least four students should be in each flight as in-ranks cadets). Students will take turns serving in the roles of flight sergeant and first sergeant to perform the procedures of moving a squadron into extended rectangular formation, performing a rotational, a stretch, *or* an exercise and then returning the squadron from physical training formation. This should be repeated quickly to allow for everyone in the seminar to serve in both flight sergeant and first sergeant roles. The focus in laboratory one should be the proper use of the extended rectangular formation procedures.

4.5. Physical Training Laboratory II

4.5.1. Class Details:

4.5.1.1. Learning Goal: To execute rotationals, stretches, and exercises in a proper PT formation.

4.5.1.2. Instructor: Seminar Cadre

4.5.1.3. Duration: 45 minutes

4.5.2. Outline: This laboratory will be conducted on the seminar level. Each seminar will form into a squadron in line formation with one to three flights depending on the size of the seminar (at least four students should be in each flight as in-ranks cadets) and will move into the extended rectangular formation. Students will take turns serving in the roles of flight sergeant and first sergeant (by the end of this lab, all students should have served in both roles at least once) to perform the procedures of leading a rotational, a stretch, and an exercise. This should be repeated quickly to allow for everyone in the seminar to serve in both flight sergeant and first

sergeant roles. The focus in laboratory two should be the proper procedures for rotationals, stretches, and exercises. However, any leftover time may be devoted to practicing the extended rectangular formation procedures.

4.6. Drill Terms

4.6.1. Class Details:

4.6.1.1. Learning Goal: To standardize language used in Drill and Ceremonies.

4.6.1.2. Instructor: Cadet Instructor

4.6.1.3. Duration: 30 minutes

4.6.2. Outline:

4.6.2.1. Purpose of Drill Terms: Drill terms are the vocabulary used when describing drill. They are useful to standardize measurements, ease instruction, and specify movements. Drill terms need to be explained and defined before use. Refer to CAPP 60-33 for definition.

4.6.2.2. Units and Formations: Unit, Formation, Element, Flight, Flank, Depth, Center, File, Rank, Head. Note that the Guide and Flight Sergeant are counted when measuring the Front and determining the Center.

4.6.2.3. Flight Formations: In Line, Inverted Line, In Column, Inverted Column.

4.6.2.4. Spacing: Alignment, Dress, Cover, Interval, Distance.

4.6.2.5. Rest Positions: Parade Rest, At Ease, Rest, Fall Out, Resuming Attention (CAPP 60-33, para. 3.3.2).

4.6.2.6. Pace and Cadence: Step, Pace, Half Step, Cadence, Quick Time, Double Time, Slow Time, Mark Time, Adjutant's Cadence.

4.6.2.7. Types of Commands:

4.6.2.7.1. Two-Part Commands - *See* CAPP 60-33, para. 2.1.1. & 2.2. The drill leader can revoke a preparatory command using the command AS YOU WERE prior to calling the command of execution. This is the sole instance where AS YOU WERE is used.

4.6.2.7.2. Combined Commands - *See* CAPP 60-33, para. 2.1.2.

4.6.2.7.3. Supplementary Commands - *See* CAPP 60-33, para. 2.1.3.

4.6.2.7.4. Informational Commands - *See* CAPP 60-33, para. 2.1.4.

4.6.2.7.5. Mass Commands - *See* CAPP 60-33, para. 2.1.5. & 2.6. This is the sole instance where AT MY COMMAND is used.

4.7. Drill Commander

4.7.1. Class Details:

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

4.7.1.2. Instructor: Cadet Instructor

4.7.1.3. Duration: 45 minutes

4.7.2. Outline:

4.7.2.1. Command Voice: Discuss Distinctness, Loudness, Projection, Inflection, and Snap. *See* CAPP 60-33, para. 2.4. Especially emphasize the proper inflection of two-part commands and the lack of inflection in the other types of commands. Discuss breathing exercises. *See* CAPP 60-33, para. 2.4.1.1–.4. Discuss the cadence of commands. *See* CAPP 60-33, paras. 2.6 & 2.7.

4.7.2.2. General Rules: Discuss maintaining bearing, calling commands at attention, staying in step with the flight, and facing the formation. Discuss the proper use of AS YOU WERE. Discuss directing the commands to the furthest cadet in the flight.

4.7.2.3. Situational Awareness: Discuss maintaining vigilance of the environment around the unit. Any hazards, obstacles, or points of awareness must be constantly taken into account when drilling a flight (e.g. cars, walls, other units, passing officers, etc.). Ensure the unit's drill and the leader's command voice do not disturb any groups around the unit. Render Customs and Courtesies for the unit. Ensure the needs of flight members are taken care of (e.g. jackets in cold weather, unit facing sun, marching fatigue, etc.).

4.7.2.4. Feedback and Reinforcement: Discuss the four kinds of feedback. *See* CAWGP 60-1-1, para. 6.3.4. Discuss the oral feedback formulas. *See* CAWGP 60-1-1, para. 6.3.5.

4.8. Drill Laboratory I

4.8.1. Class Details:

4.8.1.1. Learning Goal: To demonstrate the proper methods for giving commands (including drill terms and command voice), to demonstrate awareness of their environment, and to provide effective feedback to flight members.

4.8.1.2. Instructor: Seminar Cadre

4.8.1.3. Duration: 60 minutes

4.8.2. Outline: Allocate the first 15–20 minutes of the drill lab to practicing Command Voice. The latter half of the drill block should be used for practicing drill. Rotate cadets through the flight sergeant position. In large seminars with two assistant seminar leaders, the seminar may be divided into two flights. Provide detailed feedback for each student regarding the points from the previous Drill Terms and Drill Commander classes.

4.9. Drill Laboratory II

4.9.1. Class Details:

4.9.1.1. Learning Goal: To demonstrate the proper methods for giving commands (including drill terms and command voice), to demonstrate awareness of their environment, and to provide effective feedback to flight members.

4.9.1.2. Instructor: Seminar Cadre

4.9.1.3. Duration: 60 minutes

4.9.2. Outline: Rotate cadets through the flight sergeant position. In large seminars with two assistant seminar leaders, the seminar may be divided into two flights. Provide detailed feedback for each student regarding the points from the previous Drill Terms and Drill Commander classes.

4.10. Six-Step Teaching Method

4.10.1. Class Details:

4.10.1.1. Learning Goal: To learn the six-step teaching method of drill instruction and be able to list and describe each of the six steps.

4.10.1.2. Instructor: Cadet Instructor

4.10.1.3. Duration: 30 minutes

4.10.2. Outline: Discuss the six-step teaching method, By the Numbers, and In Cadence. *See* CAPP 60-33, paras. 1.6.2–4.

4.11. Drill Laboratory III

4.11.1. Class Details:

4.11.1.1. Learning Goal: To demonstrate the six-step teaching method while instructing drill, to demonstrate the proper methods for giving commands (including drill terms and command voice), to demonstrate awareness of their environment, and to provide effective feedback to flight members.

4.11.1.2. Instructor: Seminar Leaders

4.11.1.3. Duration: 60 minutes

4.11.2. Outline: The goal of this lab is to practice the six-step teaching method. Rotate cadets through the flight sergeant position. In large seminars with two assistant seminar leaders, the seminar may be divided into two flights. Provide detailed feedback for each student regarding the points from the previous Drill Terms and Drill Commander classes.

4.12. Formations Class/Laboratory I

4.12.1. Class Details:

4.12.1.1. Learning Goal: To develop an understanding of squadron in line formation and inspection procedures. Each student will be able to perform in every flight staff role for a formation or an inspection.

4.12.1.2. Instructor: Cadet Instructor

4.12.1.3. Duration: 60 minutes

4.12.2. Outline: Forming and dismissing the squadron is taught from CAPP 60-33 section 5.3. Inspection procedure is taught from CAPP 60-33 section 5.5. The classroom instruction period should be brief and should be followed by a practice session with the entire school. Most cadets should be outside the fomation to view the laboratory. In-ranks cadets should be directed to watch the laboratory rather than keeping their eyes forward.

4.13. Drill Laboratory IV

4.13.1. Class Details:

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

4.13.1.2. Instructor: Seminar Cadre

4.13.1.3. Duration: 75 minutes

4.13.2. Outline: Seminar Cadre should use this block to practice anything missed in previous drill labs, or practice what the seminar needs to work on the most. In large seminars with two assistant seminar leaders, the seminar may be divided into two flights. Provide detailed feedback for each student regarding the points from the previous Drill Terms and Drill Commander classes.

4.14. Formations Laboratory II (Graduation Practice)

4.14.1. Class Details:

4.14.1.1. Learning Goal: By the end of this instructional block, students and cadre will be able to demonstrate the proper movements and procedures for the graduation formation.

4.14.1.2. Instructor: Cadet Commander

4.14.1.3. Duration: 30 minutes

4.14.2. Outline:

4.14.2.1. The school honor cadet will act as first sergeant in the formation, seminar honor cadets will act as flight sergeants, seminar leaders will be flight commanders.

4.14.2.2. Recommended Graduation Procedures: Listed below are the recommended procedures for an ADS graduation. These procedures may be altered at the discretion of the Cadet Commander.

4.14.2.3. Forming: The First Sergeant will form the formation as a squadron in line using the procedures specified in CAPP 60-33, para. 5.3.

4.14.2.4. Publishing the Orders: Once the school has formed, the Cadet Commander commands Publish The Orders. The adjutant then marches to a post midway between the Cadet Commander and the line of flight commanders and publishes the orders in accordance with the procedures in CAPP 60-33, para. 6.7.4.1.

4.14.2.5. National Anthem: Once the orders have been published, the Cadet Commander gives the command Present, Arms then Change Post March and Staff Present Arms. The Commandant instructs parents and guests to rise for the National Anthem. The National Anthem then plays. At the end of the National Anthem, the Cadet Commander gives the command Staff Order Arms, then faces about and commands Order Arms and Parade Rest. After facing back to the front, the Cadet Commander commands Staff Parade Rest.

4.14.2.6. Presenting the Awards: The Cadet Commander then calls each respective awardee front and center and presents the awards. Following this, the Commandant discusses the topics in CAWGP 60-1-1, para. 1.8.3, alongside any other message the Commandant may want to relay to the parents/school.

4.14.2.7. Dismissal: Following the presentation of awards and the Commandant's remarks, the Cadet Commander exchanges salutes with the Commandant, then commands Staff Attention, Change Post March, and Squadron Attention. The Cadet Commander then dismisses the squadron using the procedures in CAPP 60-33, para. 5.11.

4.15. Instructional Methods Part I - Preparation

4.15.1. Class Details:

4.15.1.1. Learning Goal: To understand and perform the preparation techniques used in public speaking and making an effective presentation.

4.15.1.2. Instructor: Chief Instructor or SM Instructor

4.15.1.3. Duration: 35 minutes

4.15.2. Outline:

4.15.2.1. Preparation: Set objectives for the speech, know your audience, research any related materials (use credible sources only), gather as much information as required, and ensure that this material meets the objective of the speech.

4.15.2.2. Outlining: "Tell Them" Method ("Tell them what you're going to tell them, tell them, then tell them what you told them"). Discuss scripting versus outlining and the proper use of notes as reminders rather than scripts.

4.15.2.3. Visual Aid: Avoid using slides as a crutch, but proper use of slides or other visual aids can be powerful.

4.15.2.4. Physical Preparation: Determine the most effective place to stand, set up projector, etc.

4.15.2.5. Practice: Emphasize the importance of practicing the speech.

4.16. Instructional Methods Part II - Delivery

4.16.1. Class Details:

4.16.1.1. Learning Goal: To learn the basics of delivering an effective presentation.

4.16.1.2. Instructor: Chief Instructor or SM Instructor

4.16.1.3. Duration: 40 minutes

4.16.2. Outline:

4.16.2.1. Purpose of Public Speaking: Discuss how the skills learned at NCOS will impact the cadet's future inside and outside the Cadet Program. Discuss how public speaking is necessary for leadership.

4.16.2.2. Delivery Mistakes: Discuss how effective delivery is important for effective communication. Common mistakes: fidgeting with clothing or notes, pacing back and forth, not maintaining eye contact, excessive filler words, excessive hand gestures, sticking hands in pockets, and speaking with gum/food in your mouth.

4.16.2.3. Delivery Tips: Have enthusiasm, have confidence, engage your audience, practice, do not overthink the speech.

4.16.2.4. Body: Stand where the most amount of people can see you, stand with your feet shoulder-width apart, stand up straight, have a clean, crisp uniform. Use purposeful walking movements (can signpost points by moving to one side to emphasize one point, the other side to emphasize another point, and then back to the middle).

4.16.2.5. Hands: Keep your upper arms at your side, your hands relaxed, and make purposeful hand motions above your waist.

4.16.2.6. Face: Maintain a calm, content facial expression, smile when appropriate, and make eye contact with members of the audience.

4.16.2.7. Voice: Slightly louder than normal speaking voice, appropriate for the setting, slower than normal speaking speed, vary speed, tone, and volumn to avoid monotony.

4.16.2.8. Visual Aids: Should only be used to support your presentation, your presentation should not be centered around your visual aid. Do not fill an entire PowerPoint slide with text. Use pictures, diagrams, graphs, etc. Other visual aids, such as posters, whiteboard, human demonstrators, etc., can be appropriate—be creative. If you are using notes, do not hide behind notes.

4.17. Assignment Research I

4.17.1. Class Details:

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

4.17.1.2. Instructor: Seminar Cadre

4.17.1.3. Duration: 45 minutes

4.17.2. Seminar Cadre Guidelines:

4.17.2.1. Students will be solely focused on preparing their presentations during this period. While they are preparing, the seminar cadre are expected to engage and interact with the students. The seminar cadre should be talking with each student, reviewing their topic and speech organization. Specific items to review with the students include: Is the topic and scope appropriate? Is it too little/much for a three-minute speech? Do they have sufficient information for the presentation? Have they researched their topic properly? Is information on the topic freely available? Is their outline properly formatted?

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

4.17.2.3. The topic should be something a cadet is already familiar with or interested in. It does not necessarily have to be related to CAP, but it must be cleared through one member of the seminar cadre.

4.17.2.4. Speech topic selection is not the focus of this block and is not a junior NCO skill; instead, speech preparation is the focus. If topic selection is interfering with speech preparation, the cadre must intervene. In the event a cadet cannot choose a topic within a reasonable timeframe (roughly the first 10 minutes of the block), seminar cadre will take a more active role in assisting the cadet in selecting a topic. If the cadet has not picked a topic within 20 minutes of the start time of this block, the seminar cadre will select a topic for the cadet.

4.18. Assignment Presentation I

4.18.1. Class Details:

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

4.18.1.2. Instructor: Seminar Cadre

4.18.1.3. Duration: 75 minutes

4.18.2. Seminar Cadre Guidelines:

4.18.2.1. Each student will make a short presentation (2–3 minutes) on any subject of their choice.

4.18.2.1.1. Prepare an appropriate number of critique sheets. Each member of the Seminar Staff (Seminar Leader, Assistant Seminar Leader, Seminar Training Officers) should complete one critique sheet for each student. In large seminars with two assistant seminar leaders, the seminar may be divided into two groups for the presentations.

4.18.2.1.2. The atmosphere should be professional but relaxed so the students feel comfortable. Seminar Staff should take precautions to ensure minimal distractions to students are present. Students should not be allowed to use any lectern but will be allowed to use notes.

4.18.2.1.3. Offer to give hand signals for time. Students not presenting can also offer time-tracking. The speaker should be stopped if their speech exceeds 3:30 minutes.

4.18.2.2. After each presentation, Seminar Staff will lead a short critique. Calculate in advance how many minutes can be devoted to critique per student and use a timer to ensure that the critique portions do not exceed this time. It is the job of the seminar staff to ensure the feedback has been properly communicated to the students. It is recommended to make each student make note of at least 3 pieces of feedback they wish to incorporate into their second speech.

4.18.2.3. Students should be given their critique sheets so they can receive the Seminar Staff's comments and can grow from the experience.

4.19. Assignment Research II

4.19.1. Class Details:

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

4.19.1.2. Instructor: Seminar Cadre

4.19.1.3. Duration: 90 minutes

4.19.2. Seminar Cadre Guidelines:

4.19.2.1. Students will be solely focused on preparing their presentations during this period. While they are preparing, the seminar cadre are expected to engage and interact with the students. The seminar cadre should be talk with each student, reviewing the student's topic and speech organization. Specific items to review with the students include: Is the topic and scope appropriate? Is it too little/much for a 4–5-minute speech? Do they have sufficient

information for the presentation? Have they researched their topic properly? Is information on the topic freely available? Is their outline properly formatted?

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

4.19.2.3. The topic of the speech will be on a CAP or aerospace-related topic. The topic must be cleared through one member of the Seminar Staff.

4.19.2.4. Speech topic selection is not the focus of this block and is not a junior NCO skill; instead, speech preparation is the focus. If topic selection is interfering with speech preparation, the cadre must intervene. In the event a cadet cannot choose a topic within a reasonable timeframe (roughly the first 20 minutes of the block), seminar cadre will take a more active role in assisting the cadet in selecting a topic. If the cadet has not picked a topic within 40 minutes of the start time of this block, the seminar cadre will select a topic for the cadet.

4.20. Assignment Presentation II

4.20.1. Class Details:

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

4.20.1.2. Instructor: Seminar Cadre

4.20.1.3. Duration: 105 minutes

4.20.2. Seminar Cadre Guidelines:

4.20.2.1. Each student will make a short presentation (4–5-minutes) on a CAP or aerospace-related topic.

4.20.2.1.1. Prepare an appropriate number of critique sheets. Each member of the Seminar Staff (Seminar Leader, Assistant Seminar Leader, Seminar Training Officers) should complete one critique sheet for each student. In large seminars with two assistant seminar leaders, the seminar may be divided into two groups for the presentations.

4.20.2.1.2. The atmosphere should be professional but relaxed so the students feel comfortable. Seminar Cadre should take precautions to ensure minimal distractions to students are present. Students should not be allowed to use any lectern but will be allowed to use notes.

4.20.2.1.3. Offer to give hand signals for time. Students not presenting can also offer time-tracking. The speaker should be stopped if their speech exceeds 5:30 minutes.

4.20.2.2. After each presentation, Seminar Staff will lead a short critique. Calculate in advance how many minutes can be devoted to critique per student and use a timer to ensure that the critique portions do not exceed this time. It is the job of the seminar staff to ensure the feedback has been properly communicated to the students.

4.20.2.3. Students should be given their critique sheets so they can receive the Seminar Staff's comments and can grow from the experience.

4.20.2.4. One student from the Seminar will be selected by the Seminar Staff based on speech scores to compete against the other Seminar's best speakers in the Final Presentation.

4.21. Electronic Communication Etiquette

4.21.1. Class Details:

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

4.21.1.2. Instructor: Cadet Instructor

4.21.1.3. Duration: 15 minutes

4.21.2. Outline:

4.21.2.1. Rules of Thumb: Use official CAP email for official CAP communication only. Do not send an email when emotional.

4.21.2.2. Send Lines: To: primary audience, cc: secondary audience who should be informed, bcc: protect recipient privacy when needed. Always use bcc when sending mass emails, but note in the email who has been placed in the bcc line.

4.21.2.3. Discuss the difference between Reply, Reply All, and Forward. Be sure to check who is receiving a copy of any Reply All emails. Be sure to read the entire email thread before forwarding or replying.

4.21.2.4. Structure of Email: Greeting, body text, signature block, attachments. Show how to use the signature block generator.

4.21.2.5. Communicating with a Senior Member (or Between an Adult Cadet and Minor Cadet): Always copy a third person on texts, calls, emails, etc.

4.22. Resume and Cover Letter

4.22.1. Class Details:

4.22.1.1. Learning Goal: To understand proper formatting and content of a resume and cover letter.

4.22.1.2. Instructor: Cadet Instructor

4.22.1.3. Duration: 45 minutes

4.22.2. Outline:

4.22.2.1. Resume Purpose: To be a concise document with relevant experience and to demonstrate qualifications.

4.22.2.2. Resume Content: Personal information will include name, grade, address (physical and email) and phone number. Objective (optional, generally unnecessary if sending with a cover letter) includes why you are sending the resume and what you are applying for. Relevant experience includes a list and description of experience pertinent to the position you are applying for. Education includes a description of your education within CAP or school if pertinent to the poeition you are applying for. It should be pertinent to the position being applied for. Awards/extracurricular activities should show that you are versatile or "well-rounded" as well as your activities outside of CAP. This may include awards and other forms of recognition received.

4.22.2.3. Resume Formatting: The resume should be brief (not exceeding two pages). The resume should effectively utilize different fonts, font sizes, spaces, etc., to increase readability.

4.22.2.4. Cover Letter Purpose: First to introduce yourself to the employer. Second to demonstrate interest in the position. Third, emphasize and explain how you can make the employer and overall event a success. The cover letter should not consist of a complete re-telling of the resume, but may highlight the most important items on the resume.

4.22.2.5. Cover Letter Formatting: Reference the Business Style Letter (CAPP 1-2, p. 33). A cover letter in CAP should not have any letterhead. A real-world cover letter can use a personal letterhead. The cover letter should not exceed one page. Avoid being vague or ambiguous in the cover letter. Avoid fancy words. Sell yourself, but do not be arrogant.

4.23. Final Presentations

4.23.1. Class Details:

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

4.23.1.2. Instructor: NCOS Commandant, NCOS Cadet Commander, and others designated by the NCOS Commandant.

4.23.1.3. Duration: 30 minutes

4.23.2. Guidelines: The students should be directed to give the same speech as they gave in Final Presentations II. The Cadet Commander must ensure that there are a sufficient number of critique forms for all evaluators.

4.24. NCO Responsibilities

4.24.1. Class Details:

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

4.24.1.2. Instructor: SM or military NCO

4.24.1.3. Duration: 30 minutes

4.24.2. Outline:

4.24.2.1. Historical Difference Between Officer and NCO: Discuss the historical tradition of officers as nobility and enlisted as commoners, with the officer having legal authority over the enlisted and the ultimate responsibility for the success of the mission. Discuss how the role of the NCO was created out of necessity for the officers to have an experienced assistant who knew battlefield tactics and who was familiar with the enlisted traditions, terminology, and morale. Discuss how the modern U.S. military maintains the same structure, but since there is no distinction between nobility and commoners in our society, the military simply requires a college education as a prerequisite to be an officer. This typically means that the modern officer has more formal education, whereas the modern NCO has practical training on the tactics needed to execute the mission.

4.24.2.2. NCOs in the Civil Air Patrol Cadet Program: In the Civil Air Patrol Cadet Program, unlike in the military, a cadet must progress through all of the NCO ranks before becoming a cadet officer. This means that a cadet officer will already know all of the concepts taught in Phase II. The cadet officer does not need the cadet NCO to fill a knowledge gap. But the cadet NCO position still fulfills critical responsibilities: "implementing the plans created by the Phase III and IV cadets, teaching Phase I cadets the skills necessary to implement the plans, giving feedback to Phase I cadets, and supervising Phase I cadets." CAWGP 60-1-1, para. 5.1.4. In practice, this

means that the cadet NCO must become an expert as a drill commander, public speaker, uniform instructor, and customs and courtesies enforcer.

4.24.2.3. NCO Responsibilities: The NCO is responsible to superiors for obeying orders, keeping them informed, using initiative, and training. The NCO is responsible to subordinates for setting the example, maintaining standards, training, motivating, correcting, counseling, keeping them informed, evaluating, planning, and conducting drill and ceremonies. The NCO is responsible to peers for coordination and assisting as needed.

4.25. Honor Code

4.25.1. Class Details:

4.25.1.1. Learning Goal: To understand the California Wing Honor Code and how to apply it as an NCO.

4.25.1.2. Instructor: Cadet Commander

4.25.1.3. Duration: 30 minutes

4.25.2. Outline: Discuss the California Wing Honor Code (reference CAWG Supplement 1 to CAPR 60-1, para. 1.7.3), define key terms, discuss how the Honor Code is applicable to the life of a cadet NCO. Discuss examples and provide anecdotes to support all points.