



# Region Staff College

## Curriculum Guide



Published by:  
Professional Development Division  
Educational Programs Directorate  
Headquarters, Civil Air Patrol

CAPP 50-6, NOVEMBER 2014

# Region Staff College Curriculum Guide

---

## *Table of Contents*

Region Staff College Objective .....	1
Block 1: Leadership and Management.....	3
Leading and Managing CAP at the Group Level and Above .....	4
Planning and Managing a Major Activity .....	5
Data-Based Decision Making .....	6
Recommending Policy .....	7
Leading in a Volunteer Environment .....	8
Choosing the Right People for the Right Job .....	9
Block 2: Behavior and Interaction Among Members .....	10
Diversity in Civil Air Patrol.....	11
Motivating Across Generations.....	12
Mentoring and Coaching in CAP .....	13
Working with Challenging Members.....	14
Leading with Core Values .....	15
Block 3: Organizational Communications .....	16
Oral Communications... ..	17
The Power of the Written Word.....	18
Effectively Using Social Media to Benefit CAP and the Member.....	19
Block 4 Director’s Block .....	20
RSC Student Graduation Requirements .....	21
Educational Procedures and Requirements.....	21
Non-attribution Policy .....	21
Academic Standards .....	22
Program Evaluation .....	24

## Region Staff College Objective

---

Region Staff College (RSC) is CAP's intermediate in-residence school for members desiring to become higher level leaders. RSC is designed to enhance the transition from leadership at the unit level to leadership at the group and wing levels.

Most of the participants will have held one or more leadership positions at the squadron level. Many of the participants will have some experience at the group or wing level, with a significant number serving as squadron commanders. Members desiring to attend Region Staff College must have completed Level III; however, region commanders may waive this requirement in exceptional cases.

**COURSE OBJECTIVE (Cognitive):** The objective of Region Staff College is ensure the presence of a cadre of well-trained officers and NCOs at the group level and above who are ready to effectively manage the missions of CAP. Graduates will manage programs and events at the operational level; analyze information and recommend policy, comprehend key concepts of leading in a volunteer environment, have an understanding of human dynamics, and use a variety of techniques to communicate at all levels.

The goal of RSC is to influence our officers and NCOs towards higher leadership. The overall course objective is divided into three major areas of emphasis which are organized into lesson blocks. Students must:

- Hold a firm grasp of the leadership and management skills necessary to advance CAP's mission at the group and wing level
- Comprehend the dynamics behind individual member behavior and group interactions, and;
- Effectively use a variety communications tools and techniques to lead in the modern environment.

The RSC course director also has additional time built into the schedule to tailor instruction to the needs of the region. This is covered in a fourth instructional block.

The end result of RSC should be to better equip CAP leaders, enabling them to progress through leadership assignments.

**STRATEGY:** The methods of instruction vary according to subject matter, but students may expect a blend of informal lecture,

discussion, case study and application activities. This means that students are expected to have studied the assigned readings and completed other assignments prior to each meeting. A key feature of this course is the student requirement to interact with fellow students while demonstrating and applying skills learned.

As stated, RSC is primarily composed of four blocks of instruction. The RSC will present lessons based upon these four blocks. Each block of instruction will have a Block Objective that each lesson will build upon.

All four blocks of instruction will be taught concurrently. This means that students should expect lessons from each block of instruction daily. Students will soon discover that the lessons relate to each other and can be applied to more than one block of instruction.

### **COURSE OUTLINE:**

Block 1: Leadership and Management

Block 2: Behavior and Interactions Among Members

Block 3: Organizational Communications

Block 4: Director's Block

**CONTACT HOURS:** Region Staff College normally lasts five days combining lecture hours, discussion hours, and application activity hours for a total of about 40-45 contact (working) hours. Hours additional to working hours include time in the evenings for both study and socialization. ***Regions may elect to offer online lessons and pre-course work (up to 10hours) to complete the 40-45 hour contact-hour requirement to ensure a uniform educational foundation for students and to maximize student interaction/performance during the in-residence portion of the College.***

**Note:** *Some of the lessons in this guide have assigned readings. The readings listed in **bold face** after each lesson must be read before the assigned lecture or seminar.*

*All other readings are optional. However, students are encouraged to read these materials to gain additional background before the lecture or seminar.*

## Block 1: Leadership and Management

---

This block of instruction exposes students to leadership and management concepts to prepare them for higher leadership and planning roles within Civil Air Patrol. Students need to arrive at Region Staff College comfortable with the general structure and organization of CAP, enabling students to be better prepared to discuss the correlation of leadership and management; and how this correlation helps to accomplish the mission.

**BLOCK 1 OBJECTIVE** (Cognitive): The objective of this block of instruction is for each student to:

1. Comprehend the challenges of leading at the group level and above.
2. Explain the value of data in decision making and demonstrate the ability to gather and use data in decision making.
3. Demonstrate proficient staff work in the policy-making process above the unit level.
4. Apply the principles that lead to the successful execution of a major CAP activity or event.
5. Comprehend the unique challenges inherent in leading volunteers.
6. Comprehend the value of developing dedicated plans and procedures for hiring staff, committees and commanders.
7. Demonstrate how effective management principles can be used to affect safety during a large-scale CAP event or activity.

**Lesson Title:** Leading and Managing CAP at the Group Level and Above  
LM-01 Anticipated time: 2 hours

Civil Air Patrol provides unique challenges to lower and mid level managers and leaders. Leaders in a volunteer organization must be adept in motivating people to contribute their time, talents and energy.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Informal lecture, guided discussion and/or application activity

**Lesson Objective:** Comprehend the challenges of leading at the group level and above in the Civil Air Patrol. Discern the differences between leading volunteer members and managing corporate programs.

**Desired Learning Outcomes:**

1. Describe the main differences between leading and managing at the subordinate level in CAP.
2. Explain the concepts of accountability and responsibility at the unit level.
3. Explain how leading in a professional volunteer organization is different than in the military and the corporate world.

**Readings:** Staff selected

**Closely Related Lessons:**

Planning and Managing a Major Activity (if the project method is used)  
Leading in a Volunteer Environment

**Lesson Title:** Planning and Managing a Major Activity  
LM-02 Anticipated time: 3 hours

CAP managers are responsible for ensuring that the three-fold CAP mission of Aerospace Education, Emergency Services and Cadet Programs are conducted in the most professional manner. CAP uses activities and events to train its members in each of these areas. Being able to plan, manage and execute a major activity or event is paramount to the success of the activity.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Begin with a discussion about things to consider when planning a major activity, including the contents of an operations plan, safety plan and the contents of a continuity book. Follow with activity where students plan a simulated event like a conference or encampment.

**Lesson Objective:** Apply the principles that lead to the successful execution of a major CAP activity or event.

**Desired Learning Outcomes:**

1. Discuss the importance of planning to ensure a successful activity.
2. Explain the value of a continuity book and how it is used in the planning and execution of an activity.
3. Describe the main components of an operations plan and safety plan and contrast it with a continuity book.
4. Develop a plan to successfully conduct a major activity including cost requirements.

**Readings:** Staff selected

**Closely Related Lessons:**

Leading and Managing at the Group Level and Above  
Leading in a Volunteer Environment

**Lesson Title:** Data Based Decision Making  
LM-03 Anticipated time: 2 hours

Staff officers are often asked for advice and commanders are constantly called upon to make decisions. Frequently advice is given and decisions made instantly based upon intuition, personal experience and a gut feeling, when better advice could be given and better decisions made with the necessary data. CAP now has data available to staff members but, many do not know what data is available or how to retrieve and organize it in useful ways.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Students will be given a simulated CAP issue and asked to gather the necessary data in order to make an informed decision. The students will determine what data is needed and then access e-Services to retrieve the necessary data. They will organize and analyze it in order to make a simulated recommendation or decision. Students will be asked to reflect on how data or the lack of data effects planning, program management and policy development.

**Lesson Objective:** Explain the value of data in decision making and demonstrate the ability to gather and use data in decision making.

**Desired Learning Outcomes:**

1. Retrieve and put into useful form data from CAP sources such as e-Services, WMIRS, ORMS, etc.
2. Demonstrate how the use of data improves decision making.
3. Integrate data based decision making into planning, program management, leadership and policy development.

**Readings:** Staff selected

**Closely Related Lesson:**  
Recommending Policy



**Lesson Title:** Recommending Policy

LM-04 Anticipated time: 2 hours

Good staff work is complete, unbiased, accurate, and concise. It presents a clear conclusion in a form that makes it easier for a commander to make a decision or persuade their commander and other groups. Sometimes staff is asked for data or input in response to short-notice requests, challenging their ability to give complete advice or to coordinate input across relevant departments. Staff can also be tempted to offer input based on shallow analysis or a personal point of view. Good staff work surmounts these challenges.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Students will study a simulated CAP issue and be asked to produce high quality staff work and articulate their role in implementing the policy. The “staff work” may be submitted in written form (staff study, white paper, agenda item, etc.) so the staff can evaluate the adherence to the format, accuracy of the research and quality of the recommendation. Once reviewed, the student may also be asked to brief the seminar/ staff/etc. on their solution. The work could be done individually, in small groups or in large groups depending on the complexity of the issue. Instructors are encouraged to create simulations at the program management level, which would impact several departments or units and include the Senator’s dilemma. Projects will require some data analysis. The simulation will present some curve balls to challenge the students.

**Lesson Objective:** Demonstrate proficient staff work in the policy making process above the unit level.

**Desired Learning Outcomes:**

1. Contrast the roles that staff and commanders play in policy settings.
2. Present data based information to a commander to facilitate policy making.
3. Demonstrate the ability to produce reports/staff studies, and /or policy recommendations and/or supplements to regulations, and/or staffed agenda items that facilitates command policy making.

**Readings:** Staff selected

**Closely Related Lesson:**

Data Based Decision Making

**Lesson Title:** Leading in a Volunteer Environment  
LM-05 Anticipated time: 2 hours

Civil Air Patrol presents unique challenges to lower and mid level managers and leaders. Leaders in a volunteer organization must be adept at motivating people to contribute their time, talents and energy.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** A lecture is followed by a seminar discussion on the challenges of direct vs. indirect leadership in a volunteer environment. The seminar will focus on comprehending the various communications styles that make effective leaders.

**Lesson Objective:** Comprehend the unique challenges inherent in leading volunteers.

**Desired Learning Outcomes:**

1. Discuss the reasons why people volunteer their time to a cause or activity.
2. Contrast direct vs. indirect leadership in the context of leading in a CAP unit or wing.
3. Contrast the challenges and opportunities of leading in a volunteer organization versus the military or corporate world.

**Readings:** Staff selected

**Closely Related Lessons:**

Planning and Managing a Major Activity  
Leading and Managing at the Group Level and Above

**Lesson Title:** Choosing the Right People for the Right Job  
LM-06 Anticipated time: 1hour and 30 minutes

A primary task for a leader in CAP is finding the right member for the right job. This is true even in small units; but is especially necessary as the leader moves above the squadron level. Region Staff College graduates will be placed into positions where they must hire members onto staffs and committees, and even select commanders. This cannot be done blindly. A well-thought, comprehensive plan must be developed and executed to find the right people, without endangering the mission at the level/place where they left.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** If lesson is done as an informal lecture/guided discussion, the presenter and students can discuss the general traits desired for any position; how to determine the desired knowledge, skills and abilities (KSAs) desired for specific positions, and methods of application and selection. They should also discuss how sometimes hiring a person into a new position, say, at the wing level, might create a vacuum in the unit from which the member came and ways to mitigate any negative effects. If lesson is done as a case or project, the same points should be brought out in the role-playing scenario as the seminar would actually develop a methodology for filling staff positions and walk-through the process they would employ. The RSC staff would then evaluate the process.

**Lesson Objective:** Comprehend the value of developing dedicated plans and procedures for hiring staff, committees and commanders.

**Desired Learning Outcomes:**

1. Explain the benefits and challenges of filling a vacant or new position.
2. Develop a plan of procedure to create position descriptions, ascertain necessary knowledge, skills, and abilities of the position required, and develop interview and selection plans.
3. Demonstrate the developed plan of procedure using given scenarios.

**Readings: CAPR 20-1**

**Closely Related Lesson:**

Leading and Managing at the Group Level and Above

## **Block 2: Behavior and Interaction Among Members**

---

This block of instruction provides students with some current experiential and practical tools needed to foster a healthy organizational climate. At the Region Staff College level, this is composed primarily of an examination of the member: who they are, why they do what they do, and what they value.

To this end, this block will focus on CAP's diversity of membership, and how to capitalize on it. It will also focus on how members act as individuals and as part of small and large groups. Finally, it will examine the role that CAP's Core Values play in these interactions.

**BLOCK 2 OBJECTIVE** (Cognitive): The objective of this block of instruction is for each student to:

1. Examine the distinctive types of individuals who belong to CAP and how they each fit into our organization.
2. Apply current motivational theory and methods to increase volunteer motivation across the generations serving in CAP.
3. Comprehend how mentoring enhances development and efficiency of members as well as continuity to the program.
4. Distinguish between a member who is acting out-of-character and one who is simply disruptive; explaining how to effectively work with each.
5. Integrate core values into programs and recognize core value issues.

**Lesson Title:** Diversity in Civil Air Patrol  
BI-01 Anticipated time: 2 hours

In CAP, we benefit from talented people from every walk of life. Each member has their own story of ancestry, religion, political outlook and ethnicity. This examines how divergent people can gather to accomplish the CAP mission while accepting differences.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** The instructor will highlight key areas emphasizing the supportive and enriching role diversity plays in Civil Air Patrol. Students will be challenged to consider their own beliefs about what the optimum CAP member is. They will also consider how a person's experiences and backgrounds affect their approach to a task or management. Students will discuss how operating in a diverse member environment can eliminate physical and mental barriers to encourage the formulation of new ideas and elevate problem solving.

**Lesson Objective:** Examine the distinctive types of individuals who belong to Civil Air Patrol and how they each fit into our organization.

**Desired Learning Outcomes:**

1. Describe how to identify the relevant strengths and weaknesses of an individual and how those strengths and weaknesses can affect accomplishing a given CAP mission.
2. Describe how members' unique backgrounds can enhance their abilities to lead in a group.
3. Describe techniques to promote acceptance and understanding of the differences of people in our organization.

**Readings:**

1. **A Little Story with a BIG Lesson - A Janitor's 10 Lessons in Leadership**, Col. James Moschgat, *used with permission*  
([http://www.homeofheroes.com/profiles/profiles\\_crawford\\_10lessons.html](http://www.homeofheroes.com/profiles/profiles_crawford_10lessons.html) )
2. CAPP 151, *Respect on Display*
3. CAPR 36-1, *Civil Air Patrol Nondiscrimination Program*

**Closely Related Lesson:**

Motivating Across Generations

**Lesson Title:** Motivating Across Generations  
BI-02 Anticipated time: 2 hours

Almost every CAP activity involves more than one generation of volunteers. The more volunteers that are motivated to participate, the more successful the members, programs and CAP are.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Students are exposed to theories on motivating the different generations through pre-school reading/media/study or lecture. They will have a chance to check understanding by lecture, Q and A with the staff or a seminar discussion. They will then be asked to produce a motivational presentation to a simulated ongoing CAP activity (such as a sustained ES mission, state of the wing address, etc.) or a pre-activity publicity program. The media and message may attempt to appeal to multiple generations at once or multiple appeals may be used to appeal to different generations.

**Lesson Objective:** Apply current motivational theory and methods to increase volunteer motivation across the generations serving in CAP.

**Desired Learning Outcomes:**

1. Describe the generational groups and what motivates them.
2. Explain the benefits of applying multi-generational motivation to the planning process and execution.
3. Apply the selected theory to design a CAP activity that will be motivational to as many generations of CAP members as possible.
4. Explain how different generations react to different types of content/appeals and medium.

**Readings:** Staff selected

**Closely Related Lesson:**

Planning and Managing a Major Activity

**Lesson Title:** Mentoring and Coaching in CAP  
BI-03 Anticipated time: 3 hours

Professional volunteer organizations depend on a strong mentoring program to ensure all members are well versed in the core missions. To accomplish this we need to explore the various models of coaching and mentoring and review the benefits and potential for learning in such relationships.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Instructor first leads a discussion on the various mentoring models, challenging the students to choose which model(s) would be appropriate for given CAP situations. Discussion should be interactive to ensure concepts are understood throughout the lesson. During seminar time students will compare and contrast coaching v. mentoring methods through the use of role play.

**Lesson Objective:** Analyze how mentoring ensures development and efficiency of members as well as continuity to our program.

**Desired Learning Outcomes:**

1. Differentiate between coaching and mentoring.
2. Describe three mentoring models.
3. Explain the learning benefits of a strong mentoring relationship.
4. Apply coaching and mentoring models in given situations.

**Readings:** CAPP 50-7: *Mentoring: Building Our Members*

**Closely Related Lessons:**

Motivating Across Generations

**Lesson Title:** Working with Challenging Members  
BI-04 Anticipated time: 2 hours

Members of Civil Air Patrol join the organization for a variety of reasons. Our diversified missions allow for talented, compassionate people to work in many areas under qualified leaders. Unfortunately, not all members always display a pleasant personality. This can lead to discord in our squadrons, wings and regions. This lesson is designed to examine challenging personalities, examine potential reasons for unpleasant attitudes and explain how to work with them in the CAP setting.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Discussion will include an examination of common situations where members' may exhibit challenging behavior as well as how the behavior may impact fellow members and the mission. Discussion will include types of challenging behaviors such as (but not limited to) combativeness, passive-aggressive behavior and withdrawal. Students will be challenged, through case study or role play, how to address negative behaviors in a way that provides opportunity for the member to come back to the fold and does not belittle the member personally.

**Lesson Objective:** Distinguish between a member who is acting out-of-character versus a member who is simply disruptive, and explain how to effectively work with each.

**Desired Learning Outcomes:**

1. Recognize the member who is under stress in their personal life and discuss how to support them without jeopardizing the mission.
2. Apply management skills to aid in dealing with argumentative and belligerent members in the CAP setting.
3. Discuss how to maintain a professional attitude when dealing with difficult individuals.

**Readings:** Staff selected



**Lesson Title:** Leading with Core Values  
BI-05 Anticipated time: 2 hours

We have been given a public trust, and we are judged by the public and the USAF by our ability to live up to our Core Values. Leaders in CAP must be adept at recognizing core value issues in the actions of ourselves and members. We must hold ourselves and others to the highest standards of our Core Values. Like any ability, this is developed through practice.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** This may be accomplished by a block of case studies, a case study a day or an issue woven into other lessons and seminar tasks. Case studies should place the student in the case, be reflective of situations that the student might find themselves in, address core values, and be subtle and/or multi-layered. Once the case is presented students would be asked how they would address the incident at the activity involved and how they could weave an appropriate application into the planning of similar future activities.

**NOTE:** *These cases may be developed locally or can be sourced from Flight Time: Values for Living.*

**Lesson Objective:** Integrate core values into programs and recognize core value issues.

Desired Learning Outcomes:

1. Recognize subtle core values issues.
2. Apply core values to resolve typical issues.
3. Describe ways that clear application of core values can be woven into major CAP activities.

**Readings:** CAPP 50-2, CAPR 35-10 and CAPR 265-2, Section B

**Closely Related Lesson:**

Planning and Managing a Major Activity

## Block 3: Organizational Communications

---

This block of instruction focuses on the most necessary, challenging, and yet unrated skill for today's leader: the ability to effectively communicate. All CAP members, and especially its leaders, should hone their ability to communicate with their fellow members, their customers, and the community. It's not simply a matter of transmitting a message, the skill lies in ensuring that the desired message is received and understood; and, that the feedback received from the audience is equally clear. This is why we say talking with, rather than talking to.

Of all the skills a leader can learn, the ability to communicate both orally and in writing takes the most time, and requires the most continuing practice. Why? It's because the potential audiences are so incredibly different than each other: even among CAP members. In CAP right now, there are five distinct generations; with very different ways of looking at the world... and a leader's message. In addition, there are so many different ways to transmit a message, some with their own languages. For example, LOL (laugh out loud) is common to Facebook, Twitter, and instant messaging: very common communications tools today, but not existing even 5 years ago.

**BLOCK 3 OBJECTIVE (Cognitive):** The objective of this block of instruction is for each student to:

1. Demonstrate a variety of oral communications skills.
2. Demonstrate the power of the written word.
3. Comprehend the impact of new communication avenues and how these affect professional community service organizations like CAP.
4. Describe how the choice of vocabulary, imagery, content and medium can impact the effectiveness of a message.

**Lesson Title:** Oral Communications  
OC-01 Anticipated time: 2 hours

Research tells us that oral communications is a key skill in CAP leadership, is the skill students find most challenging, is a leadership skill that many CAP leaders need to develop, and is a skill needed in a wide variety of situations.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** Students will be given some instruction then will be asked to prepare a “short talk” pertaining to two of the situations listed below. After the “talk” students will be given feedback. If time allows and the need exists, students could be given subsequent attempts at unsuccessful “talks”. The RSC staff may pick from topics listed below to best fit the region’s current needs. Emphasis should be placed on simulations of situations “at the group level and above”. The “talks” may be integrated into other activities. **NOTE:** *Students will use CAP’s method for developing an extemporaneous speech.*

Situations include: being the guest speaker that represents CAP, recruiting opportunities, media interviews on behalf of CAP (including current and recent ES activities, negative publicity, etc.) meetings with public officials (including state and congressional officials, funding sources, EMA, MOU partners, etc), CAP related instruction, briefings, staff meetings, staff reports, board meetings, etc.

**Lesson Objective:** Demonstrate a variety of oral communications skills.

**Desired Learning Outcomes:**

1. Demonstrate the different skills required to properly prepare for two or more situations involving oral communication.
2. Apply CAP’s standard method for preparing an extemporaneous speech.
3. Give a 5-minute and a 10-minute speech and demonstrate the ability to respond to unscripted questions in two or more of the situations from the list provided.

**Readings:** Staff selected

**Lesson Title:** The Power of the Written Word  
OC-02 Anticipated time: 2 hours

Written communication is a key skill for CAP officers and NCOs. Letters, staff studies, reports, web pages, and social media bring valuable information to the field efficiently and quickly... *if* they are chosen carefully, well-thought and composed, and presented correctly.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** There are two possible approaches to this lesson. Students could do some reading and submit documents to accomplish Desired Learning Outcomes one and three prior to arrival at RSC. They could receive feedback and make revisions as needed prior to arrival or after arrival. Some of the writing could have the double purpose of accomplishing the administrative necessities of attending the college. This would also allow more time to focus on Desired Learning Outcome two. The second approach could be to do all the writing at the college. The writing could be done as discreet activities or integrated into other tasks.

The RSC staff will pick from the following list to meet needs of the region: composing award citations, promotion recommendations, memos for record, organizational emails, thank you notes, biography, VIP introductions, Ops Plans, continuity books, military style letters and business style letters, and web page and social media content.

**Lesson Objective:** Demonstrate the power of the written word.

**Desired Learning Outcomes:**

1. Compose effective written communications using given formats and topics.
2. Develop effective web page and/or social media content.
3. Demonstrate the ability to choose format and media to deliver a given message.

**Readings:** CAPR 10-1, CAPR 39-3, Paragraphs 10a & b.

**Closely Related Lessons:**

Planning and Managing a Major Activity

**Lesson Title:** Effectively Using Social Media to Benefit CAP and the Member  
OC-03 Anticipated time: 2 hours

Communications in today's society goes beyond traditional face-to-face interaction. The use of electronic forms of communications including email, Facebook, Twitter etc. bring new challenges to individuals as well as organizations. CAP must be able to utilize current and emerging forms of social media to the corporations and the member's advantage.

**Method(s) of Instruction:** Informal lecture, discussion and/or application activity

**Lesson Strategy:** A survey, including a display/sampling of the various types of contemporary social media tools will be presented. Students will be challenged to examine how CAP (unit units and as individuals) can harness the power and scope of these social media to communicate with fellow members and customers. Students will also be asked to examine how these same media tools can be harmful (i.e. cyber bullying, gossip, etc.) and how to develop practical rules and structures for their use. Practical demonstration of these media will be used to emphasize the speed at which these forms of communication can deliver a message.

**Lesson Objective:** Comprehend the impact of new communication avenues and how these affect professional community service organizations like CAP.

**Desired Learning Outcomes:**

1. List the various electronic and social media outlets available to our members today.
2. Compare and contrast the positive and negative impacts these new forms of communications can have on mission and members.
3. Discuss the differences between senior and cadet uses of various social media forms of communications.
4. Independently demonstrate the use of one or more social networks to advance the objectives of a CAP activity.

**Readings:** CAP Policy on Social Media

**Closely Related Lessons:**  
Motivating Across Generations.

## Block 4: Director's Block

---

This block allows the director flexibility to meet the local needs and take advantage of local opportunities while maintaining focus on CAP issues, and training personnel to serve above squadron level.

Strategy: The RSC Director may pick from the following list to meet needs of the region:

- managing AE, ES or CP mission elements,
- safety at activities and events
- managing activities and events,
- dealing with legal issues,
- effective use of JA, IG, HC in preventing problems,
- enhancing relationships with: funding sources, government leaders, legislature, government agencies, organizations which have an MOU with CAP, and other outside organizations,
- cultivating funding sources,
- cultivating media relations,
- effective mentoring,
- personality typing,
- how to participate on a committee/board,
- the senators dilemma,
- or related topics meeting the overall course objective and CAPR 50-17 requirements.

The RSC curriculum staff will develop local lesson objectives and DLOs for the lessons. Maximum flexibility is allowed within the limits above to provide the students with region-specific content.

RSC Directors may use up to three DVDs/lesson plans from the Professional Development Library as part of their curriculum (any block).

## **RSC Student Graduation Requirements**

---

All students are required to attend all lectures, seminars, assemblies, practicum and study sessions, and college and group social events. Any request for an authorized absence for any of these activities must be approved by the College Director.

All students are required to wear uniforms during duty hours and to follow CAP published rules for proper wear. The RSC Protocol Officer will brief the students on uniform wear at the introductory general assembly.

All military protocols will be followed while the student is attending RSC. The RSC Protocol Officer will brief the students on these protocols at the introductory general assembly.

If a student experiences any problems, then he or she should initially refer the problems to his or her Seminar Advisor.

Safety and fun are to be observed at all times.

### **EDUCATIONAL PROCEDURES AND REQUIREMENTS**

The RSC recognizes that its students bring a wealth of knowledge and experience with them. Accordingly, the RSC courses are structured to obtain the maximum exchange of views among faculty and students. Key to this learning process is student preparation and active participation in classroom discussions and practical exercises.

The RSC provides a curriculum guide that describes the scope, objectives, and topics for each lesson and that specifies requirements to be completed prior to each session.

Classroom hours include lectures, seminars, question-and-answer sessions with guest speakers, discussions, and student participation. Students should plan on a minimum of one to two hours of preparation for each day's classes. Preparation time includes required readings, case studies, and development of student ideas.

Students may keep certain materials provided for the course. The RSC Curriculum Coordinator will indicate what materials must be returned.

### **NON-ATTRIBUTION POLICY**

Presentations by guest speakers, panelists, CAP leaders and renowned scholars constitute an important part of the curriculum. In

order that these guests, as well as college staff and other CAP officials, may speak candidly, the RSC offers its assurance that presentations will be held in strict confidence. This assurance derives from a policy of non-attribution, which is morally binding on all who attend. Without the expressed permission of the speakers, nothing they say may be attributed to them directly or indirectly in the presence of anyone who was not authorized to attend the presentation. This policy is not intended to preclude references by students and faculty within the academic environment to opinions expressed by speakers; however, courtesy, good judgment and the non-attribution policy preclude citing those views, even if the speaker is not identified by name, when discussing other issues with subsequent guests and others not directly associated with the college. Specifically, the non-attribution policy provides that:

a. Classified information gained during these presentations may be cited only in accordance with the rules applicable to its classification. Additionally, without consent, neither the speaker nor the RSC may be identified as the originator or source of the information.

b. Unclassified information gained during lectures and briefings may be used freely within the academic environment. However, without consent, neither the speaker nor the RSC may be identified as the originator of the information.

## **ACADEMIC STANDARDS**

All RSC students must demonstrate attainment of a certain level of intellectual competence in course or program topics. The Seminar instructors use the following standards, as applicable, to evaluate student performance:

### ***Seminar Performance***

Above Standards: Has consistently completed and demonstrated comprehension of all required readings for each lesson, as well as some supplemental material. Has identified issues and is prepared to discuss them in class. Shows exceptional qualities of leadership, but comfortably accepts support role when appropriate. Always demonstrates awareness of actions. Is an attentive listener who builds on points made by others. Stimulates thoughts in other students and draws them out.

Consistently shows innovative thinking, which stretches the minds of others. Always demonstrates the highest levels of thinking, including synthesis and evaluation. Asks questions which cause others to think. Quickly analyzes a problem, its issues, and alternative



solutions. Oral presentations are clearly thought out and well organized; arguments are tightly constructed; anticipates potential questions. Speaks in an articulate, confident, and persuasive manner.

Meets Standards: Usually completes required readings for each lesson. Identifies most of the issues to be discussed and is ready to contribute. Is a team player; carries his/her share. Can either lead or follow. Gets group to work together without mandates. Stays focused on group goals. Appropriately participates in discussions. Respects the views and ideas of others. Usually shows thoughtful analysis and evaluation of subject. Understands pros and cons. Uses sound reasoning. Provides oral presentations that are professional and communicates points and arguments clearly; covers all major points. Speaks clearly and coherently.

Below Standards: Frequently does not complete the required readings. Does not fully understand the issues to be discussed through lack of preparation. Is not a team player. Is inflexible or unwilling to take assigned role. May not support group goals. May be impatient, patronizing, or impolite. Listens poorly; does not give others a chance to speak. Relies on personal experience for participation rather than synthesis of other ideas. Frequently monopolizes the discussion. Often fails to identify the real problem or issues in a situation. Sometimes misses the point of the discussion. Demonstrates little or no innovative thinking. Provides oral presentations that demonstrate a lack of preparation; material lacks clarity, completeness and unity. Lacks confidence when speaking; rambles.

### ***Writing Ability***

Above Standards: Provides written content that clearly addresses all requirements and includes analysis beyond required issues. Clearly demonstrates full understanding of all principles, concepts, and issues. Applies concepts easily to new situations. Composition is tightly organized and well honed. Persuasive argumentation; well reasoned, with good supporting evidence. Excellent development of theme; good transitions between sections and paragraphs. Uses well crafted sentences; always demonstrates proper use and choice of words.

Meets Standards: Provides written content that completely addresses all requirements. Demonstrates understanding of most principles, concepts and issues. Synthesizes information from various sources. Writes logically and persuasively. Presents ideas and concepts that are organized and understandable. Communicates points and

arguments clearly. Demonstrates effective writing and use of standard English. Avoids flawed English grammar and word usage. Mechanics are correct.

Below Standards: Provides written content that does not address all requirements. Has difficulty understanding and synthesizing the material presented. Does not fully comprehend the basic concepts and often misapplies them in new situations. Jumps to conclusions and fails to examine all alternative courses of action. Utilizes flawed organization and flow. Gives discussion and arguments that are incomplete or one-sided. Writing assignments presented are uneven in clarity, lacking in unity, and sparse in evidence. Assignments contain excessive errors and sloppy work.

### ***Academic Integrity***

Regardless of the form that the evaluation takes, the RSC expects each student's work to be original and developed by the student to fulfill requirements during his or her attendance at RSC. It cannot be a modification of previously submitted papers or presentations and must contain the student's own ideas except as documented.

**Plagiarism will not be tolerated** and actions recommended by the RSC Curriculum Coordinator for infractions of this policy may include dismissal from the program.

### **PROGRAM EVALUATION**

An important component of the RSC effort to offer timely and high quality educational praxis is the curriculum assessment provided by the students. The survey program provides students the opportunity to assess how well the faculty and staff meet the goals and objectives of the courses. Each academic lesson is surveyed, as is the overall RSC. At the end of the RSC, the students will collectively review these surveys. Survey results are shared with the college staff and the Curriculum Coordinator and used as a basis for potential future course revisions.

Version Dated: 20140909

Copyright ©2014, All Rights Reserved.

*No portion of this guide may be used for any purpose other than for Civil Air Patrol's Region Staff College.*

Produced by CAP senior leaders and the

Professional Development Division  
Educational Programs Directorate  
Civil Air Patrol National Headquarters  
105 South Hansell Street  
Maxwell AFB AL 36112-6332