STAFF DUTY ANALYSIS GUIDE

Leadership development for cadet officers

SERVICE LEARNING
TECHNICAL WRITING
ORAL PRESENTATION

Staff Duty Analysis Guide

This version of the Staff Duty Analysis program becomes mandatory for cadet officer promotions effective 1 February 2018. Squadrons that wish to transition earlier are welcome to do so.

Contents

Suggestions & Clarifications

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Preface
New Features in the SDA Program

The *Cadet Staff Duty Analysis* program has been completely revised to be more relevant to the challenges cadet officers encounter as they lead their squadrons, and to equip them with learning of timeless value. The table below compares the "old" program (2003 edition) with this "new" program (2018 edition).

"Old" Program	"New" Program
Complete one SDA per Achievement in Phases III & IV	Complete one SDA per Achievement in Phases III & IV
Study a particular position at each Achievement	Serve in any cadet support staff position at each Achievement
Complete at least one staff service per Phase	Participate in service learning in every Achievement; there is no special requirement linked to the end of Phase milestone award
Acquire knowledge about managerial processes and regulatory standards that are specific to CAP and subject to change	Develop leadership and managerial competencies that are of timeless value and can be used inside and outside of CAP
Written SDA reports each follow the same format	Practice drafting a new technical document format at each Achievement, with each serving a unique purpose
Includes no public speaking components	Includes an oral briefing for every Achievement, thereby making public speaking a core competency for cadet officers
Administered by leadership officer	Administered by leadership officer or designated "senior mentor"
Grading process is not particularly standardized, offering senior staff little guidance	Graded using a standardized rubric that offers senior staff more guidance
Graded *Pass / Fail*	Graded *Meet Standards / Requires Revision*
Minimal feedback is offered	Includes a feedback meeting to help cadet solidify learning and improve his or her skills
Work product is rarely used in a "real world" setting	Work products have real-world relevance to the individual cadet and/or squadron
Work product is just another "thing" a cadet must do for promotion	Work products are representative of tasks cadet officers commonly complete in the normal course of their duties

Chapter 1
Program Overview

1.1   Goals of the Cadet Staff Duty Analysis Program

Goal. The purpose of the cadet staff duty analysis program (SDA) is to improve cadets' critical thinking and communication skills through the practical application of leadership in a staff / organizational environment.

Objectives. By participating in the SDA program, each cadet will

1.   Develop critical thinking skills relating to project management and leadership challenges that cadet officers are likely to encounter during staff service; and

2.   Become proficient in communication skills used in organizational settings by

   a.   developing skills in writing technical / managerial documents, and

   b.   developing skills in preparing and delivering oral presentations.

Further, the SDA curriculum serves the Cadet Program as a whole by promoting more sophisticated practices in the management of cadet activities, as cadet officers become familiar with staff products (i.e.: operating plans, after action reviews, etc.), thereby increasing the activities' overall effectiveness.

1.2   Assumptions Made in Designing the SDA Curriculum

The SDA curriculum has been built around three main assumptions.

1.   Leadership development is most effective when academic study and hands-on service learning are combined. Therefore, SDA learning activities build upon what cadets read in the *Learn to Lead* text.

2.   Service learning is most effective when it is relevant to the cadet's duty assignment, and when the learning outcomes are of timeless (vs. perishable) value. Accordingly, the SDA curriculum aims to equip cadets with skills they would find useful regardless of their future path in adult professional life.

3.   Leadership development is most effective when a mentor provides positive, constructive, and specific feedback. Before concluding their SDA, cadets receive feedback to help them synthesize their learning.

1.3   The SDA's Place in Cadet Officer Leadership Development

Cadets learn about leadership principles through academic study in the *Learn to Lead* text. They acquire leadership skill through a special kind of hands-on practice called service learning, where the leadership work they accomplish serves the team's needs while simultaneously helping them grow as individuals. And, with the help of mentors, cadets synthesize their learning, consider new ideas, and increase their skills.

Through the normal course of service learning, cadets complete tasks that are important to their team's success. For example, a cadet officer might develop a training plan for a weekend bivouac, advocate for a new policy as a CAC representative, write a news story telling the community about the squadron's activities, or document lessons learned about encampment operations through an after action review.

The SDA program provides cadets with a construct for not only getting that cadet staff work done, but for learning in the process. What they study, what they need to do for the mission, and what tasks they complete to advance in the Cadet Program are tied together in the SDA program.

1.4   Components of a Staff Duty Analysis

A staff duty analysis has four components, each to be completed in sequence:

1.   Service Learning. The cadet serves for at least 8 weeks (56 days) in any support staff position available to cadets, as approved by the unit commander. See CAPP 60-31 and CAPR 20-1 for suggestions. Cadets having at least three years' JROTC experience may serve for just 4 weeks (28 days); see CAPR 60-1, 5.4.4 and 5.6.2.3.

2.   Technical Writing. The cadet drafts a technical document that is relevant to leadership and managerial challenges they encounter as leaders in their organization. Along the way they develop competencies in critical thinking and written communications.

3.   Oral Presentation. Cadets convert their service learning experience and technical document into an oral presentation, and make themselves available for questions and answers before an audience designated by the senior mentor.

4.   Feedback. During the final component, cadets receive positive, constructive, and specific feedback on their SDA performance. This component may be combined with an end-of–achievement CAPF 60-90 series feedback session.

Chapter 2
How to Complete an SDA
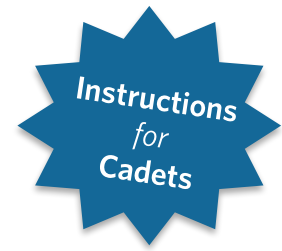
2.1   Begin Your Service Learning

To complete an SDA, you'll need to serve in a support staff position open to cadets (e.g., cadet public affairs officer, cadet information technology officer, cadet leadership officer, CAC representative, etc.). If you serve in a "line" position such as cadet flight commander, cadet deputy commander, or cadet commander, you will need to choose an additional duty in the support realm.

You must serve in the support staff position for at least 8 weeks, and there's no firm requirement to rotate into a new position, although it is recommended that you switch support staff assignments every other Achievement. If you have three years' JROTC experience, your minimum term of service is 4 weeks.

Learn to Lead, chapter 10, discusses the line / support staff and techno-structure distinction. If you're already assigned to a support role, great. If not, ask your commander for an assignment. For help getting started in a support staff role, see the position descriptions in CAPP 60-31, *Cadet Staff Handbook.*

> **Four Steps to SDA Success**
>
> During each Achievement in Phases III & IV:
>
> **1. Serve** in any cadet support staff position
>
> **2. Write** a technical document, choosing from one of 8 formats, excluding formats used previously
>
> **3. Brief** an audience for 10 to 15 minutes using your technical document as a jumping-off point
>
> **4. Discuss** your performance with a senior mentor

2.2   Select a Technical Writing Format

One of the main products of your SDA is a technical document. Table 2.1 shows which document types correspond best to various cadet support staff positions. There are 8 Achievements between Mitchell and Spaatz, so you have 8 SDAs to complete, and 8 document types from which to choose, in any order.

The technical document must be your own original work, but it is permissible to reach back to something you created previously – perhaps the resume you wrote for encampment cadre last summer – and submit that for SDA credit.

2.3   Draft the Technical Document

Begin the process of writing your chosen technical document. To do that well and to get the most from the experience, here are some suggestions.

1.   Who's written one before? Ask fellow cadet officers and, if available, read theirs.

2.   Look at the sample document in the Appendix to get ideas about content to include in your document, and to get a feel for the standard formatting practices.

3.   Review the rubric for your document type in chapter 3. A rubric is a scoring tool that explicitly represents the performance expectations for an assignment. Pay special attention to the "mandatory qualities" listed on each rubric.

4.   Use process writing. Brainstorm and put ideas for potential content onto paper. Organize those ideas by creating an outline. Write a first draft. Edit the draft and make it better. Have a friend or mentor read it, too. Proofread so it's error free. For more on process writing, see the Purdue Online Writing Lab or *Learn to Lead*, chapter 8.

> **Draft the Technical Document**
>
> 1. Study the example in Attachment 2.
>
> 2. Review the rubric in Chapter 3.
>
> 3. Brainstorm. Organize your ideas. Draft. Edit. Proofread.

Table 2.1   Technical Document Types & Suggested Cadet Support Staff Positions

Document Type	Resume	Background Paper	Advocacy Paper	Operations Plan	Budget	Media Package	After Action Review	Personal Leadership Plan
Level of challenge (estimated)	Moderate	Low	Moderate	High	Low	Moderate	High	Moderate
Suggested duty assignments	any cadet support staff position	cadet leadership officers cadet aerospace officers cadet finance officers cadet information technology officers cadet logistics officers	CAC representatives cadet leadership officers	cadet project officers cadet encampment cadre cadet leadership officers cadet aerospace officers cadet operations officers	cadet finance officers cadet project officers	cadet public affairs officers cadet project officers	cadet project officers cadet encampment cadre CAC representatives	any cadet support staff position
Suggested audience for oral briefing	small audience of 2 or 3	small audience of 2 or 3	small audience of 2 or 3	audience of 5+ suggested; good opportunity for full squadron, if practical	small audience of 2 or 3	small audience of 2 or 3	audience of 5+ suggested; good opportunity for full squadron, if practical	small audience of 2 or 3

2.4   Prepare an Oral Briefing

You've written a technical document. Now, it's time to develop a presentation or briefing that you'll deliver orally.

In an organizational setting, it's common to pair a written technical document with an oral briefing. The technical document is a "read ahead," as in the presenter distributes it before the meeting and the audience reads it ahead of time. With the document providing raw facts, analysis, or recommendations, as the case may be, meeting time can be spent more profitably in a discussion about the key points.

Your briefing needs to be extemporaneous. That means you'll plan your remarks carefully in advance, creating a general road map for what you'll say, in what order you'll say it, and how you'll say it. An extemporaneous talk is different from an impromptu talk, which is where you speak with little to no preparation. At the other end of the spectrum, extemporaneous talks differ from formal speeches, where the speaker reads verbatim from a painstakingly honed text.

1.   To prepare your extemporaneous briefing, use the same process writing principles that you used for the written document. Brainstorm, organize and outline, draft, edit, and get a friend's feedback.

> **Prepare the Oral Briefing**
>
> 1. Brainstorm. Organize your ideas. Draft. Edit. Proofread.
>
> 2. Practice delivering the talk.
>
> 3. Prepare for Q&A.
>
> 4. Check your timing.

2.   Add one new step to this process: practice delivering your talk. Literally stand up and speak to yourself in a mirror, or ask friends to be your audience. Are you speaking loudly enough? Clearly enough? Does your content "flow" as naturally as you thought it would? Do the main ideas come across? Which words are hard to pronounce? Time spent working on delivery is time invested wisely.

3.   Prepare for Q&A. Ask yourself, What's the most challenging question someone in my audience could ask? What's the biggest, most compelling objection they could raise? By thinking about those tough questions or objections, you'll naturally build a better briefing. Further, practice how you'll respond to those tough questions or objections. Also, while preparing for your audience interaction (Q&A), think about how someone might be easily confused by your topic. Might they ask a question that seems on point to them, but in fact is a tangential issue? As you did when preparing for the "tough" question, be ready for the tangential question.

4.   Check your timing. For SDA purposes, the oral presentation should be of 10 to 15 minutes' duration, plus about 5 minutes for Q&A.

2.5   Submit & Schedule

When your technical document is ready and your oral presentation is nearly ready, contact your senior mentor (usually your leadership officer) and ask that your oral briefing be scheduled.

Submit your written technical document to the senior mentor at this time – that is, ahead of your actual oral presentation.

When your mentor responds, expect to learn the date and time of your talk, and who will be in the audience. In most cases, your oral briefing will be concurrent with a weekly squadron meeting.

2.6   Deliver Your Presentation

It's D-Day, good luck!

2.7   Ready for Feedback

Shortly after you've delivered your presentation, your senior mentor will meet with you to discuss your technical document and oral briefing. Be ready to discuss issues such as:

- What did you learn through the SDA?

- Would you ever use the technical document again? Is it a useful leadership tool?

- Do you think you included too little, too much, or just the right amount of content in the document and briefing?

- If you had to do it over, how might you improve your document?

- How would you evaluate your own oral briefing? Were you nervous or confident? Did you cover all the important points? Did you respond to Q&A well?

Table 2.2 Cadet Staff Duty Analysis Program Flow Chart

Preparation Phase

Cadet Officer

1 START. Cadet officer begins working on a new Achievement in Phase III or IV

2 Cadet requests to be assigned to a staff position. Cadet may carry-over a staff position from one achievement to the next, if the squadron so desires. Most cadet officers will already be serving in a staff position.

4 Cadet selects a technical writing assignment, choosing a format that is conducive to the type of service he or she will be performing in the next 8 weeks. See **Table 2.1** for suggestions. Cadet ensures he or she has not already used this format during a previous Achievement.

Senior Mentor
Any senior designated by the unit commander; Leadership Officer suggested.

5 Senior mentor approves request or directs cadet to use a different technical writing format than what was proposed.

Squadron Commander

3 Commander approves staff assignment, if the cadet was previously unassigned or if it is decided to change the cadet's duty assignment.

Development Phase

6 Cadet begins service learning and fulfilling assigned staff responsibilities for this Achievement.

7 Cadet seeks advice on how to complete the technical writing assignment by conferring with peers, senior mentor, or other senior staff. Cadet also reviews sample document in **Appendix 2** of this guide.

8 Cadet begins drafting technical writing document. Cadet uses USAF's *Tongue & Quill* for procedural guidance. Download at capmembers.com/SDA.

9 When cadet believes technical document is ready, cadet begins preparing an oral briefing to present the document's content to an audience. For oral briefing requirements, see the rubric in **Appendix 1**.

Presentation Phase

10 Cadet submits completed technical document to senior mentor and schedules oral briefing.

13 Cadet delivers oral presentation and participates in Q&A with audience

11 Senior mentor confirms oral briefing appointment and informs cadet of audience composition (selected seniors, cadet NCOs and officers, full squadron, etc.)

12 Senior mentor reviews technical document and evaluates with rubric in **Appendix 1** prior to the oral briefing.

Feedback Phase

15 Senior mentor and cadet meet in semi-private session; mentor provides feedback about technical document and briefing, using completed rubrics as references.

16 Rubrics indicate cadet's technical writing and oral presentation met standards or need improvement.

Pass   Fail

17 If scored "Needs Improvement," cadet revises technical document and resubmits for credit and/or re-presents oral briefing for credit.

18 CONCLUSION. Senior mentor records SDA completion in eServices > Cadet Promotions Application
Senior mentor files completed rubrics in cadet's personnel file.
DONE!

14 Senior mentor evaluates cadet's oral presentation using rubric available in **Appendix 1.**

Part 3

Technical Writing Models

The SDA program uses eight technical writing models. Cadets choose one of the models for each Achievement, and no model is repeated. Here's a short explanation of each model.

3.1 Resume

A resume is a summary of a job candidate's qualifications. Most hiring processes include an in-person interview, so the resume's primary goal is to help the candidate make the short list of people to be interviewed. An effective resume is tailored to the position description, with the individual emphasizing certain skills and experiences on one resume, and then editing the resume to emphasize different skills and experiences for each different job opportunity. Because hiring managers visually scan a resume in a matter of seconds, the candidate should include only the most relevant and impressive achievements or skills, lest they be lost in the noise. For SDA purposes, the resume is strictly limited to 1-page, and the cadet may develop it with any opportunity in mind, real or simulated.

Suggested for: cadet personnel officers, cadet commanders, & cadet officers serving in all roles

3.2 Background Paper

A background paper is a document that attempts to inform the reader of important facts relating to an issue, and to place those facts in context. A background paper on the cadet orientation flight program, for example, would identify the goal of the cadet flying program and explain who, what, when, where, how, and why CAP flies cadets. Further, to put the program in context, the writer should compare and contrast orientation flights to formal flight instruction. Unlike with advocacy papers, the writer is not trying to persuade an audience, merely inform the audience. And unlike with an after action review, a background paper is not an analytical document or evaluation tool. Finally, a good background paper is succinct. Readers can go to the regulation or other documents for nitty-gritty details, so a background paper is carefully edited and brief. For SDA purposes, a background paper should run 1 to 1 ½ pages, single-spaced (350 to 500 words).

Suggested for: cadet leadership officers, cadet aerospace officers, cadet finance officers, cadet information technology officers, cadet logistics officers, cadet deputy commanders, & cadet commanders

3.3 Advocacy Paper

An advocacy paper is a document that attempts to persuade decision-makers and other stakeholders to support a policy change or new idea. Advocacy papers, or position papers as they're known in the Air Force, identify a problem, examine the problem from multiple perspectives, discuss criteria for potential solutions, and test the proposed solution against the criteria and the strongest possible counterarguments. Some writers mistakenly believe they are salespeople pushing for their idea, but a better metaphor is to think of yourself as an analyst motivated by reason, not sales figures or personal gain. Advocacy papers are logical and dispassionate. For SDA purposes, an advocacy paper should run about 2 pages, single-spaced (500 to 700 words).

Suggested for: CAC representatives, cadet leadership officers, cadet deputy commanders, & cadet commanders

3.4 Operations Plan

An operations plan is an in-depth outline explaining how a cadet activity or project will run. An operations plan includes sections on goals and objectives, content or curriculum outline, staff requirements, evaluation instrument, etc. Activity staff use the operations plan to prepare for, conduct, and conclude a project or activity. An outstanding operations plan is one that is comprehensive enough to guarantee the activity's success even if the key staff changes unexpectedly. While the plan should be comprehensive, addressing all major facets of an activity, it also needs to be concise so that people will actually use it versus file it away. For SDA purposes, an operations plan should run 3 to 4 pages, single-spaced (1000 to 1300 words).

Suggested for: cadet project officers, cadet encampment cadre, cadet leadership officers, cadet aerospace officers, cadet operations officers, cadet deputy commanders, & cadet commanders

3.5 Budget

A budget is a document, typically in spreadsheet format, that identifies the sources of revenue supporting a project, and how those funds are allocated in support of the project's various operational and support needs. Operational costs directly relate to the project's main purpose. Support and discretionary costs relate only indirectly. For a model rocketry program, the rockets and engines are operational costs, while snacks and participation certificates are support costs. A budget is a plan, and as with any plan, a budget may need to be adjusted as circumstances change. Therefore, a budget accounts for fixed costs, which do not change, and variable costs, which change depending on how many people participate or how many resources are consumed. Further, a good budget is "balanced," meaning that the expenses do not exceed the revenue. Individuals and families have budgets of their own, but for SDA purposes, the focus is on a project budget (ie: a budget for a CAP-related activity). For SDA purposes, a budget can be very brief, including just 5 lines, but it must be scalable, accounting for two possible scenarios of variable costs (ie: a budget for a trip involving 10 cadets, and an alternative if 15 cadets participate).

Suggested for: cadet finance officers, cadet project officers, cadet deputy commanders, & cadet commanders

3.6 Media Package

A media package is a collection of products prepared for external media (newspapers, TV news) or an in-house platform (unit webpage, newsletter). In the digital age, the media package contains at least four components. First, the news story is a carefully-written, engaging article that informs the community about CAP activities. A good story includes quotations from participants and others affected by the story, and is <u>entirely accurate</u> when it comes to the facts. For SDA purposes, a news story should run 1 to 2 pages, double-spaced (300 to 600 words). Second, a "boilerplate" paragraph that provides a standardized summary of the organization is attached to the end of the news story. Third, a media package should include a handful of engaging, high-resolution photos. A good photo tells a story on its own, but is always accompanied by a cutline or caption that explains what's happening in the photo and identifies the people by name. And finally, in the digital age a media package should include a short sentence or two that can be used in social media (Facebook, Twitter) to bring people to the main story on another platform, like a newspaper's webpage. Media packages often include video, but for SDA purposes that's not necessary.

Suggested for: cadet public affairs officers & cadet project officers

3.7 After Action Review

An after action review is a comprehensive analysis of a cadet activity or project that is made shortly after its conclusion. The AAR evaluates how well the activity or project achieved the goals it set out to accomplish, identifies operational successes and challenges the leadership team encountered, recommends ways to operate more effectively, and generally documents the lessons learned for the benefit of next time. The content should focus on matters that deliver significant value, not on nitpicky observations that offer little benefit. Finally, the professional tone of an AAR is almost as important as its content. The AAR is not a venue for a staff officer playing "gotcha!" or playing the blame game. For SDA purposes, an AAR should run about 2 pages, single-spaced (500 to 700 words).

Suggested for: cadet project officers, cadet encampment cadre, CAC representatives, cadet deputy commanders, & cadet commanders

3.8 Personal Leadership Plan

A personal leadership plan is a roadmap a cadet may use to develop his or her own leadership skills. It includes journal-like entries reflecting on recent leadership-related successes and challenges, combined with specific tasks to be accomplished in the coming year that are tailored to the individual's unique interests, strengths, and needs. Unlike the other technical documents in the SDA program, the personal leadership plan is *asocial* – other members of the organization are not its intended audience.

Suggested for: cadet officers serving in all roles

Chapter 4
How to Evaluate an SDA

4.1   Senior Mentor

A senior mentor evaluates the technical documents and oral briefings that cadets completed through the SDA program. The squadron leadership officer normally fulfills this role, but the unit commander or deputy commander for cadets may designate any senior member. Parents should not evaluate SDAs completed by their own cadets.

4.2   Sequencing

The senior mentor's key requirements are shown below. For a full picture of the SDA process, see Table 2.2.

1. Cadet serves in a cadet support staff position

2. Cadet drafts a technical document, using one of eight formats, excluding formats used during a previous achievement

3. Cadet submits completed technical document to the senior mentor

4. Senior mentor schedules date, time, and audience for oral briefing; schedule should be at first opportunity mutually convenient to mentor, cadet, and squadron

5. Senior mentor reviews cadet's technical document and evaluates it using the rubric before the cadet delivers the oral briefing; exemplars of each technical document are available in the Appendix as hyperlinks

6. Cadet delivers oral briefing, as scheduled

7. Senior mentor asks one or two questions, as challenging as possible, about the cadet's ideas

8. Senior mentor evaluates oral briefing using rubric

9. Senior mentor provides cadet with feedback at earliest opportunity (e.g., immediately following the cadet's presentation or at the next weekly meeting)

10. Senior mentor records SDA completion in eServices > Cadet Promotions Application

4.3   Minimum Performance Standards & Grading

The senior mentor evaluates a cadet's technical document and oral briefing by using the rubrics found in Appendix 1. The rubrics state the minimum performance standards for each technical document or the oral briefing. Upon evaluating the technical document and oral briefing using the respective rubrics, the senior mentor grades the SDA as *Meets Standards* or *Requires Revision*.

The technical document must be the cadet's own original work. But it is permissible to reach back to something he or she created previously – perhaps the resume used for encampment cadre applications last summer – and submit that for SDA credit.

4.4 Feedback Meeting

Shortly after the cadet completes the oral presentation (i.e.: that same day or at the next meeting), the senior mentor should meet the cadet in a semi-private setting to provide feedback on the SDA.

The senior mentor should open the feedback meeting with some open-ended discussion questions to help the cadet understand how his or her document and briefing relate to organizational leadership in context. Suggested questions include:

- What did you learn through the SDA?

- Would you ever use the technical document again? Is it a useful leadership tool?

- Do you think you included too little, too much, or just the right amount of content in the document and briefing?

- If you had to do it over, how might you improve your document?

- How would you evaluate your own oral briefing? Were you nervous or confident? Did you cover all the important points? Did you respond to Q&A well?

Following the discussion using open-ended questions, the senior mentor should use the completed rubrics as a guide in discussing the strengths and shortcomings of the technical document and oral briefing, respectively.

Overall, the feedback meeting is the venue for the senior mentor to help the cadet mentally process what he or she learned through the SDA program. Keep the meeting positive and constructive.

4.5 Revisions

If the cadet's work does not meet standards, the cadet will need to revise it to obtain credit. No partial credit is recorded in eServices. The senior mentor may allow the cadet to revise the deficient portions of a technical document, or in the case of major shortcomings, require it to be revised in full. If partial revisions are allowed, it is recommended that the senior mentor require they be completed within 2 weeks of the first grading (so that the SDA's status remains fresh in everyone's mind). Oral presentations that are graded *Require Revision* will need to be re-delivered in full, but the audience size may be reduced.

4.6 Recordkeeping

Once the cadet completes the SDA, record that accomplishment in eServices > Cadet Programs > Cadet Promotions Application, and file the rubrics in the cadet's personnel file.

Appendix 1
SDA Grading Rubrics

CADET STAFF DUTY ANALYSIS EVALUATION RUBRIC

Cadet Name: Achievement: Date:

RESUME

		Yes	Partially	No
1.	Includes cadet's name and contact information	2	0	0
2.	Identifies career aspiration(s) and immediate objective	2	0	0
3.	Includes cadet's relevant educational and training accomplishments	2	1	0
4.	Key experiences or skills are described before those of secondary importance	2	1	0
5.	Statements about skills or experience focus on outcomes achieved (Increased cadet recruiting by 20%…)	2	1	0
6.	Action verbs start each sentence	2	1	0
7.	Avoids jargon and strange acronyms that the intended audience would find unfamiliar	2	1	0
8.	Appropriate formatting and typography (use of boldface, italics, etc., is consistent and reader-friendly)	2	1	0
9.	Strictly limited to 1 page	2	0	0
10.	Accomplishments are presented accurately, no false embellishments	2	0	0
11.	Does not include personal or irrelevant information (race, religion, national origin, photo, birthdate, etc.)	2	0	0
12.	Free of spelling and grammatical errors	2	0	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the resume to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 18 of 24 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

Cadet Name:	Achievement:	Date:

BACKGROUND PAPER

	Yes	Partially	No
Organization			
1. Includes title, author's name, & contact information	2	0	0
2. Topic sentence begins each paragraph	2	1	0
3. Paper is organized logically (chronological, problem-solution, thematic, etc.)	2	1	0
Content			
4. Explains subject matter accurately	2	0	0
5. Explains subject matter comprehensively, addressing all major facets	2	0	0
6. Includes contextual information, explaining how subject relates to larger whole	2	1	0
7. Briefly identifies some challenges leaders encounter when implementing the subject program or activity	2	1	0
Style			
8. Grammatically correct and free of spelling errors	2	0	0
9. Free of jargon unfamiliar to the intended reader	2	1	0
10. Brief; has been aggressively edited for compact, efficient sentences	2	1	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the background paper to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 14 of 20 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

Cadet Name:	Achievement:	Date:

ADVOCACY PAPER

	Yes	**Partially**	**No**
Organization			
1. Includes title, author's name, & contact information			
2. Topic sentence begins each paragraph	2	1	0
3. Paper is organized logically (chronological, problem-solution, thematic, etc.)	2	1	0
Content			
4. Explains subject matter accurately	2	0	0
5. Explains subject matter comprehensively, addressing all major facets	2	0	0
6. Includes contextual information, explaining how subject relates to larger whole	2	1	0
7. Anticipates at least 2 objections or alternative proposals and demonstrates why they are ineffective	2	1	0
8. Argument appeals to reason; logical; backed by evidence; dispassionate	2	1	0
9. Includes a clear and specific measure of success, thereby enabling it to be evaluated after implementation	2	0	0
10. Concludes with a specific request for action; senior leader need only say, "Go!"	2	0	0
Style			
11. Grammatically correct and free of spelling errors	2	0	0
12. Free of jargon unfamiliar to the intended reader	2	1	0
13. Brief; has been aggressively edited for compact, efficient sentences	2	1	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the advocacy paper to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 18 of 26 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

Cadet Name: Achievement: Date:

OPERATIONS PLAN

		Yes	Partially	No
1.	Includes title, author's name, & contact information	2	0	0
2.	At least 28 of 40 sections identified in the outline on next page have been addressed	2	0	0
3.	Sufficiently thorough; completed sections include all essential facts; no major planning details are overlooked	2	0	0
4.	Project goals are clearly identified	2	1	0
5.	All content is factually accurate	2	0	0
6.	Key regulatory requirements are referenced	2	1	0
7.	Contingency plans are discussed, where appropriate	2	1	0
8.	"Hit by a bus" test: Includes enough detail so that a substitute leadership team could implement the plan if the original team were suddenly unavailable	2	0	0
9.	Grammatically correct and free of spelling errors	2	1	0
10.	Document is formatted in a consistent, reader-friendly style	2	1	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the operations plan to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 15 of 20 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

Cadet Activity Operations Plan Content Outline

1. Introduction

    1.1 Activity Name:

    1.2 Sponsoring Unit:

    1.3 Activity Director:

    1.4 Plan Author & Contact Info

    1.5 Location:

    1.6 Date(s):

    Subtotal _____

2. Goals

    2.1 Project Goal

    2.2 Learning Objectives

    2.3 Command Intent

    Subtotal _____

3. People

    3.1 Cadet Eligibility Requirements

    3.2 Required Staff Positions

    3.3 Senior Staff Selection Process

    3.4 Cadet Cadre Selection Process

    3.5 Cadet Student Registration Process

    3.6 VIPs Invited & Protocol

    Subtotal _____

4. Program

    4.1 Curriculum Outline

    4.2 Lesson Plans with objectives (identify their location or source)

    4.3 Assessment Method(s)

    Subtotal _____

5. Supporting Resources

    5.1 Host Facility (lodging, meals, training space, POCs)

    5.2 Activity Equipment Requirements

    5.3 Arrival & Departure Transportation

    5.4 Ground Transportation Plan During Program

    5.5 Communication & Alert Plan During Program (public address, texts, Twitter, phone tree, etc.)

    Subtotal _____

6. Marketing

    6.1 Internal CAP Publicity Plan (pre-activity)

    6.2 Media Relations Goals

    Subtotal _____

7. Safety

    7.1 Identified Risks

    7.2 Emergency Medical Services Available

    7.3 Plan for Safety Briefings

    7.4 Hospital Transportation Plan

    7.5 Hydration & Nutrition Plan

    7.6 Sleep Plan

    7.7 Inclement Weather (Minimums, Contingencies)

    Subtotal _____

8. Metrics

    8.1 Key Indicators of Program Success

    8.2 Participants' Feedback Opportunities

    8.3 Staff & Cadre Feedback Opportunities

    8.4 Plan for conducting After Action Review

    Subtotal _____

9. Appendices

    9.1 Budget

    9.2 Welcome Letter (or webpage) with application process, fee schedule, packing list, travel instructions

    9.3 Organizational Chart

    9.4 Schedule

    Subtotal _____

For SDA purposes, cadet needs to have completed 28 of 40 items   **Grand Total Completed:_____**

Cadet Name:	Achievement:	Date:	

BUDGET

		Yes	Partially	No
1.	All revenue is accounted for and correctly identified by subgroup or type	2	1	0
2.	Expenses are grouped by Subsistence, Support, Program, Discretionary, and Contingency; each expense is assigned to the correct category	2	1	0
3.	All expenses are listed; none is overlooked: grouping is allowed (e.g., "office supplies" vs. pencils, paper, and pens separately)	2	0	0
4.	Aggregates are broken-out in notes (e.g., 100 tee shirts @ $5 = $500)	2	1	0
5.	Budget is scalable; cadet presents at least two scenarios where cadet enrollment or other variables differ	2	0	0
6.	Figures are computed accurately	2	0	0
7.	At least 3% of revenue is set aside as an emergency reserve / contingency	2	1	0
8.	Budget balances; expenses do not exceed revenue	2	0	0

Mandatory Qualities If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the budget to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 12 of 16 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

CADET STAFF DUTY ANALYSIS EVALUATION RUBRIC

Cadet Name:	Achievement:	Date:

MEDIA PACKAGE

	Yes	Partially	No
News Story Content			
1. Headline grabs attention	2	1	0
2. Lede (1st or 2nd line) contains most important information and captures attention	2	0	0
3. Story answers Who, What, Where, When, How, and Why	2	0	0
4. Story is factually accurate	2	0	0
News Story Mechanics			
5. Everyday language is used; no jargon or acronyms	2	0	0
6. Story is free of grammatical and spelling mistakes	2	0	0
7. Boilerplate about CAP is attached at story's end	2	1	0
8. Author's name and contact information is included	2	1	0
Photos & Tweet			
9. At least 2 high-resolution photos are included and they visually tell a story	2	0	0
10. Cutlines explain photos and correctly identify people depicted	2	1	0
11. Concise, informative Tweet included (140 characters) and hashtag	2	1	0
Overall			
12. Overall package presents CAP in a positive light	2	1	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the media package to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 18 of 24 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

CADET STAFF DUTY ANALYSIS EVALUATION RUBRIC

Cadet Name:	Achievement:	Date:

AFTER ACTION REVIEW

	Yes	Partially	No

Content

		Yes	Partially	No
1.	Clearly labels the name of project, dates, key staff, and AAR author	2	0	0
2.	Accurately identifies what was expected to happen (the project's goals)	2	1	0
3.	Accurately summarizes what actually happened; observations are supported by careful attention to the facts; generalizations are avoided	2	1	0
4.	Identifies aspects of the project that went well and briefly explains why	2	0	0
5.	Identifies aspects of the project that can be improved and briefly explains how	2	0	0
6.	Includes observations and feedback that are broad-minded and representative of "big picture" issues, not just minor matters that deliver little value	2	1	0
7.	Assesses the project's success in meeting each of its goals, supporting those assessments with available data	2	0	0
8.	At least 5 of the main topics on the next page have been addressed	2	0	0

Tone & Professionalism

		Yes	Partially	No
9.	Open and honest professional discussion; doesn't hide shortcomings or play "gotcha!" or the blame game	2	0	0
10.	Indicates an effort was made to confer with a variety of stakeholders (cadet students, cadet cadre, senior staff, host agency, etc.) in preparing the AAR	2	1	0

Mechanics

		Yes	Partially	No
11.	Free of spelling and grammatical errors	2	1	0

Overall Value

		Yes	Partially	No
12.	Report would likely benefit the leadership team "next year"	2	0	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the after action review to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 19 of 24 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

Cadet After Action Review Content Outline

For the purpose of the SDA, the cadet's after action review must address at least 5 of the 11 major topics shown below.

Further, when addressing a major topic, the cadet must discuss at least 3 of the subtopics given for that major topic. For example, if the cadet chooses topic #3, Program, then the cadet must discuss at least 3 of the subtopics (any three from 3.1 curriculum content, 3.2 clarity of training plans, 3.3 fidelity to training plans, 3.4 pacing, etc.) to receive credit.

Cadets may write about topics and subtopics not shown below. The list below is offered only to help cadets get a sense of the type of content that leaders discuss in an AAR.

1. **Goals & objectives**
   1.1 Right ones selected
   1.2 Degree of success
   1.3 Performance against metrics
   1.4 Opportunities for program growth

2. **Human Capital**
   2.1 Staff selection process and lessons learned
   2.2 Adequacy of staff training
   2.3 Staff roles and responsibilities, organizational structure
   2.4 Participation trend; growth or decline in cadet registrations
   2.5 Cadet / senior relations
   2.6 Cadet disciplinary issues, resolution, and lessons learned
   2.7 Award or recognition programs
   2.8 Accommodations made for members with special needs and lessons learned
   2.9 Interactions with distinguished visitors, lessons learned

3. **Program**
   3.1 Curriculum content
   3.2 Clarity of training plans, checklists, instructions, etc.
   3.3 Instructors' fidelity to training plans, lesson plans, etc.
   3.4 Pacing, right level of challenge
   3.5 Assessment methods
   3.6 Variety of activities
   3.7 Variety of training methods
   3.8 Fun / boredom issues

4. **Schedule**
   4.1 Sequencing
   4.2 Downtime
   4.3 Operational tempo
   4.4 Efficacy of time budgeted for each activity
   4.5 Issues relating to short-notice schedule changes

5. **Physical Resources**
   5.1 Adequacy of training space
   5.2 Adequacy of lodging
   5.3 Adequacy of meals
   5.4 Relationships with host facilities, vendors
   5.5 Alternative facilities not considered, lessons learned
   5.6 Identification and availability equipment provided by the group

6. **Transportation**
   6.1 Lessons learned regarding transportation to and from activity (carpools, routes, plans, efficiencies, etc.)
   6.2 Lessons learned regarding operations during the activity
   6.3 Adequacy of resources and lessons learned
   6.4 Interactions with DoD motor pool or bus company

7. Communications

7.1 Efficacy of methods used prior to, during, or after the activity

7.2 Thoroughness of content; sharing the right information

7.3 Points of confusion, lessons learned

7.4 Matters relating to web access and internet operations

7.5 Matters relating to radio communications

7.6 Matters relating to group texts or smart phones

8. Marketing

8.1 Internal CAP publicity plans (pre-activity advertising) and lessons learned

8.2 Internal CAP publicity outcomes (during activity or post-activity) and lessons learned

8.3 External media relations outcomes and lessons learned

8.4 Matters relating to communications with parents

9. Safety / Risk Management

9.1 Thoroughness in identifying significant hazards

9.2 Selection and efficacy of risk controls

9.3 Adequacy of safety briefings and training

9.4 Efficacy of cadet wingman system and lessons learned

9.5 Adequacy of equipment

9.6 Matters relating to on-site CAP health services officers

9.7 Reported bodily injuries or illnesses and lessons learned

9.8 Reported vehicle or aircraft mishaps and lessons learned

10. Budget

10.1 Adequacy of revenue

10.2 Administrative success and lessons learned regarding any cadet scholarship programs

10.3 Efficiency in purchases, expenses

10.4 Efficacy of money management plans, administration

10.5 Accuracy of budget; planned and unplanned expenses and lessons learned

11. Administration

11.1 Efficacy of registration processes

11.2 Efficacy of in-processing system on day of arrival

11.3 Efficacy of installation access, military support authorizations, security procedures, etc.

11.4 Efficacy of out-processing system

11.5 Matters relating to course credit, graduation

11.6 Lessons learned regarding on-site administrative or office support

Cadet Name:	Achievement:	Date:

PERSONAL LEADERSHIP PLAN

	Yes	Partially	No

Length & Thoroughness

	Yes	Partially	No
1. All six sections have been completed; each entry is 5 to 10 lines in length, except section 4 (goals) is about 8 lines in total	2	0	0

Content

	Yes	Partially	No
2. Narrative explains where cadet is on leadership journey, discusses accomplishments, and discusses future leadership-related projects	2	1	0
3. Readings entry identifies at least one particular leadership-related reading and discusses how that reading's main points apply to the cadet's life	2	0	0
4. Personal reflections entry discusses how one of the cadet's viewpoints has changed recently as evidence of growing maturity	2	1	0
5. Goals are specific, measurable, and are inter-related or at least broadly connected	2	0	0
6. Skills plan identifies specific skills and specific ways in which the cadet will develop them	2	0	0
7. Mentors and mentees entry discusses with some specificity ways that the cadet will further his or her relationship with at least 2 people	2	0	0

Professionalism

	Yes	Partially	No
8. Every entry indicates the cadet has offered a thoughtful response and displays a seriousness of purpose	2	1	0
9. Entries show awareness of cadet's current leadership habits; self-honesty is evident	2	0	0
10. Entries are grammatically correct and free of spelling errors	2	1	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must edit and resubmit the personal leadership plan to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 16 of 20 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

CADET STAFF DUTY ANALYSIS EVALUATION RUBRIC

Cadet Name: Achievement: Date:

ORAL PRESENTATION
For all oral presentations, regardless of which technical document the cadet used

		Yes	Partially	No
Content				
1.	States the purpose of the briefing & introduces self	2	1	0
2.	Briefing content is organized logically, in manner easy for the audience to follow	2	1	0
3.	Visual aids, if used, help the audience engage with the briefing content; visual aids are not used as speaker's notes	2	1	0
4.	Cadet displays command of the subject matter; addresses all major issues in oral briefing; is factually accurate and does not contradict own technical document	2	0	0
Delivery				
5.	Cadet speaks clearly and loudly enough to be understood	2	0	0
6.	Cadet speaks *extemporaneously*; is prepared, not impromptu; does not read from a text (periodically looking at notes is permitted)	2	0	0
7.	Cadet stands upright with good posture; uses gestures appropriately; uniform appears exemplary; uses proper terms of address (sir, ma'am, captain…)	2	1	0
Audience Interaction				
8.	Invites questions and comments from the audience	2	1	0
9.	Answers questions directly and completely	2	0	0
10.	Cadet redirects tangential questions back to the main points	2	1	0
11.	Response to "toughest" question(s) indicates thorough preparation; came ready for a major objection	2	1	0
12.	Concludes before allotted time expires (recommended maximum is 20 minutes)	2	0	0

Mandatory Qualities   If the cadet scores a 0 in any of the shaded categories, the cadet must revise the briefing and re-present it to earn credit.

Senior Mentor / Evaluator	Total Points Earned (minimum 17 of 24 to pass)	MEETS STANDARDS	
		REQUIRES REVISION	

Senior Mentor's Comments

Appendix 2
Sample Technical Documents

Sample documents for each SDA technical writing format are available online, at the hyperlinks below.

1   Resume

2   Background Paper

3   Advocacy Paper

4   Operations Plan

5   Budget

6   Media Package

7   After Action Review

8   Personal Leadership Plan

Cadets learn about leadership principles through academic study in the *Learn to Lead* text. They acquire leadership skill through a special kind of hands-on practice called service learning, where the leadership work they accomplish serves the team's needs while simultaneously helping them grow as individuals. And, with the help of mentors, cadets synthesize their learning, consider new ideas, and increase their skills.

The SDA program provides cadets with a construct for not only getting cadet staff work done, but for learning in the process. What they learn, what they need to do for the mission, and what tasks they complete to advance in the Cadet Program are tied together in the SDA program.

CIVIL AIR PATROL Cadet Programs
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