

FOREWORD

1.1. This guide provides a reference on how to build a strong cadet corps with cadet leaders that fully own their unit through:

1.1.1. Setting organizational goals,

1.1.2. Developing programs to support those goals,

1.1.3. Planning and executing their programs,

1.1.4. Measuring, monitoring, recording, and reporting progress toward the unit goals, and

1.1.5. Operating and controlling the functional areas of day-to-day unit operations (i.e., cadet use of WINGS for cadet personnel records, logistics/inventory control, health and wellness, administrative functions, and maintaining unit standards, etc.). Cadets can access WINGS under the supervision of instructors. This does not relieve instructors from oversight responsibility for unit operations and WINGS accuracy.

1.2. CADET GOALS

1.2.1. STEP 1: KNOW THE GOAL SETTING PROCESS

1.2.1.1. Air Force Junior ROTC (AFJROTC) requires a minimum of six organizational goals that support the mission to “*Develop citizens of character, dedicated to serving their nation and community.*” Although six goals are to be created and submitted within WINGS, there is no set limit to the number of goals cadets may pursue. For example, instructors should encourage cadets to tie overall organizational goals to additional sub-goals within their various functional areas.

1.2.1.2. The six HQ AFJROTC required unit goals are divided into three categories:

1.2.1.2.1. Cadet: Two goals are related to the cadet corps itself. One of the cadet goals will be related to the quest for academic excellence within the cadet corps itself.

1.2.1.2.2. School: Two goals are related to the school. One of the school goals will address recruiting and retention of cadets in the unit.

1.2.1.2.3. Community: Two goals are related to the local community. One of the community goals will be oriented to cadet involvement in community service and getting service-related programs.

1.2.1.3. Unit goals will be cadet-inspired, not instructor-directed. Instructors should provide guidance and advice, but should not direct or write the goals for the cadets. Cadet leadership efforts to own and achieve their goals are much stronger when written by the cadets. Goals should not repeat last year's goals; rather it should be a concerted effort to represent the current cadet leadership's vision for the entire corps.

1.2.1.4. The more cadets involved in goal formulation the greater the overall buy-in. Cadet leaders should begin to think about goals as soon as they are appointed in a command position. Instructors can help them start the process by teaching the Leadership Education (LE) lesson entitled “*Making Positive Decisions*” from the LE-100 textbook, Chapter 2, Lesson 3, page 156, within the first weeks of the new school year. This chapter teaches decision-making and setting goals, to include the “SMART system” in the goal-setting process. Once cadets have received this lesson, they are now ready to start the process of developing SMART goals for the school year for the entire cadet corps. This starts with brainstorming.

1.2.2. STEP 2: BRAINSTORM THE GOALS

1.2.2.1. The Cadet Corps Commander should solicit as many ideas as possible regarding what cadets believe are important to the entire corps. Suggest using a brainstorming session in each class to generate ideas. Ask leading questions to initiate discussion, such as:

“What is the greatest challenge within this cadet corps?”

“What is the number one academic issue among cadets?”

“How can we improve the academic performance of the corps?”

“How can this cadet corps make a difference in our school?”

“What is the number one recruiting and retention issue in this unit?”

“How can we increase or improve corps retention and recruiting efforts?”

“What can the cadet corps do to help improve our community?”

“What best practices have you seen in other AFJROTC units or school programs?”

1.2.2.2. Optional Ballot Process. Once ideas are collected from all classes/cadets, cadet leaders should group all ideas, as some ideas may be duplicates or very similar in nature. Categorize each idea as to which of the major categories it supports (cadet, school, community). Prepare a ballot for cadets whereby they are asked to rank order the most important to least important ideas for the school year. Then, have every cadet vote by submitting a ballot with what he/she thinks is most important to the least important. Cadet leaders can review the ballots and select the highest ranked idea in each of the categories (cadet, school, and community). Then, they can decide which goals are most important for their group.

1.2.2.3. Keep in mind, all goals should be challenging and require measurable efforts on the part of the cadets. Now, cadet leaders can write SMART goals, which is the next step.

1.2.3. STEP 3: WRITE THE GOALS

1.2.3.1. Using the cadet corps-selected ideas, written goals need to have several essential (SMART) components. To be a SMART goal, it must have all five of these elements. According to the LE-100 textbook, Chapter 2, Lesson 3, “SMART” means:

1.2.3.1.1. SPECIFIC: Make goals specific and write them down. Do not write in general terms. What exactly do they want to accomplish? Be specific.

1.2.3.1.2. MEASURABLE: List the steps you will take to reach your goal. Generate a way to continuously track and qualitatively (quality, not quantity) evaluate goal accomplishments. The goal should show how you will reach it. It must be measurable.

1.2.3.1.3. ATTAINABLE: Goals must be realistic, requiring action or effort. This action should be something that is dependent upon the cadet. It should be attainable and not ridiculously unrealistic.

1.2.3.1.4. RESULTS: Set up checkpoints to evaluate your progress. Goals must be managed and controlled towards achievement. Do cadets have the ability to control the outcome? Can they monitor and evaluate their results?

1.2.3.1.5. TIME FRAME: Goals must have a time constraint. When do cadets hope to successfully complete the goal? Your cadet corps school calendar will need to reflect goal accomplishment. Remember, the results of the six HQ AFJROTC required goals must be reported in WINGS 10 April of each school year. Try to avoid setting goals that cross academic years.

1.2.4. STEP 4: REFINE AND SUBMIT THE GOALS

1.2.4.1. After cadet leaders write the goals, instructors should ask questions to clarify what cadets are trying to accomplish. Cadets should refine the goals, if necessary, to ensure they are all SMART.

1.2.4.2. Ideally, cadets will enter their goals into WINGS. Save the goals in “Draft” until finished. Remember to click the “Submit” button on or before 10 October of each school year, as to meet the HQ AFJROTC suspense date. Double check to ensure it saved!

1.2.5. STEP 5: MEASURING GOAL ACCOMPLISHMENT

1.2.5.1. Goals are meant to guide cadet operations throughout the school year. Therefore, properly developed goals will emphasize what is important to cadets (as they built the goals, right?). Cadets must continuously measure how they are doing toward achieving the desired outcome of each goal. Mid-course/semester changes in may be needed to accomplish each goal.

1.2.5.2. Key notes to remember:

1.2.5.2.1. When the cadet staff plans their yearly activities, they should tie each activity to the unit goals.

1.2.5.2.2. Ensure all cadets know the goals. Posting them in a prominent place (i.e., the classroom) or giving each cadet a hard copy of all goals is a good way to communicate them. A cadet corps can only achieve their goals with every cadet's efforts.

1.2.5.2.3. The corps commander should assign members of the senior staff to be responsible to keep records for each goal.

1.2.5.2.4. Periodic special staff meetings should be conducted to determine the progress toward each goal. Depending on the progress toward each goal, changes or corrections may be needed in order to achieve the goal.

1.2.5.2.5. Each year, the instructor should allow the cadet leadership to input the "Results Evaluation" statements in WINGS and help edit them before submitting. Under each goal, the cadet will click the "Yes" or "No" radio button for accomplishment. Then, they can enter a short comment as to how the goal was accomplished, or how the goal was missed and not accomplished. This is a very important part of the goal setting process and should be accomplished before the school year ends.

1.2.6. After using this 5-step goal-setting process, cadets should understand the importance of goal setting to an organization and how to use them to guide an organization towards success. This is an outstanding cadet leadership tool and puts classroom leadership education into practice.

1.3. PLANNING AND EXECUTING CADET PROGRAMS

1.3.1. All AFJROTC programs should be cadet-initiated, cadet-led, as well as planned, organized, executed, and documented by cadets. This should include all CIA trips (even overnight), all teams and planning committees (LDRs), and all community service projects. The ability of the cadets to operate at an "ownership" level is a process which may take several years to build. Instructor must allow cadets to take ownership of their program, as AFJROTC is a great leadership lab, allowing cadets to take on key leadership positions within their group.

1.3.2. Cadets should have a new plan for each new school year. The Cadet Corps Commander should assign project officers for each activity, team, committee, or event. The Senior Aerospace Science Instructor (SASI) should monitor this process to make sure the cadet commander's selections are within the ability of the cadet being selected. Before project officer announcements are made, the SASI should approve all selections. Project officers should be mature, self-starters, and usually a junior or senior with at least 2-years of experience in AFJROTC. An assistant project officer, or NCOIC, should also be selected (normally at

least a sophomore with one full-year experience in AFJROTC).

1.3.3. Cadet project officers and Cadet NCOs should develop a chronological checklist of things to be done to execute their project, program, or area of responsibility. Instructors should ask leading questions to guide cadets in the direction they need to go without giving them the answer. The cadet should keep a continuity book to be used by future cadets. It should be constantly updated after events, as to ensure accurate recording of details towards event success. Depending on the cadet's ability, the amount of assistance given may vary. Instructors should monitor progress closely. Keep in mind, while there are lessons learned in failure, do not allow a major event to fail.

1.3.4. Cadets should meet with instructors periodically to brief their progress and discuss any current problems, potential pitfalls, constraints or restraints. Again, instructors should use questions to lead them in the proper direction. The cadet team or committee, under the supervision of the designated cadet leader, with guidance from the instructor, should fully plan, organize, and execute the activity or event. Then, make sure these efforts are recognized publically following a successful event.

1.4. CADET FUNCTIONAL AREAS OF RESPONSIBILITY

1.4.1. In a "cadet-owned" program, cadet leaders are responsible for leading and maintaining all the functional areas to manage the cadet corps. The Cadet Corps Commander should select these key staff members for each functional area. The SASI should monitor this process to make sure the commander's selections are within the ability of the cadet being selected. Before announcements are made, the SASI should approve all selections. Cadet Commanders should not be allowed to simply select his/her friends, as they may not be the best choice for the job. Also, cadet leaders and instructors should discuss what consequential action will be taken should the selected individual fail to do the job properly or adequately.

1.4.2. Each functional cadet leader should be responsible for training their staff members. The cadet corps should be structured to facilitate cadets training of potential replacements, as to build continuity and eliminate recreation of processes or programs. Sometimes (as with new units), instructors may need to train the cadet functional leader and then allow them to train their staff. An example of the type structure which allows cadets-training-cadets may be a Logistics officer has a Logistics NCOIC assisting that is a year behind within AFJROTC. Each flight (or classroom period) may have a Logistics specialist that works for the logistics officer and NCOIC. The same structure may be true of other functional areas, as well.

1.4.3. Units should publish information on the cadet corps operational and functional areas in the unit's Cadet Guide or unit operating instruction for all cadets to access.

1.4.4. Cadet Functional Areas of Responsibility include, but are not limited to:

1.4.4.1. **Logistics:** Includes inventory control, issue, and record keeping of cadet uniforms and equipment. Logistics cadets should have Cadet Access and utilize WINGS to issue and account for items.

1.4.4.2. **Personnel:** Includes maintaining cadet personnel records, folders, paperwork, as well as keeping unit records on community service. Personnel cadets may assist instructors with individual cadet awards and decorations, jobs, ranks and promotions, health and wellness activity, as well as individual participation in unit activities, community service, and even financial records. Personnel cadets should have Cadet Access and utilize WINGS to manage and operate their functional area.

1.4.4.3. **Physical Training (PT) and Wellness:** Includes planning weekly PT/Wellness activities, Physical Fitness Test (PFT) Mass Assessments, and accurate recording of PT scores. PT cadets should have Cadet Access and utilize WINGS to manage these areas of responsibility.

1.4.4.4. **Public Affairs:** Includes properly and accurately publicizing cadet corps activities and events to the school and community, to include photos, videos, and social media. Public Affairs cadets may also assist instructors in documentation of historic events at the school/unit and HQ AFJROTC levels for accuracy and historic posterity.

1.5. CADET PROMOTIONS, AWARDS AND STANDARDS

1.5.1. For the cadets to be true “owners” of their corps they must play key roles in promotions, giving awards, and enforcing standards. There should be written procedures in the unit’s Cadet Guide or Unit Operating Instructions on how promotions are administered, how awards are earned, and how standards will be enforced within the unit. Instructors should work with cadet leaders to develop tools that help them manage the corps. Then, instructors must release ownership to these cadets to now lead their peers.

1.5.2. Special board procedures for awards, promotions, and disciplinary issues must be included in the Cadet Guide or Unit Operating Instructions. Instructors must be present when any cadet board is being conducted to ensure cadets abide by the rules (school and regulations), as well as to ensure all board actions are fair and just. Board actions are only recommendations, as the SASI is the final approval authority for all actions.

1.5.3. Standards should be published, explained, and understood. More importantly, they should be enforced, as to not lower the standard. Failure to at least meet the standard should be consequential, with the expectation of cadets meeting and exceeding the standard, as Integrity and Excellence dictates.

1.5.4. One method of managing standards is through the use of a merit/demerit system. Merit/Demerit systems have worked well in some units and not so well in others. If used, system procedures should be written in the Cadet Guide or Unit Operating Instructions for all cadets to read and heed. To preclude abuse of the system, instructors must closely monitor it, as any cadet receiving merits or demerits must be fully aware of the pending action. Actions

should be documented, with care given to ensure the merit/demerit system is not just a punitive system which fails to recognize good cadet actions. There should also be a procedure whereby a cadet receiving a demerit slip can appeal the action if he or she feels it is unfair. An appointed Cadet Senior Enlisted Advisor or Cadet Command Chief could be the cadet to oversee and lead this program.

1.5.5. All these actions and programs are benchmarks of a cadet-owned program. Ownership may vary from year-to-year depending on the strength of the unit's senior class leadership. The expectation is for instructors to start the ownership process by training, mentoring, and setting cadets up for success. Then, cadets take ownership of their program, as to develop a tradition of excellence which is built upon each new school year, towards becoming the standard of excellence for the unit.

1.6. COMMUNITY SERVICE

1.6.1. Community service by cadets is a key tenant of good citizenship, while providing an exceptional opportunity to develop teamwork and cadet corps ownership. Cadet leaders should be encouraged to make community service a top priority. The goal is to get maximum cadet participation in each event. Higher cadet participation rates lead to higher recruitment and retention rates, as well as providing opportunities for greater cadet corps visibility in the school and community. This essentially leads to better citizens for our local community and nation.

1.6.2. Community service is defined as voluntary, unpaid work intended to help or benefit a person, or persons, in a particular area. It is simply "serving the community" with "*Service Before Self*" in mind. According to AFJROTCI 36-2010, CS events are:

1.6.2.1. AFJROTC-sponsored and school-approved events,

1.6.2.2. Planned, organized, and executed by the cadet corps, and

1.6.2.3. Supervised by a certified AFJROTC instructor.

NOTE: Units will only document those community service events which meet these criteria. And, will enter these events in WINGS within one week of the event. Forecasted events may be entered in WINGS ahead of the event.

1.6.3. The unit will not count community service hours conducted by an individual cadet when the cadet is not operating in the format described above. For example, if the cadet is doing community service project with their church or Boy/Girl Scout organization, those hours cannot be attributed to AFJROTC. Community service builds character and perspective, provides skills to be used later in life, and strongly reinforces the Air Force Core Value of "Service before Self." It also provides a positive representation of AFJROTC to the community and nation as a whole. HQ AFJROTC tracks community service hours for annual reporting and awards from 11 April to 10 April. To be considered as community service for reporting, it must be performed without pay and without in-kind compensation.

1.6.4. For example, if cadets stay after football games to clean the stadium and are paid for Their work, it is NOT community service. If the money being raised will all be donated to an outside organization or charitable entity (which is not part of AFJROTC), then it could be considered a community service project.

1.6.5. Community service must also benefit the general community. It cannot be for the sole benefit of the AFJROTC unit. For example, volunteering to come after school and straighten up the unit classroom, while a worthwhile effort, should NOT be reported as community service because it has no benefit to the community.

1.6.6. Volunteering to come after school to clean the school grounds should be counted as community service because it benefits the entire school. Inversely, receiving a grade for community service participation should NOT count as community service because the grade benefits the cadet, not the community, and the cadet is receiving a form of payment for participating.

1.6.7. To properly account for community service hours, the unit should count the actual hours spent performing the community service at the event location. The unit may reasonably count any preparation time (dressing out, loading supplies, etc.) or travel time to/from the community service project.

1.6.8. Cadet leaders should take the initiative to develop programs and activities throughout the academic year which provide opportunities for every cadet enrolled in the program to participate. One way to do this is to have cadet leaders approach the principal and community leaders asking, “*What can we do to help our school or community?*”

1.6.9. Cadets should plan events, recruit volunteers to participate, execute planned events, and develop rewards which recognize cadets who participate (i.e., linking community service as one of the criteria for promotion).

1.6.10. Cadets should record participation hours in the Events section of WINGS no later than one week after the event is complete. Based on WINGS records, the leadership should identify cadets who have earned the Service Ribbon.

1.7. CADET CORPS EXCELLENCE

1.7.1. Instructors set and model the standards for excellence in the AFJROTC unit. A “*Do it right the first time*” attitude must be emphasized because it saves time and effort. Cadets, on the other hand, should be model citizens at home, on campus, and in their community. Successful units typically exceed school averages in attendance, academics, graduation rate, and disciplinary rates. There should be evidence of a lower number of disciplinary problems in every class among cadets as compared to the general student body. AFJROTC should be regarded by faculty and students as the best student organization on campus. Finally, cooperative/joint efforts with other school organizations, clubs, and programs help bond cadets and students throughout the school and community, while expanding visibility of the program.

1.7.2. Academic success should be given highest priority by instructors and cadets, as well as factored into promotions and job advancement. Cadets in need of academic help should be identified and proactively supported through study groups and tutoring efforts. Academic recognition programs such as the Kitty Hawk Air Society should be utilized to identify and recognize academic “top guns” and academic leaders.

1.7.3. In the PT/Wellness Program, physical fitness should be led and managed by cadets to include planning and leading exercises, to documenting and assessing via WINGS. Program modifications are made to strengthen cadet weaknesses. Warrior or elite PT programs are encouraged.

1.7.4. In recruiting and retention, cadet leaders should be involved in promoting the unit and the programs offered. Cadets are the unit’s best recruiters and are the foundation of a viable unit. Consider surveying the cadet corps to find out what is most liked and disliked, and why cadets choose to join or leave. Cadet leaders should work with instructors to ensure the activities, trips, and events they conduct are what cadets want.

1.7.5. Cadets should be encouraged to actively participate in other student organizations within the school. One goal of the unit should be to mirror the student body and be an integral part of the school. Cadets should actively recruit students across the entire student body, to include honor students, varsity athletes, band and chorus members, Key Club members, special needs students, etc. Without this differentiation, a unit will be quickly stereotyped as either the place for students interested in the military, or where the “students who cannot do anything else go” within the school. The demographics of the unit should reflect the same as the school.

1.7.6. Cadets should take pride in their facilities. Cadets should be actively involved in keeping the AFJROTC area clean and neatly organized all the time (not just when a visitor is coming). Cadets should be allowed to personalize their area to reflect the originality and unit spirit. They should be allowed to keep bulletin boards and other displays neat, organized, and up-to-date.

1.7.7. Instructors should encourage the principal and other administrators to publically recognize cadet contributions and awards at every opportunity. To help, the instructor can prepare a 3x5 index card with a short narrative about how a cadet excelled, to hand the principal for announcements. Keep the activities, service, and excellence in front of the entire student body whenever possible. This helps in recruiting, unit pride, and AFJROTC reputation on campus. Remember, the principal has many activities going on all the time and may not always see what cadets are doing. The 3x5 cards could prove very valuable.

1.8. CADET ASSESSMENTS AND EVALUATIONS

1.8.1. Cadet performance in the various areas addressed in the preceding sections will indicate how well instructors are doing their job as mentors in achieving the mission of citizen development. Because of this, the Cadet Operations section of a Unit Evaluation (UE) is weighted heavier than any of the others. Unit’s normally receive a formal external assessment from HQ AFJROTC every third year, and each unit must conduct a thorough self-assessment

every school year. Each cadet leadership team should have the opportunity to prepare their unit for inspection. Units should conduct their self-assessments just as they would for a formal unit evaluation from HQ AFJROTC. This should be part of the unit's yearly planning calendar.

1.8.2. Some units appoint the cadet Vice Commander as the one responsible for the unit's assessment preparation. Others appoint a unit Inspector General (IG) for this task. Parts of the assessment checklist should be delegated to functional leaders within the unit. As well, involvement of every cadet to the maximum extent possible will greatly benefit a unit's success and rating.

1.8.3. The SASI should find someone outside of the unit to be the Inspecting Officer for the annual self-assessment. This could be the principal, a VFW official, or another unit instructor. Whoever is inspecting, cadets should plan the day of the inspection just as if it was a formal HQ AFJROTC evaluation.

1.8.4. Adherence to dress and appearance standards, as well as uniformity reflects the pride and professionalism of a unit. Cadets who take pride in wearing their uniform, as well as helping others wear the uniform correctly and properly, demonstrate teamwork and great leadership. Cadet leaders should be involved in the uniform inspection process and provide feedback to younger cadets. The first impression of a cadet corps is centered on uniform wear and personal grooming/appearance. The cadet corps should be properly groomed, in a standardized uniform, with uniforms clean and pressed. Additionally, the assessment rating for this area is dependent on whether all or only a portion of the unit is in compliance.

1.8.5. For a formal external UE, cadets are required to develop and present a unit mission briefing to the evaluator that includes, at a minimum:

1.8.5.1. Six HQ AFJROTC submitted SMART goals (see Section 1 of this guide) with performance measurements and current status of goals,

1.8.5.2. Current status of unit's PT/Wellness Program (to include PFT Mass Assessments),

1.8.5.3. Current school year community service events with hours and cadet participation rates,

1.8.5.4. Status of CIA trips with number and percentage of cadets participating,

1.8.5.5. All defined Leadership Development Requirements (LDRs) to include number and percentage of cadets participating,

1.8.5.6. Other school activities participated in by cadets.

1.8.6. Although instructor guidance is expected, the unit's mission briefing should be developed and presented by cadets. A sample template of the cadet mission brief is located in WINGS | Published Files | AFJROTC Assessments. The briefing should take no more than an hour, but units should contact the evaluator to draft an evaluation itinerary with timeframes. The mission

briefing should be a “living” document that is kept up-to-date and presented (when appropriate) to highlight program accomplishments. Units are encouraged to include pictures of their activities, but only include activities that go back to the last external evaluation. After the cadets have rehearsed their briefing, the SASI may want to role-play as the evaluator and have cadet leader’s field questions from the evaluator.

1.8.7. Also included in the formal external UE is the mass formation of all cadets. Units should work closely with school administration to release all cadets for the mass formation, whether in uniform or not. The mass formation allows all cadets to be seen by the evaluator in an open ranks formation in order for the evaluator to see the culture of cadets wearing the cadet uniform with proper grooming standards. It also serves as a venue for the HQ AFJROTC representative to present Top Performer ribbons/certificates to select cadets and speak to all cadets in the unit.

1.8.8. Finally, the mass formation allows for the evaluator to see the 30-command drill sequence, which is led and performed by 2nd-year cadets. The formation should consist of 9 to 12 cadets. Should the unit not have at least nine 2nd-year cadets, the unit may fill in the formation with 1st-year cadets for the sequence. Cadets within the formation should have the opportunity to practice in the area in which they will perform the sequence to adequately prepare for evaluation. Considerations should be made for when the weather and/or temperatures are not suitable for presenting the formation outdoors.

1.9. CADET CORPS ORGANIZATION

1.9.1. A unit’s organizational structure should be appropriate to the number of cadets enrolled. Units with 250 or less cadets may be organized as a Cadet Group and units with 251 or more cadets as a Cadet Wing. However, units can deviate from this suggested organizational structure criteria to ensure an efficient organization and effective program (i.e., units with less than 175 cadets may desire a smaller organization structure such as a squadron).

1.9.2. A wing is comprised of two or more groups. A group is comprised of two or more squadrons. A squadron is comprised of two or more flights. A flight is comprised of two or more elements. Elements should consist of three or more cadets (including element leader).

1.9.3. The organizational structure should reflect the actual functions of the corps, with command, staff, and rank identified. The functional organization can be any logical form consistent with military organizational principles. Each unit may add appropriate positions within the cadet corps organization as required.

1.9.4. Job descriptions should go hand in hand with cadet corps positions. Titles and office symbols should conform to standard Air Force nomenclature. Each unit should develop an operational organization structure chart that clearly indicates unit structure and chain of command. Units should publish information on the cadet corps operational and functional areas in the unit’s Cadet Guide or unit operating instruction for all cadets to access.

1.9.5. Instructors may select the cadet corps commander. However, subordinate commanders and key staff members required by the organizational structure of the unit should be selected by the cadet corps commander. Instructors should allow cadet commanders and key staff officers to propose remaining cadet staff members.

1.10. CADET RANK AND ROTATION

1.10.1. Carefully consideration should be given to the strengths and shortcomings of individual cadets when assigning them to positions to ensure they gain the greatest leadership benefits. Promotions are a motivational tool, but may become limited if rank structure is not managed properly (i.e., avoid promoting cadets to the maximum authorized rank too quickly to ensure proper progression and promotion opportunities). Therefore, new units should limit cadet rank during the beginning years to allow for unit growth.

1.10.2. The word “cadet” or an abbreviation must be a part of all references to cadet ranks.

1.10.3. All cadets may be assigned a permanent grade commensurate with the number of AFJROTC years satisfactorily completed. For example:

1.10.3.1. The permanent grade for 1st-year cadets is Cadet Airman (C/Amn)

1.10.3.2. The permanent grade for 2nd-year cadets is Cadet Airman First Class (C/A1C)

1.10.3.3. The permanent grade for 3rd-year cadets is Cadet Senior Airman (C/SrA)

1.10.3.4. The permanent grade for 4th-year cadets (if offered) is Cadet Staff Sergeant (C/SSgt)

1.10.4. Permanent grades may be awarded during the second semester of each year. Retention of permanent grades is contingent upon satisfactory performance and behavior as determined by the AFJROTC Instructors. Permanent officer status will be awarded to cadets holding officer positions for two or more grading periods. Exceptions are authorized at the discretion of the SASI and in accordance with published unit guidance (i.e., Cadet Guide).

1.10.5. Cadets may be assigned a temporary grade based on a specific position. Use of a temporary/permanent grade pattern is optional and intended to serve as an administrative vehicle for rotation of responsibility and to avoid imbalances in grade structure. Cadets serving in a temporary grade may revert to their permanent grade upon completion of these duties. At the discretion of the SASI, cadets in their final term of AFJROTC may retain the highest rank to which they have been promoted, regardless of course level.