CADET PROGRAMS

ENCAMPMENT TRAINING MANUAL

1 APR 2001
Proposed CAPP 52-11 (DRAFT)

DRAFT

Cadet Programs, National Headquarters
United States Air Force Auxiliary
Civil Air Patrol

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CIVIL AIR PATROL
National Headquarters
Maxwell AFB, AL 36112-6332

Proposed CAP Pamphlet 52-11 (DRAFT)

1 Apr 2001

Cadet Programs

ENCAMPMENT TRAINING MANUAL (ETM)

This manual is intended as a foundation for the individual staff member to implement the encampment program. It is not intended to restrict creativity or destroy traditions. Each encampment will implement their own programs within the framework presented here. Inputs from many wings from different regions have been culminated in this manual. Additional documents, letters and information are at http://encampment.cap.webjump.com/

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Chapter 1
ORGANIZATION

1-1. General. To carry out the mission of encampment we are provided with certain tools and constraints. This manual outlines the curriculum for the minimum academic material to cover with a leadership training course, and with the opportunities offered by the facility hosting the encampment. The most essential ingredient to a successful encampment however is the people: in attendance as flight members, and those responsible for them. For this reason, it is critical that the roles, duties, and responsibilities of each person who attends are thoroughly defined. The goal of each staff member should be to give the substance to the encampment that makes it a worthwhile experience for the cadets who attend. In turn, the staff should also be constantly striving to learn and enhance their own education. Each cadet in flight or on staff should be able to bring something back to their home units to improve upon them.

1-2. Philosophy. Encampment can be the most significant, worthwhile training experience in a CAP cadet's career. Training is what the encampment is all about; in-flight cadets and staff members, both cadet and senior, are all trained. To achieve the overall goals set by CAPR 52-16 (Ch. 5), a positive attitude is essential. Each staff member has an obligation to learn as much as they possibly can and to offer the highest quality of training possible to others. The staff must always remember that their first duty is to the members of the basic flight- **they are the customers.**

1-3. History.

a. Encampment.

(1) The Civil Air Patrol Encampment program traces it's lineage to the basic training concepts of the United States Army. Prior to World War II, the common practice was for soldiers to join their unit of assignment and receive their initial training there. During World War II, basic training for Army personnel was consolidated into numerous training units for "Basic Training." Personnel who were selected to follow a set training curriculum conducted this training. The training was somewhat similar to the type of training given West Point Cadets, although with the program changed to suit the needs of enlisted soldiers. At the conclusion of this training, soldiers were assigned to their units. Another contributor to the encampment program was the "Aviation Cadet" program. This system selected candidates for flight training. Since the majority of pilots in the U.S. Army Air Corps (after September 1941 the U.S. Army Air Forces) were commissioned officers, training was also provided in military skills. Flight training in the Aviation Cadet program frequently took advantage of the availability of civilian flight instructors. To assist with military training, active duty officers were assigned to training centers. Frequently, these officers had only recently been commissioned themselves. Their purpose was to teach customs and courtesies, drill and ceremonies and other military skills, including military tactics. This concept had originally been used at West Point, which had assigned officers to teach cadets. Both at West Point and in the Aviation Cadet program, these officers were thus known as "Tactical Officers". This title has been retained in the CAP encampment program, even though the USAF no longer refers to similar positions by that title.

(2) The training programs now used by the U.S. Army, Navy, Air Force and Marine Corps are still similar to the training provided during the 1940's and 50's, with changes in the areas of technical skills. Training philosophies have changed also, with more emphasis on preparing trainees to be able to acquire future skills and less emphasis on strict discipline for the pure sake of discipline.

(3) Military training provided to Reserve Officer Training Corps cadets and Officer Candidate School students also evolved from the same background, with added emphasis on leadership development.

(4) During the 1950's, CAP encampments were the highlight of a cadet's training experience. Encampments were typically 2 weeks long and frequently away from the cadet's home state (USAF military airlift was used to transport CAP personnel.) Housing, mess and training facilities were abundant, since many of the WWII facilities were still being used by the Air Force. The grades of Cadet Lieutenant Colonel and Cadet Colonel were reserved for use at encampment. Completion of encampment was a prerequisite to earning the Certificate of Proficiency (COP). When the Certificate of Proficiency was renamed to the "General Billy Mitchell Award" in 1965,

encampment completion was retained as a prerequisite.

(5) In the 1960's and 1970's, encampment training was modified, partially to suit the increased number of teenagers with summer jobs and also to adapt to the changing Air Force training needs. The Vietnam War was occupying the attention of the Air Force, with the World War II facilities being eliminated under modernization projects. Since the Air Force had standardized basic training to one facility (Lackland AFB, Texas), there was no longer any need for "Troop Housing" of the type adaptable to CAP training needs.

(6) The encampment program of today manages to encompass realistic training goals in a well-organized, compressed time frame. Encampments may be held on military facilities of any service, not exclusively Air Force bases.

b. National Cadet Encampment. The concept of the 1998 National Cadet Encampment spun off other regional activities such as Blue Beret at Oshkosh, WI and Hawk Mountain, PA being converted to nationwide activities. The Maryland, Delaware and Virginia Wings consolidated their encampments into one activity. Through the work of the volunteers of the Tri-Wing participants, the Liaison Offices and National Cadet Program Staff, this tri-state encampment was broadened to include the entire nation. A parallel program was also being run in Colorado. This activity holds the promise of combining the best aspects of all the nation's encampments and incorporating them into one. Each cadet and senior can then import these concepts and ideas back to their home wing's encampment.

1-4. Size, Echelon and Staffing Numbers.

a. Size definition. A flight is composed of 12-18 cadets, excluding staff. A squadron will only have three or four flights. A group will have at least two squadrons.

b. Echelon. The echelon level used at an encampment is dependent upon attendance. An encampment is a squadron if it has five (5) or fewer flights. For a group level encampment, there are six (6) to fifteen (15) flights. For a wing level encampment, there are at least sixteen (16) flights, four squadrons and two groups. The Cadet Commander (C/CC) may add staff positions, with the approval of the Commandant of Cadets and Encampment Commander. See figure 1.1.

(1) Squadron level/echelon encampments. For encampments with two flights, the minimum manning outlined above is recommended. For three to five flights, these numbers should used as a minimum:

PAO	2	Admin	3	SET	2
LG	1	Comm	3	TNG	3
Mess Ops	3	Flt Ops	1	FM	1

(2) Group level/echelon. A group first sergeant may be used in lieu of, or in addition to squadron first sergeants, if a capable applicant is found. Larger group encampments (10-15 flights) should use a group first sergeant and squadron first sergeants. Also, a Chief TAC officer will be selected to supervise the Flight TACs. Squadron level Senior TACs are optional. Suggested staffing:

PAO	3	Admin	4	SET	3
LG	2	Comm	3	TNG	4
Mess Ops	4	Flt Ops	1	FM	1

(3) Wing level/echelon. A Wing first sergeant will be assigned, along with Squadron first sergeants. Separate Senior TACs for each squadron and/or group is recommended. For remaining staff:

PAO	4	Admin	12	SET	9
LG	6	Comm	3	TNG	11
Mess Ops	11	Flt Ops	2	FM	1

c. Formulas and calculations for staffing.

(1) Encampments should have for staffing, at a minimum:

(a) *For seniors:* a CC, DCC, XO, Admin, Safety, Logistics, PAO, COC, Training, Chaplain, at least one TAC per two flights (including a female TAC) and a Medical Officer (CAP or military).

(b) *For cadets:* a CC, DCC, XO, 1st Sgt, Admin (2), PAO, Stan/Eval, Logistics, Training (2) (or military/outside instructors), and a Flt/CC and Flt Sgt per flight.

(2) A staff member may hold two jobs, such as 1st Sgt and Logistics, if staffing is short. However, this is not recommended. The goal in staff assignments is to maximize everyone's learning. Beyond the minimum, paragraph (4) below has the suggested manning, in numbers. Senior executive staff should have at most six cadets per senior on a particular staff (i.e. if there are seven Admin cadets, two seniors are recommended). It is recommended that there be one TAC officer for each flight. Fill other staff slots if the positions are needed.

(3) To enumerate the general amount of cadet

staff needed, there should be approximately one cadet staff member for every four cadets in a flight- a 4:1 cadet-to-staff ratio, where cadet staff is at least 20% of the total cadet attendance, and no more than 40%. There should also be at least a 10:1 cadet-to-senior (or fewer, i.e. 8:1) ratio. The table below represents ballpark proportions of the entire cadet total, including in-flight cadets, to calculate specifically how many of each staff is needed (multiply proportions by 100 to get the percentage of the cadet population).

(4) To calculate staffing, using the table below, take the number of total cadet slots for the encampment, and multiply by the values below. Round the results up if you get .5 or more (i.e. 4.53 ⇒ 5). The proportions in the table below are only suggestions. Encampments may use different numbers based on need. One or two Finance (FM) cadets and three or four Communications (Comm) cadets are sufficient for any size encampment. Example: An encampment expects 200 cadets. To calculate the approximate number of admin cadets needed, take .024 X 200 cadet slots = 4.8, which rounds up to five.

PAO	.013	Admin	.024	SET	.016
LG	.011	Comm	--	TNG	.020
Mess Ops	.022	Flt Ops	1 or 2	FM	--

1-5. Cadet Grade Structure.

a. Temporary/Discretionary Grade. Cadets attending encampments will not remove their earned grade. Position identifiers, such as colored ballcaps with office symbols (Ex: "XO"), or position title nameplates should be worn.

b. Staffing. A cadet with an appropriate earned grade should fill each position. This is not a binding agreement; the C/CC should fill each position with the most qualified person, as grade should not be the primary deciding factor. If needed, NCO's may fill cadet officer billets, but this should be minimized. All cadet NCOs salute cadet officers and other NCOs in officer positions. Make staffing decisions with the encampment's goals in mind, while considering the cadets' experience and preferences. *Suggested grades for each available position are in Table 1-1.*

1-6. In-Flight Positions. This process is crucial in successful leadership development of more senior cadets in a flight. There are five available positions for in-flight cadets- element leader, flight standardization officer ("Stando" for short), flight intelligence officer, flight knowledge officer and the guidon bearer. Descriptions appear in sec. 1-7.

a. Concept. The concept behind in-flight positions comes directly from AFROTC Field Training. This provides the higher-ranking cadets some hands-on experience. Each position is filled on a rotational basis, some more often than others are. Since most encampments are a week long, Table 1-2 is an example rotational schedule.

b. Selection. Day 0 is the day that the cadets arrive. Since this is the introductory period, no positions are selected except for the guidon bearer, since it is an immediate need. This gives the flight staff some time to observe and make their first choices for the other positions. At the conclusion of the encampment, during the pass in review/parade and "Class A" inspection (if done on this day) only the guidon, element leaders and standos need to do their jobs. If the "Class A" inspection is on the second to last day, the stando is not needed for the last day. The flight commander may relieve individuals from a position for not meeting standards or as a punishment.

(1) Element leaders are selected on a permanent basis. The flight staff should choose the three best cadets in their flight for this job. Element leaders may not do any other job, except for stando.

(2) Standardization officers should be selected for half of the encampment (three days for a week long encampment). They may not have any other job besides element leader. If there are four or five (relatively) experienced cadets, then choose three to be element leader, and give the other cadet(s) a chance to be the stando.

(3) The remaining jobs should be on a two-day rotation. No cadet may have two different jobs through the course of the encampment (ex: they can't be intel the first rotation, then knowledge the next).

c. Primary Goal. The primary goal is to give leadership role opportunities to all the cadets in flight, by putting the classroom instruction into action. If there are more than 15 people in a flight at the encampment, adjust the rotation lengths to allow maximum participation. The training officer will determine the rotation schedule.

d. Use. The in-flight positions are a **mandatory** part of the encampment program (ref.: CAPR 52-16, Chapter 5, Required Course Content). Cadets who are attending their second encampment in flight are better candidates for the more involved jobs.

Table 1-1. Suggested Qualification Grade(s) for Cadet Staff Positions

Position	Recommended Grade	Type of position
Cadet Commander	C/Lt. Col. to C/Col.	Officer
Deputy Cadet Commander	C/Maj. to C/Col.	Officer
Cadet Executive Officer	C/Maj. to C/Lt. Col.	Officer
Executive Staff Officers in Charge (OIC)	C/2Lt to C/Lt. Col.	Officer
Executive Staff members	C/SSgt to C/1Lt.	Officer and NCO
Stan/Eval Team (OIC and staff)	C/2Lt to C/Lt. Col.	Officer
First Sergeant (Group or Wing)	C/CMSgt	NCO
Group Commander (*wing level enc. Only)*	C/Capt. to C/Lt. Col.	Officer
Squadron Commander	C/Capt. to C/Maj.	Officer
Squadron First Sergeant	C/TSgt to C/SMSgt	NCO
Flight Commander	C/2Lt to C/Capt.	Officer
Flight Sergeant	C/SSgt to C/SMSgt	NCO

Table 1-2. Sample In-flight Position Rotation Schedule for 7 Day Encampment

<table>
<tr><th>Day 0</th><th>Day 1</th><th>Day 2</th><th>Day 3</th><th>Day 4</th><th>Day 5</th><th>Day 6</th><th>Day 7</th></tr>
<tr><td rowspan="5"></td><td colspan="7">Element Leaders (3)</td></tr>
<tr><td colspan="3">Standardization (Stando)</td><td colspan="4">Standardization (Stando)</td></tr>
<tr><td colspan="2">Intelligence (Intel)</td><td colspan="2">Intelligence (Intel)</td><td colspan="2">Intelligence (Intel)</td><td rowspan="2"></td></tr>
<tr><td colspan="2">Knowledge</td><td colspan="2">Knowledge</td><td colspan="2">Knowledge</td></tr>
<tr><td colspan="3">Guidon</td><td colspan="2">Guidon</td><td colspan="2">Guidon</td><td>Guidon</td></tr>
</table>

e. Advice For the Flight Staff. The flight staff makes or breaks this program. If it is not used to the fullest extent possible, it is doomed to failure, with the losers being the cadets in the flight. Flight staff can use performance in these positions as criteria for evaluations. A common complaint among flight commanders is "the cadets I have just don't know what they're doing." This is O.K.—the encampment is an environment where the cadets are there to learn. Show the flight right away what is expected for each position (see Ch. 4). Choose the best cadets for the more difficult jobs, then work your way down. If your best drill performer is an element leader, have him/her help the guidon bearers. If a mid-level cadet knows the general knowledge (initially, or is a fast learner), choose them for the knowledge officer position. If you have trouble finding people to "fit the bill", ask the TAC for assistance. Help the weaker people, and encourage the stronger. Be careful of power-hungry cadets- they can cause discord and control problems if not carefully watched. Have the first rotation assist the next-, teaching the importance of continuity. Finally, and most importantly, PROVIDE FEEDBACK to the cadets. Use the evaluation form (Attachment 15 or CAPF 50) to formally go over the cadet's performance in their job. This crucial step (feedback) is often ignored at the hands of more immediate needs of the flight, with the cadet learning *very little* in the process.

1-7. Cadet Staff Position Descriptions. This section contains position descriptions for the cadet staff. They are intended to give general direction and a background of each position. The Encampment Commander may create positions to fit special needs of the encampment, only after assessing that the duties described below won't fulfill those needs.

a. Cadet Commander (C/CC).

(1) Overview. The Cadet Commander (C/CC) is responsible for the implementation and conduct of the encampment program. The Commandant of Cadets supervises the C/CC during the encampment.

(2) Objectives:

- Provides focus and direction to the cadet staff, to insure proper implementation of the encampment program
- Assists in the selection of qualified senior cadets for command staff selection
- Maintenance and consistency of training standards in the encampment program
- Serve as a role model and example for all the members of the cadet staff
- Provide counseling services when appropriate
- Provide an appropriate forum for feedback of the encampment program
- Foster cohesiveness, teamwork and unity of purpose within the cadet staff
- Ensure cadet staff writes continuity documents with sample work or output

b. Deputy Cadet Commander (C/DCC).

(1) Overview. The Deputy Cadet Commander (DCC) is primarily responsible for coordinating and implementing the encampment training, outside the scope of the training staff. The C/DCC is directly responsible to the C/CC for the training and performance of all line personnel at the encampment.

(2) Objectives:

- Quality training of all the "line" personnel at the encampment.
- Direct supervision and evaluation of the performance of the squadron (if group level staff) or group commanders (if wing level staff) and the Stan/Eval Team Officer In Charge (OIC)
- Adherence to the established cadet training schedule
- Compliance with the established encampment academic, physical fitness and training programs
- Support the C/CC in his/her duties, filling in where needed
- Monitors (or appoints someone to) in-flight position training, ensuring adherence to rules
- Assign project officers to special tasks, as needed by the C/CC

c. Cadet Executive Officer (C/XO).

(1) Overview: The Executive Officer is primarily responsible for coordinating, controlling and directing the support activities of the encampment. The C/XO manages and leads the executive staff OIC's. The C/XO is directly responsible to the C/CC.

Cadet Staff Organization

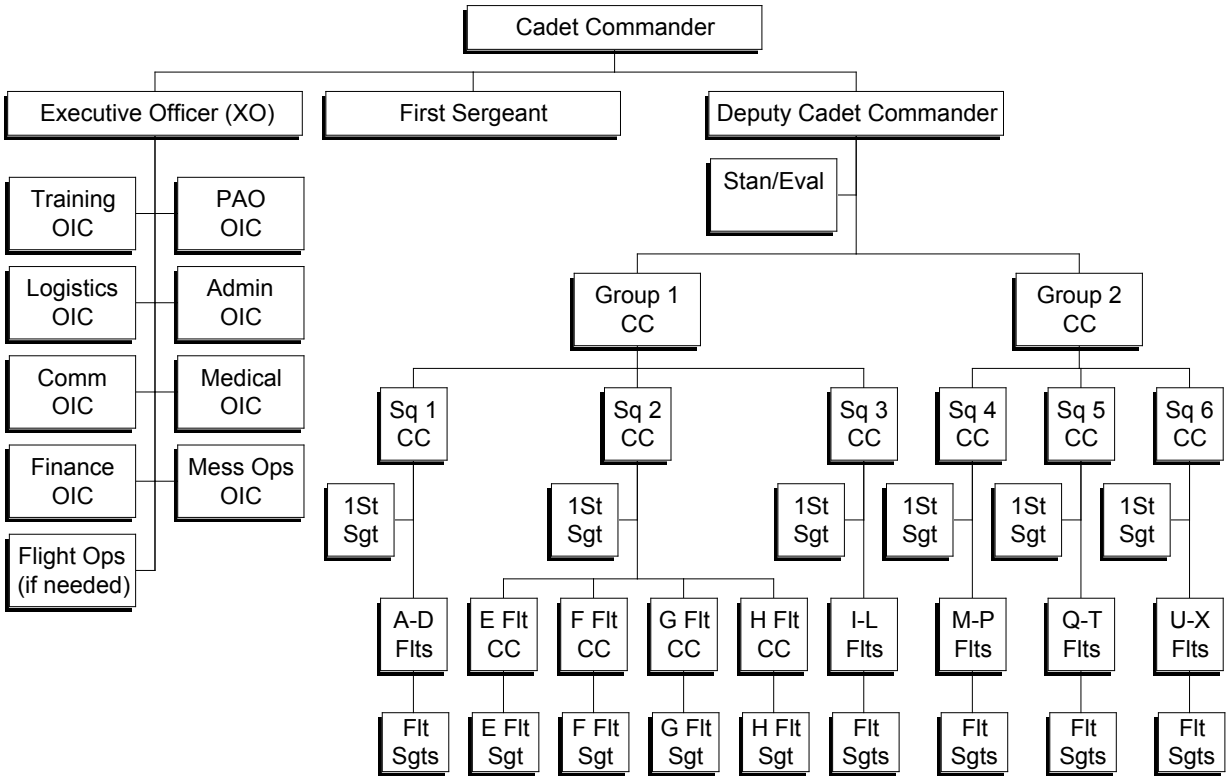


Fig 1.1. (Position/Rank distinction may be made through position nameplates, shoulder chords, colored ballcaps, etc., but NOT grade)

(2) Objectives:

- Quality training of all the executive staff (support) personnel at the encampment
- Conduct daily staff meetings with the OIC's (at a minimum) or entire staff
- Adherence to the established cadet training schedule
- Assisting OIC's to manage their departments, and develop as leaders
- Supervise and evaluate the OIC's of each staff department, ensuring coordination, proper conduct and progress in work
- Coordinate Officer of the Day assignments
- Motivate the executive staff
- Coordinate to prevent conflicts (ex: PAO telling flight staff what to do)

d. Standardization and Evaluation Team Officer In Charge (SET OIC).

(1) Overview: The standardization and evaluation team ("Stan/Eval," "SET" or "Stan Team") performs all aspects of encampment evaluation. They are the commander's representatives while conducting inspections, freeing the commander of those duties. However, the commander should still examine the state of training from time to time. The Stan/Eval Team is the central point for all inspection related questions. It is not the role of Stan/Eval to teach or train the cadets; simply to evaluate them.

(2) Objectives:

- Set encampment inspection and barracks standards through developing and revising any OI's, or applying/customizing any applicable wing inspection standards
- Act as focal point and reference for all uniform, knowledge, drill and barracks related questions once OI is approved by the DCC, C/CC and COC
- Uphold the highest standards in uniform wear, barracks arrangement and customs and courtesies
- Develop and implement scoring system to for inspections (or reuse existing scoring)
- Develop and reproduce inspection forms for daily use and for the "Class A" inspection (or reuse existing forms)
- Develop daily knowledge requirements for distribution to flight staff (for the knowledge officers) to set the knowledge expectations for the day
- Develop daily drill requirements, which will be used for drill card inspections (guidons included) (See Attach. 10)
- Do inspections at the end of the drill period, to provide immediate feedback on that day's drill (See Attachments 5 and 10)
- Provide briefing for line staff (Flt, Sq, Gp CC's) on barracks OI
- Monitor, train and supervise the rest of the Stan Team
- Create schedule for what inspections each team member will perform on each day
- Meet daily with the Deputy Cadet Commander
- Delegate tasks as necessary to your staff

(3) Examples of Tasks:

- Create, modify or use pre-existing inspection forms and scoring system before arriving to encampment (See Attachments 5, 13)
- Perform inspections during each training day with non-standby barracks inspections, except for "Class A" inspection or as needed)
- Make schedule of which cadets are to be inspected (i.e. cadet numbers 1, 5, 14, etc. if that system is adopted)
- Set expectations for cadet trainees through mock inspection (or some similar method) in the barracks on the first night, explaining what the cadets should look for
- Announce honor flight and honor squadron results daily, if the C/CC approves
- Create (or use pre-existing) end-of-encampment evaluation forms, separately for seniors, cadet staff and in-flight cadets
- Distribute the surveys, then collect and compile results for the encampment report to National HQ
- Maintain a continuity binder of all old inspection sheets, correspondences before and after camp and a narrative written by the OIC describing how's and why's along with problems encountered
- Discuss with flight standos at mealtime how they did in inspections on the previous day, what kinds of mistakes the flights made (flight staff will brief standos with problems if they do arise)

Stan/Eval Team members:

(4) Overview: see OIC section

(5) Objectives:

- Assist Cadet Officer In Charge (OIC) with OI, forms and schedule development before encampment begins
- Complete any assigned tasks, as necessary
- Report daily to the OIC

e. Administration (ADMIN) Officer In Charge (OIC).

(1) Overview: The Administration OIC is the person responsible for coordinating with the executive officer and outside staffs to maintain personnel paperwork, along with in- and out-processing of all encampment participants, cadet and senior. The OIC also manages and leads the cadet administrative staff, ensuring accomplishment of all tasks.

(2) Objectives:

- Create inprocessing plan for all cadets, cadet staff and senior members
- Complete ALL personnel related paperwork
- Create outline or calendar of when all tasks are to be accomplished by Admin
- Maintain all personnel files in a secure location (along with in a computer database if you choose to do so)
- Coordinate preparation of graduation packets
- Handle any mid encampment personnel actions
- Create outprocessing plan for all cadets, cadet staff and senior members
- Meet daily with Cadet Executive Officer
- Delegate tasks as necessary to admin staff
- Meet daily with admin staff to set goals for the day, and discuss any problems
- Monitor, train and supervise Administration staff

(3) Examples of Tasks:

- Plan, implement and conduct inprocessing of all cadets, cadet staff and senior members, coordinating properly (LG, COMM, XO, 1st Sgt.'s, Flt/CC's, etc.)
  - Verifying all necessary paperwork has been/is collected and the cadet has a current CAP ID or note from home Squadron CC, etc.
  - CAP Vans are registered with logistics
  - Cadet's car keys are turned in to designated senior member by Encampment Commander
  - Making sure lines are set up, a rain plan is available, signs are posted on base (and volunteers to stand out by gate) to offer directions, and cadets can say goodbye to their parents
- Department must complete ALL personnel related paperwork
  - Certificates of Accomplishment (CA)
  - Certificates of Appreciation to assisting base personnel or senior members
  - MSA – Military Support Authorization is complete and correct
  - CAPF 7's are completed
- Create outline or calendar of when all tasks are to be accomplished by Admin
- Maintain all personnel files in a secure location (along with in a computer database if you choose to do so)
- Help prepare graduation packets with the rest of executive staff's help, by stuffing yearbooks, MSA's, address lists and CA's in a folder or envelope to hand to the person (cadet and senior) when they outprocess
- Plan, implement and conduct outprocessing of all cadets, cadet staff and senior members
  - Verifying receipt of graduation packet
  - Making sure lines are set up, a rain plan is available, signs are posted on base (and volunteers to stand out by gate) to offer directions
- Recruit and monitor the "Admin Reserves" – executive staff members in a lull who can assist Admin in some fashion while during the duty day; note that "reservists" primary duty comes first

Admin staff members:

- Assist the OIC in the above tasks and other duties as assigned by the OIC
- Meet daily with Cadet Officer In Charge, if necessary

f. Communications Officer In Charge (COMM OIC).

(1) Overview: The communications staff is responsible for setting up all encampment related radio and telephone communications. They provide the

rosters and issue the items to all staff members. The communication staff is also the base radio monitor, there to contact emergency (or non-emergency) medical services and provide a relay for stations too far apart to communicate

(2) Objectives:

- Develop plan to set up base radio (equipment needed, arrival time, call sign(s), etc.) with mentor
- Meet all encampment communication needs, radio and telephone and provide necessary information for those systems.
- Monitor, train and supervise communication staff
- Delegate tasks as necessary to your staff
- Meet daily with Cadet Executive Officer

(3) Examples of Tasks

- Create and maintain radio log
- Create and maintain encampment phone list
- Create schedule for manning the base radio
- Create and distribute encampment call sign sheet, listing all those who possess a radio
- Set up a net if needed or desired
- Create and publish communication/radio use OI's
- Verify each radio operator's ROP card before issuing a radio
- Ensure proper care of donated equipment (batteries charged, etc.) and is turned in at the end of the encampment

Communication staff members:

- Assist the OIC in the above tasks and other duties as assigned by the OIC
- Meet daily with Cadet Officer In Charge, if necessary

g. Training Officer In Charge (TNG OIC).

(1) Overview: The training officer is responsible for developing the training schedule before the encampment, making any changes along the way if necessary, and providing any classroom instruction that cannot be filled by outside personnel. Training staff should also assist in the development of the basic cadet's training requirements, through coordinating with command staff and Stan/Eval. Specifically, Training staff should coordinate with Stan/Eval to determine drill training and knowledge requirements for each day. The OIC may designate members of the staff as "specialists" in a particular area, such as drill.

(2) Objectives:

- Help the senior training officer to develop the training schedule for encampment
- Monitor progress towards completion of requirements for an encampment
- Ensure proper distribution of daily training schedule
- Allow the cadets to evaluate each class
- Coordination with command staff to set times such as reveille, lights out
- Ensure training staff is busy participating in or preparing for instruction. Give breaks to those who need one.
- Handle any schedule changes and coordinate with command staff if so needed

(3) Examples of Tasks

- Match cadet instructors to classes
- Ensure newspaper articles are distributed for Flight Intel officers
- Develop an evaluation form to be filled out at the end of each academic class by the cadets to provide feedback for the instructor and the course content
- Make many copies of the evaluation form and use them for each academic class
- Monitor, train and supervise staff
- Delegate tasks as necessary to your staff
- Meet daily with Cadet Executive Officer

Training staff members:

- Develop outlines for teaching assignments
- Assist the OIC in the above tasks and other duties as assigned by the OIC
- Meet daily with Cadet Officer In Charge, if necessary

h. Public Affairs Officer, Officer In Charge (PAO OIC):

(1) Overview: The public affairs office handles all internal publications and external press releases. PAO staff will take all organizational photographs (flight pictures). The PAO OIC will coordinate efforts to record the happenings of the encampment, and share that with the cadets.

(2) Objectives:

- Objectively record and report on encampment happenings
- Initiate contact and interface with outside media
- Develop plan for production of yearbook, newsletters, press releases, etc.
- Produce any organization publications, such as newsletters, yearbooks, videos and photographs

- Ensure any press releases are IAW CAP regulations and <u>are approved by command staff</u>

(3) Examples of Tasks

- Decide what will be done during the encampment- there's more to do than there is time to do it in
- Newsletters- one or two, or daily?
- Photography/Videography of the encampment
- Will a yearbook be done? Will it include pictures, and which ones?
- What press releases will be done?
- Will there be any text or quotes from each of the flights in the yearbook?
- Will a list of names be provided, or will addresses be included?
- Coordinate with finance (or in absence of a finance officer, command staff) budget needs before the encampment
  - Duplication costs yearbooks and newsletters (est.)
  - Photography/videography costs developing, film, video cassettes
- Do press releases to at least local area news, along with an article for the CAP news
- Coordinate with command staff before allowing outside press to film us
- Write a descriptive article for CAP news, and possibly provide some pictures for them
- Ensure any and all publications for wide distribution are <u>approved by command staff</u> (and <u>proofread and spell-checked thoroughly</u>) **before** duplication and distribution is done
- Meet any non-encampment visitors such as Region Commanders, National Commander, base or local officials, etc. alongside with encampment commander or other senior members (wear blues if practical- i.e., if you are on the obstacle course, don't be in blues)
- Encourage cadet and senior staff to write articles for the newsletter. Possibly offer bonus honor flight points to a cadet's flight if they submit a reasonable, printable article (whether it's printed or not, coordinate with Stan/Eval)
- Monitor, train and supervise staff
- Meet daily with Cadet Executive Officer

Public Affairs staff members:

- Assist the OIC in the above tasks and other duties as assigned by the OIC
- Meet daily with the OIC, if necessary

i. Logistics Officer In Charge (LG OIC).

(1) Overview: Responsible for all logistical needs of the entire encampment. Provide support for both the senior and cadet areas of operation.

(2) Objectives:

- Plan, budget and coordinate all supply needs for the encampment
- Meet any immediate and routine requests for supplies
- Coordinate with the seniors, First Sergeants and executive staff to determine their needs and wants.
- Keep perishable or useable supplies in good stock, such as cleaning supplies
- Perform daily inspections of the CAP vans and borrowed military transportation
- Monitor CAP van keys, keeping a sign-out sheet

(3) Examples of Tasks

- Develop list to inventory all CAP and government issued equipment, not including stuff that is there upon arrival (ex: the beds)
- Some recommended things to check:
  - Vans number, mileage, gasoline usage
  - Telephones (if not set up already)
  - Barracks items
    - Linen issue
    - Movement of wall lockers, beds, etc. into different rooms, floors or buildings than originally located in
    - Mops, buckets, brooms in each building, bay or area- they tend to move around
  - Office and classroom furniture
    - Desks, if moved
    - Chairs for offices and classrooms that are issued to CAP, <u>not</u> what is in the building upon arrival, unless they're moved
    - Folding tables
    - Any other items: chalkboards, chalk, erasers, toilet paper

- Keep all CAP van keys in one location, and if a van is needed, the driver signs out the keys- this solves the "who has the keys to the van" problem
- Perform checklist to determine initial and final condition of issued items, reporting damages
- Act as safety monitor for the vans gas levels, maintenance, tires, headlights, etc. possibly a daily inspection
- Ensure all staff members have the necessary supplies office equipment, classroom equipment (if applicable)
- Ensure encampment has enough cleaning supplies in the barracks- mops, brooms, buckets, hand soap, floor and window cleaners, sponges, paper towels, etc.
- **Ensure encampment has enough toilet paper,** and the trash cans are emptied.
- Coordinate with finance (or in absence of a finance officer, command staff) any budget issues <u>before the encampment</u>
- Monitor, train and supervise staff
- Meet daily with Cadet Executive Officer

Logistics staff members:

- Assist logistics C/OIC with any delegated tasks
- Meet daily with Cadet Officer In Charge, if necessary

j. Medical Officer In Charge (OIC).

(1) Overview: The cadet medical officer is there to handle all routine medical related actions. If the person is qualified (ex: first responder or EMT), they can perform more serious medical needs. However, the individual **will not go beyond their training, and will yield to more qualified people.** As a minimum, the person should have a first aid and CPR card.

(2) Objectives: To provide basic, routine medical assistance to the cadets; to provide more serious assistance if qualified. The medical office will keep on file all medical paperwork. ALL encampment personnel will follow health and safety related directives given by the medical office. The OIC will supervise the medical staff (if one exists). Sick call will be staffed and maintained by the medical staff. Also, the OIC is responsible for briefing all personnel of heath risks common to encampments- dehydration, blisters, etc.

(3) Examples of Tasks

- Offer daily, reveille to taps medical service for any personnel at the encampment
- Provide initial and extra safety briefings to cadet staff, concerning hydration, blisters, etc.
- Handle the "blister brigade" of cadets with ill-fitting boots
- Keep records of medical activity
- Keep handy emergency phone numbers, or know where an EMT is at all times
- Develop schedule to man the medical office at all times
- Create or use forms for (and give to) flight staff and TAC officers, to report recommended actions (such as no exercise, etc.)
- Monitor, train and supervise staff
- Meet daily with Cadet Executive Officer

Medical staff members

- Assist the OIC in the above tasks and other duties as assigned by the OIC
- Meet daily with Cadet Officer In Charge, if necessary

k. Finance Officer In Charge (FM OIC).

(1) Overview: The finance officer (FM- financial management) maintains, **<u>with senior supervision</u>,** the funding for the encampment. They set up an Operating and Maintenance budget (O&M) for the staff, based on available funds and need. The FM will keep records of all funds transactions, either with encampment costs or petty cash budgeting.

(2) Objectives: To keep track of the money, budgeting out reimbursements and O&M funds. Also, the finance officer will monitor costs such as supplies, plaques, hats, etc.. The cadet will work closely with the senior finance officer, or if there is none, the senior executive officer when handling the money.

(3) Examples of Tasks

- Help balance encampment operating budget
- Appropriate funds for CAP orientation flying, if any
- Appropriate finds for CAP vans gasoline, maintenance
- Ensure chow hall is paid
- Verify payment by each cadet
- Assist in maintaining petty cash drawer
- Reimbursements for various things
- Unexpected encampment costs ex: dry erase markers
- Appropriate any Operating and Mission (O&M) funds to staff

- Budget for PAO
- Budget for Logistics
- Any other allotments you may deem necessary
- Process any budget or funds requests, and coordinate with senior member leadership (whoever is handling the money- the FM, XO or encampment CC)
- Monitor, train and supervise staff, if any
- Meet daily with Cadet Executive Officer

Finance staff members (if needed):

- Assist the OIC in the above tasks and other duties as assigned by the OIC

l. Mess Operations Officer In Charge (OIC): (Cadet)

(1) Overview: The Mess Operations staff is responsible for providing messing services for the entire encampment through food orders, preparation, serving and cleanup. The Mess OIC also coordinates KP duty. If mess facilities are available on base, a mess operations staff is not required.

(2) Objectives:

- Work with senior mentor to prepare food order for encampment
- With senior mentor, acquire kitchen materials- serving trays, steam tables, etc.
- Keep mess areas and food prep areas in a sanitary condition
- Supervise and delegate tasks to operations staff
- Ensure adherence to all health standards

(3) Examples of Tasks:

- Coordinating with XO to develop KP duty schedule and to-do checklists
- Work with financial representative (XO or cadet finance) to get necessary food budget, along with additional expenses
- Meet daily with Cadet XO, if required

m. Flight Operations Officer In Charge (OIC).

(1) Overview: The Flight Operations staff is responsible for all encampment activity surrounding orientation flights in CAP aircraft. If the encampment is not conducting CAP orientation flights, then a Flight Ops staff is not needed.

(2) Objectives:

- Ensure that all of the squadrons at the encampment are scheduled, and the pilots are aware
- Develop a sortie- by- sortie schedule for each flight/squadron that comes through in a given time period
- Complete all necessary orientation flight paperwork (CAPF 77)
- Keep master roster of all cadets with what flight(s) was (were) done and when
- Conduct a flying or aerospace class while cadets wait for others to fly

(3) Examples of Tasks:

- Before orientation flights are scheduled to occur, create plan for the times, number of people and pilot schedule based on resources (available pilots and planes)
- After orientation flying is done, complete the CAPF 77 paperwork for each cadet- note: try to have as much completed as possible beforehand
- During given time period for a flight/squadron, create a skeleton schedule; Example: Echo flight flies for the first hour, pairs will have 20 minutes each to fly; there will be a mass briefing with E, F, G and H flights for 15 minutes before and after to do CAPF 77

n. Group or Wing First Sergeant. (addressed as First Sergeant)

(1) Overview. The Group or Wing First Sergeant (Gp/Wg 1st Sgt) is responsible for ensuring that the NCOs of the encampment are familiar with their duties and responsibilities. The First Sergeant reports to the C/CC, representing the interests of the staff cadet NCOs, as a member of the command staff.

(2) Objectives:

- Must maintain and reinforce the ideals and performance of the NCO
- Monitor the physical fitness program.
- Provide feedback to the Wing Commander regarding the effectiveness of the NCO's of the Wing
- Provide feedback and counsel to the Squadron First Sergeants regarding their effectiveness and performance as NCO's.
- Relieve the C/CC of any routine administrative or informational tasks
- Facilities manager or coordinator for the entire encampment, working through the Squadron First Sergeants (or flight sergeants if no squadrons)
- Performs any additional tasks assigned by superiors

(3) Examples of Tasks:

- Monitor the execution of each squadron's morning PT routine

- Reinforce the image and performance of the NCO at all times
- Serve as chief judge during encampment volleyball championship, if conducted
- Work with squadron 1st Sgt., flight and squadron commanders (or flight staff if no squadrons) to set up laundry schedule
- Forward to all squadron/group commanders schedule changes for acknowledgment
- Assist in the training of the squadron first sergeants (or flight sergeants if no squadrons)
- Coordinate with logistics staff for all facility-related needs, such as paper towels, cleaning supplies, toilet paper, etc.
- Ensures entire wing is at all formations on time and in proper alignment

o. Cadet Group/Squadron Commander.

(1) Overview. The group/squadron Commander (Gp/CC or Sq/CC) is responsible for the coordination, control and direction of the encampment program within their units. This includes academic, physical fitness and general training objectives.

(2) Objectives:

- Evaluates the effectiveness of the training within their group/squadron and through guidance and direction of their subordinate staff makes appropriate adjustments
- Supervise First Sergeants regarding their effectiveness and performance as NCO's. *(For squadron commanders only.)*
- Relieve their superior staff of any routine administrative or informational tasks.

(3) Examples of Tasks:

- Supervise the execution of the Physical Training Program.
- Ensures staff is properly trained- if not, that they're helped
- Takes notes while observing their subordinate units, to provide feedback later on in meetings
- Performs any additional duties/projects assigned by superiors
- Perform with flawless execution all formation/ceremony duties.
- Provide channel of communication through the chain of command with concerns, complaints or feedback
- Conduct meetings with subordinate staffs to review schedule, review problems, and motivate

p. Squadron First Sergeant. (addressed as First Sergeant)

(1) Overview. The Squadron First Sergeant (Sq 1st Sgt) is responsible for ensuring that the non-commissioned officers of the squadron are familiar with their duties and responsibilities. The Sq 1stSgt reports to the Sq/CC and receives advice and instruction from the Group/Wing First Sergeant.

(2) Objectives:

- Must maintain and reinforce the ideals and performance of the NCO
- The successful implementation of the physical fitness program
- Provide feedback to the Sq/CC regarding the effectiveness of the NCO's in the Squadron
- Provide feedback and counsel to the Flight Sergeants regarding their effectiveness and performance as NCO's.
- Relieve the Sq/CC of any routine administrative or informational tasks
- Facilities Manager or coordinator for their particular squadron
- Performs any additional tasks assigned by superiors

(3) Examples of Tasks:

- Personally execute the squadron's morning PT routine
- Reinforce the image and performance of the NCO at all times
- Perform with flawless execution all formation/ceremony duties
- Forward to all Flt/CC's schedule changes for acknowledgment
- Assist in the training of the Flight Sergeants
- Coordinate with logistics staff for all facility related needs, such as paper towels, cleaning supplies, toilet paper, etc.
- Ensures squadron is at all formations on time and in proper alignment

q. Flight Commander (Flt/CC).

(1) Overview. The flight commander is primarily responsible for the implementation of the encampment training. The Flt/CC directly reports to the Sq/CC (or deputy cadet commander if no squadrons.)

(2) Objectives.

- Fostering cohesiveness, teamwork, and a unity of purpose within the flight
- Applies the tenets of the ATG (Chapter 4) when training the flight

- Ensures the most effective use of flight time and other free time
- Familiarize the flight members with all rules and procedures as outlined in all OI's
- Train the flight to a measurable proficiency level of drill, customs + courtesies

(3) Examples of Tasks.

- Completion of the cadet workbooks in satisfaction of the academic requirements
- Monitor progress of in-flight position holders, ensuring they perform their duties correctly, and are counseled when finished with their job
- Instruction of the flight on proper reporting procedure
- Delegating tasks to the flight sergeant as necessary
- Fill out basic cadet and flight sergeant evaluation forms at end of encampment

r. Flight Sergeant (Flt Sgt).

(1) Overview. The flight sergeant is directly responsible for the personal implementation of the encampment training program. The Flt Sgt reports to the Flt/CC and receives advice and instruction from the Squadron and/or Group or Wing First Sergeants.

(2) Objectives.

- Implementation of the flight-level academic, physical fitness, and training programs
- Instruction and reinforcement of the Basic Cadet OI
- Applies the tenets of the ATG (Chapter 4) when training the flight
- Satisfaction of the daily training goals and objectives established by the Flt/CC

(3) Examples of Tasks.

- Teaching drill movements through proficiency of AFMAN 36-2203
- Ensure proper uniform wear of cadets through proficiency of CAPM 39-1
- Constant reinforcement of new skills (racks, t-shirts, drill, etc.)
- Directly train and supervise the in-flight cadets with positions, ensuring they perform their duties correctly
- Provide feedback with the Flight Commander to the cadets in flight
- Practice of drill and ceremonies
- Enforcement of customs and courtesies ("yes sergeant" and "no sergeant")
- Fill out basic cadet evaluation form at the end of the encampment

s. Element Leader.

(1) Overview. The element leader is responsible for the supervision of the members of his/her element. He or she reports directly to the Flt Sgt. They are selected from the flight as a permanent position (unless relieved/replaced).

(2) Objectives:

- To implement whatever assignments or tasks the Flt Sgt delegates to the Element Leader
- To assist the membership of the element towards the accomplishment of the mission
- To provide additional assistance and instruction to the members of the element having difficulty
- Contribute personally to the motivation, teamwork and esprit de corps within the element
- To aid leadership development of cadets with in-flight positions, and to ensure proper continuity between rotations

(3) Examples of Tasks:

- Supplement the teaching of element members any necessary skills
- Leading songs or jodies while marching to and from location
- Providing an internal role model for the younger cadets in the flight
- Primary source of motivation from within the flight
- Momentarily steps in as acting flight sergeant if the flight sergeant is not available

t. Flight Standardization Officer (Stando).

(1) Overview. The Flight Standardization Officer, or Stando for short, is responsible for assisting the flight for barracks and uniform inspections. The Flt/CC should select a more experienced cadet as the stando.

(2) Objectives:

- Be the most knowledgeable in and a fast learner of the barracks OI and uniform wear
- Assist flight staff with barracks and uniform inspection preparation
- Meet with the Stan/Eval team as the flight's representative

(3) Examples of Tasks:

- Coordinating daily with flight staff to get questions or feedback for the Stan/Eval team
- Meeting daily with Stan/Eval team at pre-designated time
- Assisting with and coordinating barracks preparation for inspection
- Providing one-on-one assistance to cadets who are slower in learning the skills

u. Flight Intelligence Officer (Intel).

(1) Objectives:

- Receive newspaper daily from Training staff
- Brief flight daily on pre-selected or pertinent current events information
- Review with flight members key concepts from previous day's current events to ensure they are able to answer questions

(2) Examples of Tasks:

- Brief the flight on the day's current events during the Flt/CC's designated times

v. Flight Knowledge Officer.

(1) Overview.

- Quizzes flight on knowledge in the OI and any extra knowledge as required.

(2) Objectives:

- To relieve flight staff of constantly quizzing the flight on knowledge
- To assist slower cadets on a one-to-one basis with required knowledge

(3) Examples of Tasks:

- When flight is waiting for class, or resting momentarily, quiz the flight members (with permission) on daily knowledge requirements
- To memorize required daily knowledge as far ahead of time as possible, in order to be able to teach it to other cadets

w. Guidon Bearer.

(1) Objectives:

- Carries the guidon, observing proper procedures; making sure it is stored correctly and that it is not stolen.
- Enforces safe behavior by announcing "[Flight] Guidon through the door" when passing through a doorway.
- Always marches in the proper guidon positioning relative to flight.
- To learn the drill and ceremonies behind the guidon
- To be evaluated on performance as a guidon bearer

(2) Examples of Tasks:

- March with guidon during drill cards
- Study AFMAN 36-2203 to ensure proper positioning (relative to the flight) and use of the guidon

1-8. Senior Staff Position Descriptions. The seniors are the mentors for their cadet counterparts (see Chapter 10). Figure 1.2 is the organization chart.

a. Encampment Commander. The Encampment Commander is responsible for the overall administration, operation, and training program of the encampment. In addition, responsibility for the actions of all CAP personnel attending the encampment and their compliance with both CAP directives and instructions issued by the installation are the encampment commanders'.

(1) Responsibilities:

- Selection of senior member staff at least 90 days prior to encampment- all positions should be filled
- Being responsible for the actions of all CAP personnel attending the encampment and for their compliance with both CAP directives and instructions issued by the installation
- Coordinating administrative and operational matters with appropriate installation authorities prior to, during the operation of, and at the close of the encampment
- Supervision of the preparation of the encampment training schedule
- Appointing and supervising staff personnel as necessary
- Mentor the Cadet Commander, following mentoring concepts outlined in Chapter 10

- Completing encampment reports described in 1-20 the close of the encampment

(2) If, during the encampment, neither a Liaison Officer nor RAC is available, the commander will have direct coordination with the base liaison officer regarding all encampment needs (this responsibility can NOT be delegated below the encampment commander)

b. Deputy Encampment Commander (DCC). The DCC is the "right hand man" for the encampment commander, aiding them with encampment site preparation, staff decisions, cadet counseling, senior supervision and any additional tasks assigned to them by the commander. The DCC can also assist the COC or XO with any questions they have. The DCC is in command when the CC is not present.

c. Executive Officer (XO). The executive officer assists the commander in the administration of the encampment. The executive officer relieves the commander of supervisory details and performs duties assigned by the commander.

(1) Responsibilities:

- Monitor the senior executive staff, providing tips on how to mentor their respective cadets
- Mentor the Cadet Executive Officer, following mentoring concepts outlined in Chapter 10
- Chief financial officer of the encampment, unless a finance officer is selected, approving all petty cash requests, and maintaining key for safety deposit box
- Assist in coordination of executive staff in pre-encampment work
- Serve as fill-in mentor for cadet executive departments that do not have mentors

d. Commandant of Cadets (COC). The Commandant of Cadets implements, controls, and evaluates training activities for cadets. The COC reports directly to the encampment commander.

(1) Responsibilities:

- Implementation of the encampment curriculum prescribed by this manual
- Selection of all TAC officers
- Selection of the deputy cadet commander and cadet executive officer, and approval authority for remaining cadet staff, in consultation with the cadet commander
- Coordination with the encampment staff for the preparation of standard operating instructions to accomplish cadet training
- Organizing cadet activities not prescribed by this manual
- Ensuring training goals and objectives are met and adhered to
- Determining, with training staff, if a cadet meets the 80% requirement, if it is in question
- Supervising and exercising management control over subordinate staff officers

Senior Staff Organization

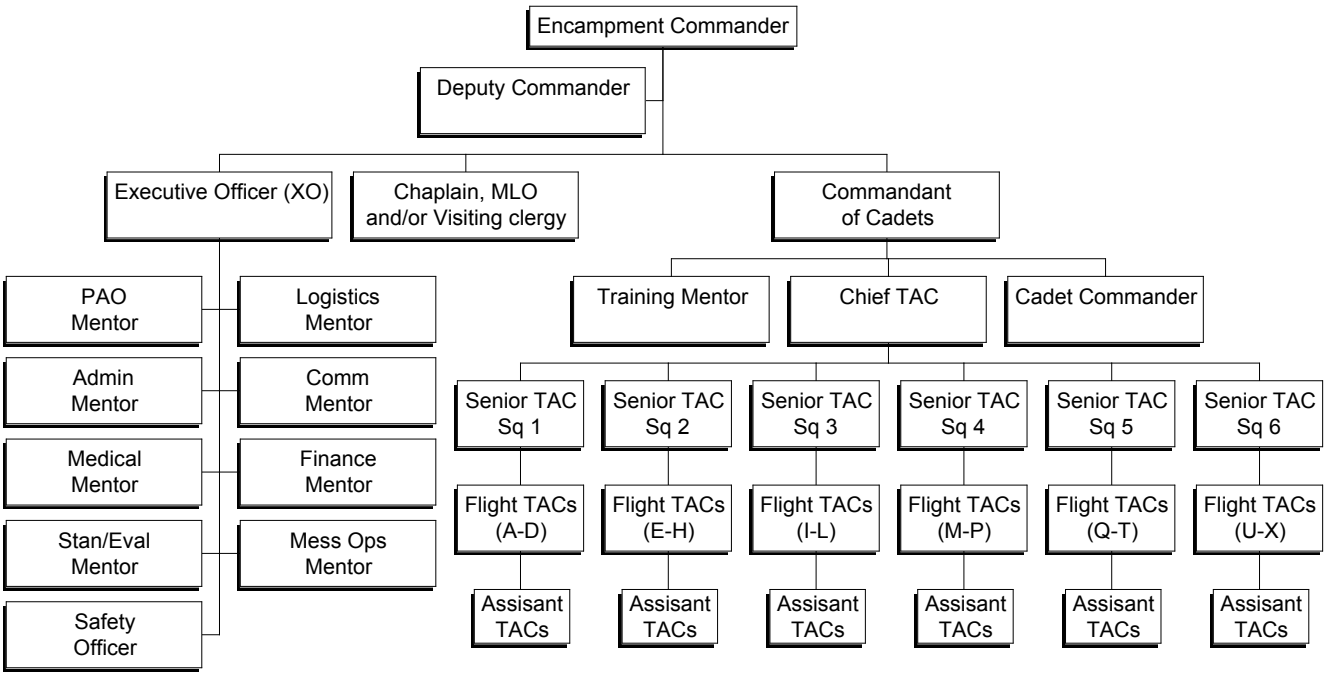


Fig. 1-2. (Position/Rank distinction may be made through position nameplates, shoulder chords, colored ballcaps, etc.)

e. Safety Officer. The safety officer, appointed by the encampment commander, will be responsible for advising the commander regarding safety practices during all facets of the encampment.

(1) Responsibilities:

- A pre-encampment review of plans to assure the program stresses safe practices and will instill an attitude of "safety first" in all participants.
- Review schedules of duty performance to ensure that adequate rest is available for all CAP participants.
- A pre-encampment survey of encampment area, facilities and equipment to assure such items as:
  - Availability of adequate first aid equipment.
  - Ready availability of serviceable fire extinguishers.
  - Equipment such as ropes, ladders, guide wires, etc., are of such serviceable condition as to not create a hazard.
  - Electrical equipment and wires do not present fire or shock hazards.
  - Pot holes, glass or other hazards do not exist in athletic areas.
  - Unremoveable or unrepairable hazards will be adequately marked or identified to all participants.
- The Cadet XO is the cadet safety officer, assisting the senior safety officer in implementing the safety program.
- During the encampment, the safety program will include:
  - Initial briefing on safety
  - Preliminary instructions and continued supervision in the use of all encampment equipment
  - Proper supervision of athletic or physical fitness activities, such as ensuring warm-up and stretching exercises are accomplished prior to athletic events
  - Emphasis on proper supervision of activities that include climbing, fording of streams, or employing cadets in, or near, areas where firearms are being used
- A fire drill preferably during the first evening of the encampment

f. Chaplain, Moral Leadership Officer (MLO) or Visiting Clergy. The chaplain, MLO or visiting clergy have a very important role at encampment. Chaplains should know that two of the 40 hours of encampment instruction <u>must</u> be devoted to moral leadership instruction or seminar. The chaplain is an essential and valuable part of the encampment commander's staff. However, moral leadership is only a small fraction of what an encampment chaplain does. His/her main job is to keep the commander advised about the morale and overall welfare of the cadets and seniors in attendance. Naturally, to do this well, the chaplain must be active in the overall program. Experienced chaplains will say that the best ministry happens after lights out, when someone quietly seeks out the chaplain to talk about an issue after the hustle of the day is over. The bulk of the "action" for the chaplain will indeed be in the late evening hours, so schedule accordingly—often the chaplain will need to sleep in the morning longer than everyone else. (See CAPP 265-4 for reference.)

(1) Responsibilities:

- Offer counseling for any individual who requests it
- Provide opportunity for formal worship and daily prayer
- Conduct moral leadership seminars
- Provide emergency ministrations
- Utilize opportunities for inspirational messages
- Debrief with other encampment chaplains or MLOs.
- Ensure that the chaplain themselves get enough sleep, food and water, as chaplains tend to forget about these things during encampments

(2) Examples of Tasks:

- Discuss with encampment staff before the encampment begins the commander's and chaplains goals and expectations, supplies, chaplain office space and hours
- Make courtesy call to the senior installation chaplain to review schedule and facilities and invite them to meet the encampment staff
- Discuss with installation chaplain the dates of the encampment, schedule of services, possible use of chapel facilities and major faith group worship opportunities (ex: prayer meetings, etc.)

- Be present at as many activities as possible--i.e., formations, meals, tours, etc.
- Announce and publicize worship schedule, involving cadets and seniors as much as possible and providing for special religious needs
- Possibly provide a daily invocation and benediction at each formation
- Conduct moral leadership seminar
  - Review purpose of leader, recorder and members
  - Be innovative, creative and imaginative, since most cadets are not religiously committed
- Be on call and available for all emergencies, providing coverage in case of an absence
- Remind staff that cadets can meet with the chaplain at any time, and that request cannot be denied
- Conduct evening devotions (or "rounds")-right before or after lights out each night, as an informal assembly indoors or out, or individually done, and brief in nature (experience shows that after lights out is exceptionally effective)
- Write letters of appreciation for those who gave special support after encampment is over
- Send an evaluation of chaplain encampment activities to wing or national chaplain within two months of the end of encampment (National Encampment to national chaplain, wing encampment to wing chaplain)

g. Senior member Admin mentor.

(1) Overview: The senior admin officer is Administration staff member that "gets the ball rolling" by being the initial point of contact for all the pre-encampment paperwork. Coordinate during this time with the Cadet Admin OIC. Upon arrival to the encampment, the Admin senior is then there to assist the Cadet OIC in accomplishing the tasks at hand. The senior offers assistance. Especially for seniors with many years of admin experience, it is crucial to allow the cadet OIC to work their way for training purposes. Offer advice only if asked for or the work has fallen behind substantially.

(2) Objectives:

- With Cadet OIC, set up filing system for cadet records
- Collect all pre-encampment paperwork and work with cadet OIC to process it
- Mentor, monitor and assist the administrative staff, following mentoring concepts outlined in Chapter 10
- Offer advice in development of in and out processing plans with C/OIC
- Assist in daily tasks, ensuring the cadet staff is on target for completion
- Receive and dispatch any mail
- Report daily to Senior Executive Officer
- Act as "safety net" for admin staff if a critical component is not planned for or accomplished

h. Senior member Communications mentor. The communications staff is responsible for setting up all encampment related radio and telephone communications. The senior is there to help the cadet procure equipment for the base radio (antenna(s) and the radio itself) and ensure proper and safe handling of all equipment.

(1) Responsibilities:

- Mentor, monitor and assist the communications staff, following mentoring concepts outlined in Chapter 10
- Act as a safety monitor for the equipment and the people who are around it
- Help set up the equipment, ensuring safety
- Ensure compliance with CAP regulations regarding radio setup and usage.
- Provide safety briefing to all staff concerning the radio antenna, etc. as needed
- Report daily to Senior Executive Officer

i. Senior member Training mentor. Sets up encampment training schedule, maximizing cadet participation in the process, along with handling schedule changes. Assists cadets in teaching classes if needed.

(1) Responsibilities:

- Teach cadet training staff to do the scheduling and instruction for whole encampment
- Mentor, monitor and assist the training staff, following mentoring concepts outlined in Chapter 10
- Develop overall training schedule for encampment
- Coordination with command staff to set times such as reveille, lights out
- Match instructors to classes

- Assist in monitoring progress towards completion of requirements for an encampment
- Ensure training staff is busy participating in instruction. Give breaks to those who need one
- Coordinate with admin and command staff to determine if the 80% requirement has been met for cadets who are close
- Report daily to Senior Executive Officer

j. Senior member PAO mentor. Assists cadet PAO to learn to perform all the functions of the PA office. Offers mentoring advice when needed.

(1) Responsibilities:

- Teach cadet what PAO does and have them able to perform those duties
- Mentor, monitor and assist the PAO staff
- Provide transportation for photo developing lab, copier place, or stores to the cadet PAO staff
- Assist with photography or videography
- Assist with proofreading any articles or narratives
- Help cadet with visitor greeting and outside press visitations, to ensure proper protocol is followed
- Offer advice to OIC if (or when) needed regarding the PAO staff or the OIC
- Report daily to Senior Executive Officer

k. Senior member Logistics mentor.

(1) Responsibilities:

- Performs any duties of the logistic staff that cannot be done by cadets, such as going to fill the vans with gas, driving across (or off) base to get supplies
- Coordinate with host base supply, if possible, for equipment and perishable supplies
- Mentor, monitor and assist the logistics staff, following mentoring concepts outlined in Chapter 10
- Report daily to Senior Executive Officer

l. Senior member Medical mentor. Encampment medical officer- should be at least first aid qualified. Helps cadets to conduct encampment medical safety briefings. Should be familiar with chapter 13.

(1) Responsibilities:

- Mentor, monitor and assist the staff, following mentoring concepts outlined in Chapter 10
- Ensure cadets do not perform medical functions beyond their capabilities and qualifications
- Offer daily, reveille to taps medical service for any personnel at the encampment.
- Handle the "blister brigade" of cadets with ill-fitting boots
- Keep records of all medical activity
- Keep handy emergency phone numbers, and/or know where an EMT is at all times
- Report daily to Senior Executive Officer

m. Senior member Finance mentor.

(1) Responsibilities:

- Mentoring, monitoring and assisting the cadet finance staff, following mentoring concepts outlined in Chapter 10
- Approving authority for funds
- Keep key or combination to petty cash drawer, and personally dispense the cash
- Report daily to Senior Executive Officer

n. Senior member Flight Ops mentor.

(1) Responsibilities:

- Mentoring, monitoring and assisting the cadet flight operations officer or staff, following mentoring concepts outlined in Chapter 10
- Introduce cadet to procedures of the flight operations officer during an ES mission
- Should be the senior ranking pilot conducting the orientation flights

o. Senior member Mess Ops mentor.

(1) Responsibilities:

- Mentoring, monitoring and assisting the cadet kitchen operations staff, following mentoring concepts outlined in Chapter 10
- Aid staff in preparation of encampment food order
  - Ensure proper storage facilities will exist in encampment site
  - Acquire as much non-perishable food (i.e. canned) as possible, to reduce health risks due to spoilage
- Coordinate with Senior XO or Encampment Commander to acquire cooks (Ex: military reservists), or volunteers for cooking
- Provide initial and final signing authority for borrowed kitchen equipment, ensuring it is returned in the same condition and location as was taken

- Assist cadet staff in setting up KP duty plan
- Assist cadet staff in final clean-up
- Report daily to the Senior XO

p. Chief Tactical Officer. The COC will select an individual with extensive TAC officer experience to supervise the tactical staff. Their duties include training and evaluating TAC officers and assistant tactical officers. The Chief TAC officer is responsible for orienting individuals selected as assistant TACs (or TAC officers) that are new to encampments. The Chief TAC may be delegated the task of conducting the daily TAC officers meeting.

q. Senior Tactical Officer. The COC will select an experienced TAC officer as a Senior TAC Officer and assigned to a squadron. Squadron level encampments will not have a Senior TAC Officer. The Senior TAC Officer provides guidance and assistance to the squadron commander and first sergeant. They serve as a communication channel between the Chief TAC or COC and the TAC officers in that squadron. He also substitutes for flight TACs that need a break.

r. Tactical Officer (TAC). The Tactical Officer is the senior member mentor for each flight. The COC selects TAC officers with the encampment commander's approval. TAC officers report to the COC at the encampment or Senior/Chief TAC officer(s). The TAC Officer or Assistant TAC Officer shall always accompany the flight.

(1) Responsibilities:

- Safety, health and well-being of the cadets
- Training, guidance and assistance to the flight staff
- Mentor the Flt/CC and Flt/Sgt, following mentoring concepts outlined in Chapter 10
- Ensuring that the encampment training program is progressing in a satisfactory manner
- Training and evaluating assistant tactical officers

s. Assistant Tactical Officer. An assistant tactical officer is a senior member mentor assigned to a flight. As with the tactical officers, the COC selects assistant tactical officers from qualified applicants, with the approval of the encampment commander. The assistant TAC is responsible to the flight TAC. Assistant TAC officers are important in lightening the load and lessening fatigue for both parties.

(1) Responsibilities:

- Safety, health and well-being of the cadets
- Training, guidance and assistance to the flight staff
- Ensuring that the encampment training program is progressing in a satisfactory manner

1-9. Cadet Training Group Concept. Encampments may implement the squadron numbering and Cadet Training Group concept identified in the California Wing Encampment Training Manual (ETM), CAWGS 50-16-1, 1 June 1998 paragraph 1-5 b. Copies are available through the CA Wing Cadet programs website, http://www.cawgcadets.org/ or the CA Wing Director of Cadet Programs.

Chapter 2
ENCAMPMENT MODEL

2-1. Introduction. Our encampment model has objectives, phases, and a training plan. Like bones, objectives give structure and support to the "body"; they support encampment by giving us direction and telling us where we are going and what we need to do. The thyroid gland regulates growth and development in the body, just as the AFROTC Training Guide (see Chap. 3) regulates our training program. The training program includes the material we teach at encampment.

2-2. Objectives. "It's difficult to know that you've reached your destination if you have no idea where you're going." Probably nobody will argue with this quote; it's just common sense. That being the case, it's important the encampment staff, i.e., YOU have an idea of the encampment's "destination."

The encampment provides a challenge with objectives: trying to define them! It seems that there are countless opinions about what encampment is for, what training is most important, what should be taught when, and so on. The reason is, an encampment trains on so many different levels and with many different objectives. At this point, rather than trying to provide an exhaustive list of objectives, it is more productive to understand the kinds of objectives there are to help in creating your list. This process of defining or discovering objectives and then determining and implementing strategies to accomplish them is really what your job as a staff member at encampment is all about. Let's begin to build our model (or establish your reference for decision making) by looking at the kinds of objectives at encampment. This process should be done by the cadet staff in preparation for the encampment- even before anyone arrives to the encampment site. A clear objective ahead of time provides focus and unity of purpose.

b. Encampment Skills. The first group or category of objectives we need to understand relates to those things we expect cadets to be able to do to succeed in the encampment environment. We provide a detailed set of behaviors (things to do) for cadets in the Basic Cadet Operating Instruction (OI). The OI, along with the *Uniform Manual* (CAPM 39-1), the Drill & Ceremonies Manual (AFMAN 36-2203) and *Leadership: 2000 and Beyond* provides the specific information about what we expect a cadet to do, and to a great degree, how it is to be done. Although we are calling this category "encampment skills," many of these objectives also relate to a cadet's regular training at their home unit. As examples, objectives in this category relate to:

(1) Performance of drill and ceremonies precisely, and in accordance with (IAW) definitions and procedures outlined in AFMAN 36-2203.

(2) Maintaining individual barracks appearance IAW the encampment OI.

(3) Behaving with proper decorum IAW the dining hall OI.

(4) Wearing the CAP uniform IAW CAPM 39-1.

(5) Participating in encampment activities on time and in proper uniform.

(6) Attending academic classes at the encampment.

(7) Learning (and being able to demonstrate that learning) the material presented in those classes.

The list above is intended to give you an idea of what behaviors and objectives fall into this category, not to limit your thinking or ideas about the category.

Please note that behaviors relating to the Encampment Skills objectives are observed and measured easily, and this evaluation can take place during the encampment itself. As an example, standing at attention is clearly defined in AFMAN 36-2203; any staff member (or other cadet) can observe someone standing at attention and critique their performance against the published standard. One of the individual skills we are trying to teach is "attention to detail." Again an example: the cadet is expected to arrange his personal equipment according to the encampment OI. While the concept of "attention to detail" may be difficult to observe or measure, we can easily and objectively measure the results of his effort at maintaining his equipment with the published standard. This "indicator behavior" (careful arrangement of equipment in drawers, buttons all fastened, hangars equally spaced, etc.) tells us how well the cadet has achieved the objective of paying "attention to detail." Perhaps encampment skills can best be defined as those behaviors that define the daily individual routine of the cadet at encampment.

c. Flight Objectives. This category of objectives includes behaviors having to do with the flight as a group of individuals who relate to, respect, and depend on one another. Esprit de corps, teamwork, loyalty to the group, and interdependence are all exam-

ples of the results of meeting flight objectives.

It's easy to set flight objectives and then assume that they are being met at encampment. It's more difficult to measure and assess their achievement objectively. As there is no standard scale for "teamwork" or "group interdependence," we have to rely on indicator behaviors to help make evaluations about how well the members of the flight are doing at forming a good, cooperative group. Flight staff, and the TAC officers should notice how the group is interacting.

There are observable group dynamics that the flight staff and TAC officers can take note of. Every group of humans follow these general behavioral patterns- seminars, flights, co-workers, and they can be used to measure the group's cohesiveness.

(1) Forming: this is the initial "polite" phase where the group gets to know one another. Members are inhibited in behavior. People ask themselves "How will I contribute? How do I want to be perceived?" Little is accomplished at this stage, and attachment to the team is tentative. Excitement is the highest, but fear and anxiety about the task lying ahead will be prevalent. People will either try to block progress, withdraw, seek recognition or attempt to dominate.

(2) Storming: this phase is when everyone gets on each others' nerves. This is characterized by petty arguments and infighting, trying to influence and control, forming subgroups, being defensive and competitive, and resisting leadership. This stage occurs because the activity or task is different and more difficult than expected. People grow impatient because of the lack of progress. Questions like "Will I be able to influence others? Will I be a respected member of the group?" will be thought of. This is the phase where the flight begins "rebelling" against the flight staff (and when flight staff usually yell the most). Careful direction and communication to ease fears in the initial stages reduces the impact of this stage. The group seems to "fall apart" when the opposite is happening.

(3) Norming: when the group begins to make behavioral boundaries- developing "norms." The team ground rules and roles of each individual are laid here. This is characterized by the flight testing their behavior within the framework of the encampment rules, adopting stereotypic roles (comic, bully, leader, etc.), attempting to harmonize. Although arguments might ensue, they are often less individually charged. People will ask themselves "Will I be liked? Will I like the others? What do we and don't we discuss? What roles do I know others play in the group?" People will feel relief that everything will work out.

(4) Performing: This is the stage where the flight reaches "realization." They perform as a group, know their limitations and abilities, and achieve maximum performance. Unity and pride are spin-offs of this stage. It is characterized by the group being able to perform their best with minimal (or no) instruction, having flexible roles and relationships, a close attachment to the team, ability to work through or avoid group problems and have constructive self-change.

(5) Separation: this occurs when the group is going to break up or lose a portion of their team. At an encampment, separation is similar in nature to storming, and usually occurs right before the graduation ceremony. The loss of the closeness of the unit when it reached the performing stage is what really hurts inside. Knowing that separation is imminent, individuals will attempt to reduce the pain by lashing out at others, consciously or not.

The duration of each stage depends on individual and team maturity, task complexity, leadership, and organizational climate. Trying to skip steps is dysfunctional; group dynamics are a growth process. Much as a child does, a group must go through each step. One cannot expect a five year old boy to suddenly grow two feet and have a beard overnight.

It is important to realize a few things with regards to group dynamics: First, these dynamics apply to ALL groups, no matter the situation, be it a flight, squadron, executive staff department, the cadet staff as a whole, senior staff or the encampment staff as a whole, seminar or whatever. These behaviors are observable within any given group.

Second, the stages overlap, and they are not definite, as each group is unique. Groups may in some aspects be in the performing stage, while still in the norming stage in others. An example with a flight would be drill versus their personal time in the barracks. While they may be lousy at drill, fighting all the time as a result, the flight could be cohesive and unified when using their personal time to better themselves and their flight's performance.

Third, as a leader or commander, you are not a "failure" if your group doesn't reach the performing stage. This is a learning experience, and with the short duration of encampment, one must understand that some groups or individuals take longer to reach the performing stages. The separation phase sometimes overshadows the fact that the group has actually reached the performance stage.

d. Personal Objectives. These are the skills and techniques a person acquires at the encampment that contributes toward his or her own development. Examples of this would be self-confidence, self-reliance, and a better self-image. Encampment offers a unique opportunity for meeting a challenge and personal growth. Creating an environment that calls for great effort from the cadets can be accomplished with safety (psychological and physical). If the cadets have the support of the staff, and more importantly their peers, with a good chance of achieving success, the job of preparing the cadets to meet their "personal objectives" at encampment is accomplished.

e. Definition of Encampment Objectives. It is the responsibility of the staff, from top to bottom to define the objectives of their encampment at the earliest stage possible. Doing so provides focus and unity of purpose in accomplishing the objectives.

2-3. Program of Instruction. The training program at encampment includes material in three areas: Academics, Encampment Skills Instruction, and Personal Development and Counseling. Based on material found in the training program, we can define most of the objectives for the encampment.

a. Academics. These include most formal (classroom) material presented to the basic cadets as required by this manual. We will evaluate the basic cadets learning of material in this area through written and oral tests and quizzes.

b. Encampment Skills Instruction. These are skills that are closely related to the encampment objectives we talked about in the previous section. The primary sources for this material are the encampment Standard Operating Procedures and AFMAN 36-2203. This area includes both formal instruction and "barracks practice" (or drill practice)--the things we expect cadets to DO to learn at encampment. The evaluation tools to use are quizzes (written and oral), "spot checks" and inspections. For those cadets with in-flight positions, timely feedback is paramount- otherwise they learn little.

c. Personal Development and Counseling. These are areas of the encampment training program devoted to the individual cadet, his character, and maturation. Any counseling, guidance, or personal instruction given to the basic cadets will fall into this area.

2-4. Summary. There is one important organ that we have not mentioned in our discussion. This organ is the dedicated staff members. This organ is the one that keeps everything alive, moving, and circulating enthusiasm and experience to every individual in attendance. The staff is the heart of encampment.

Chapter 3
TRAINING GUIDE

3-1. General.

a. Training in CAP is a unique situation. As a paramilitary group, we follow certain customs and courtesies that have evolved from the military; we call the rules by which we operate regulations. We wear a military uniform and have the military's respect for discipline, image, bearing, and attitudes. However, we are NOT in the service. Unlike the military, there is no legal "punch" behind our orders. This makes the responsibility of leadership and training in CAP an even bigger challenge than it is in the military service. A leader must "pull" their subordinates from the front, not "push" them from behind. The effective CAP leader must have the respect and followership of their subordinates, or they cannot succeed at their task.

b. In training the basic cadets, staff members need to remember that there is no place at encampment for inconsiderate driving of subordinates, for making arbitrary decisions, or for forgetting that each person on the team is important and has a contribution to make. We also need to remember as members of the staff that it is very easy to fall victim to the feeling of self-importance that comes with responsibility in this organization. Often, staff members will forget that the purpose of the staff is to serve and train the basic cadets, instead of the other way around. Sometimes, in satisfying our own needs, we neglect the needs of our subordinates and fellow volunteers. Avoiding these pitfalls is key in accomplishing our mission at encampment. The authority that we hold as members of the staff is derived from courtesy and *mutual respect*. That respect accorded us must be a reflection of the way we treat the cadets. There is an old adage about what CAP stands for: "Control And Power." Do not let this defeating, selfish thinking inflict you. We must EARN the respect of the cadets at encampment; to train them effectively, we must deserve their trust and their confidence.

3-2. ATG Overview. The Air Force Reserve Officer Training Corps Training Guide (ATG) provides the exact direction we need to apply at encampment. There are five steps to the ATG- Expectations, Skills, Feedback, Consequences, and Growth. The sections below are a paraphrasing of the ATG.

a. What is mutual respect? Having a strong feeling of respect for your supervisor as a person produces dramatic effects compared to merely respecting your supervisor because of their power over you. If you respect the person, you then feel committed toward that person and look forward to working for them again. However, if you only respect your supervisor because of their positional power, then you perform primarily out of obligation or fear and are motivated to only accomplish enough to keep that supervisor off your back.

There are plenty of supervisors whom you obey simply out of fear or obligation; and, yet, all of you can picture that other supervisor—the one you had the utmost respect for and would do anything to support. Just think of the terrific potential that would exist in CAP if more supervisors would motivate through mutual respect. It can happen!

b. How do you establish mutual respect? In order for mutual respect to occur, it is critical to remember what the word mutual implies—respect given out as a supervisor as well as received. Some supervisors make the mistake of taking a position where they refuse to show any respect to the subordinate until the subordinate earns the respect. The subordinate then works and performs only out of obligation or fear of the supervisor and mutual respect is never established!

A word of warning: Don't take it for granted that mentally agreeing with mutual respect is the same thing as actually applying it. The ATG requires you to accomplish five steps in building mutual respect with your subordinates.

c. Guidelines.

(1) Set the Example. Portray the attitude "do what I do."

(2) Avoid Sarcasm. Sarcasm only breaks down self-esteem.

(3) No Profanity.

(4) Corrections Should Be Constantly Consistent.

(5) Physical discipline. "PT for punishment" is not to be administered at any time during a CAP encampment. Limit physical activity to physical training time or sports time.

(6) Know the Regulations.

(7) Be Serious. Treat hard work with respect.

d. Inappropriate training.

(1) Physical Maltreatment. Any practice defined as physical cruelty or maltreatment under the Cadet Protection Policy. Examples include screaming into a cadet's ear or striking a cadet.

(2) Physical Contact. There will be no physical contact (touching) between staff and cadets. The only exception is to correct military bearing or posture after first receiving the cadet's permission.

(3) Verbal Maltreatment. This is abusive language directed at a cadet that degrades or slanders the character, religion, sex, race, color, national origin, or ethnic background of a person or group.

(4) Maltraining. Any training practice that is not designated to reach a training objective. Examples include unnecessarily embarrassing a cadet in front of their peers, assigning remedial training that does not fit the discrepancy, and making cadets do degrading tasks. In other words:

ONLY DO TO THEM WHAT YOU WOULD WANT DONE TO YOU

3-3. Expectations. In the EXPECTATIONS phase, you clearly spell out in advance what is required of your subordinate so they have every possible chance of doing the task correctly. You may not like this; but, when you do not clearly state your expectations to your subordinate and the job gets done incorrectly, the subordinate is not to blame—you are!

a. Introduce yourself. Even if you have been around your subordinate for a while, it still needs to be done in a modified form when you become that person's supervisor. There are three points to emphasize in introducing yourself to your subordinate.

(1) Position. Clearly state your position in regard to your subordinate.

(2) Background. State your background and experiences. An example might be, "This is my second year at Encampment. Last summer I was in training, so I am familiar with what we will have to do to be successful. I have learned by experience some things that can help us come out on top."

(3) Values. It is important that we immediately convey to the subordinate our values to help that person appreciate our perspective. For example, "I expect you will make some mistakes, and we can work with that; but I simply will not tolerate deception. If you have done something wrong, admit it. You are entitled to mistakes with me -- you are not entitled to deception."

b. Set a positive atmosphere. As you well know, much of a relationship is based on first impressions. They often last long after the initial behavior has changed. If your goal is to establish a positive motivation in the subordinate, you need to set a positive atmosphere from the start.

Dr. James Dobson (1970) contrasted how two people can achieve different results when they set out to establish a positive atmosphere. Pay close attention to the two different styles that Dr. Dobson talks about in his book Dare to Discipline. First, let's hear from C/MSgt Peach (paraphrased from Dr. Dobson's Dare to Discipline):

> *"I'm so glad we had a chance to get together. This is going to be such a fun summer for you. You're going to like me and I'm going to like you, and we'll just have a ball." But, the next day, Cadet Butch wants to know what everyone else is questioning, too. That is, how far can we push Sergeant Peach? At a well-calculated moment, he challenges Sergeant Peach with a small act of defiance. Now, the last thing that Sergeant Peach wants is conflict, because he had hoped to avoid this sort of thing in their relationship. He does not accept Cadet Butch's challenge; he pretends not to notice that he didn't do what he told him to do. Everyone saw what happened; it wasn't a big deal, but Butch survived unscathed. From that moment on, chaos begins to grow and intensify. Two days later, Sergeant Peach is beginning to notice that things are not going very well. He's doing a lot of screaming each day, and he doesn't know how it got started; he certainly didn't intend to be a violent supervisor. Soon life has become intolerable, and the thing he wanted least begins to happen—the cadets openly reveal their hatred and contempt for him."*

Sound similar to what you have witnessed from a few immature supervisors? Many fall into the same mistake because they did not properly establish the right positive atmosphere in their EXPECTATIONS. Let us continue with C/MSgt Justice, paraphrased from Dr. Dobson's Dare to Discipline:

> *"Sergeant Justice wants to be liked by his subordinates, too, but he is more keenly aware of his responsibility to the subordinates. On his first meeting, he delivers his inaugural address. 'This is going to be a good encampment, and I'm glad you are my flight.. I want you to know that each one of you is important to me. I hope you will feel free to ask your questions and enjoy learning in this flight. I will never embarrass you intention-*

ally, and I want to be your helper. But, there is one thing you should know. If you choose to challenge me, I have one thousand ways to make you miserable. If you don't believe me, you just let me know and we'll start with number one. The Commander has given me the responsibility of teaching you some very important things this summer, and I have to get you ready to demonstrate them. That's why I can't let one or two show-offs keep me from doing my job. We have a lot to learn, so I think we'd better get started.'

About two days later, Cadet Daring challenges him cautiously, and Sergeant Justice responds with the pre-warned consequence. Everyone in the flight gets the message—it doesn't pay to attack Sergeant Justice. The element knows he is tougher, wiser, and braver than they are. He can loosen his control; the flight can laugh together, talk together and interact together. But, when Sergeant Justice says, 'It is time to get back to work,' they do it because they know he is capable of enforcing his expectations."

Dr. Dobson's international best seller was not written only for cadets. His message is clear. All supervisors must establish the correct atmosphere when establishing EXPECTATIONS with the subordinate. Here are some guidelines to help achieve that positive atmosphere:

(1) I will help you. It is important to let that subordinate know that you will support them.

(2) I will not carry you. No matter how helpful you are, you must remember that it is still the subordinate's responsibility to perform. You will willingly help them, but you will not take over for them.

(3) Appreciation of subordinate's strengths. As a supervisor, it is your task to find those strengths and have the cadet apply them for the team's benefit.

(4) Requirement for feedback. The supervisor *and* subordinate must give feedback in *both* directions. A good supervisor will seek feedback from his/her subordinates.

(5) Your commitment to the program. Many times you will see an immature supervisor sabotage a program by giving a message like, "Good luck, here. I know I wouldn't be doing this if I had it to do over again." Instant let-down for the subordinate! If you cannot support the program, then have the courage to get out instead of being hypocritical.

c. State the obligations of the subordinate. There are certain obligations that need to be clearly spelled out by a supervisor so the subordinate knows in advance what is expected.

(1) Respect your authority. Regardless of personal values or personality differences, the subordinate must recognize and respect your supervisory authority. This does not mean the subordinate cannot question, debate or respectfully speak their piece behind closed doors with you; but, once those doors open, the subordinate must know that they are expected to still respect and submit to the authority the supervisor holds. Do not abuse this respect!

(2) Compliance with standards. It must become obvious to your subordinate that you expect them to comply with the established standards and that you will enforce them. A Squadron Commander of an Air Force flying squadron once advised his pilots that, "You will make mistakes that you are not proud of. Admit them, take your consequences, and then be better for it. I will respect you for that, and you will be forgiven. However, if you ever intentionally break a flying regulation, I want you to know in advance that I will do everything in my power to take away your wings." There was absolutely no doubt in that squadron about what that supervisor thought of compliance with standards!

(3) Maximum effort. You should always expect from your subordinates maximum effort, even if maximum performance is not reached.

d. Explain the rationale behind the task. Few things are more frustrating than doing something with no rationale or relevance to you. Most people are willing to provide honest effort if they believe their effort is purposeful. You may be saying to yourself, "But I do not have the time to explain rationale for everything I do; plus, I don't think I should have to. Subordinates must learn to do things regardless of whether they see the relevance behind them."

Sometimes, what may seem routine to you may need some explanation. And don't be afraid to scrap a plan if you cannot find any rationale for it besides "we've always done it that way!" If the following two items are covered by the supervisor, you increase the chances the subordinate will find your tasks personally meaningful, and worth their energies.

(1) Relevance. Granted, as a supervisor, you will often be tasked to do something that appears irrelevant to you. If you can't find any relevance in what you are doing, your subordinates won't either.

(2) Importance. When you provide a task to your subordinate, see if you can also express the degree of importance that you feel for that task. All

tasks vary in importance. Let your subordinate know your "investment" in this task as well as theirs.

e. Provide an overview. In the field of psychology, it has been determined that "fear of the unknown" is a major contributor to stress. A psychologist named Malmo conducted a study to see if there was any relationship between someone's level of arousal or anxiety and their ability to perform a given task. The results of his study are shown in Figure 4-1. Consider the far left of the horizontal axis, representing someone who is sound asleep. Notice their ability to perform is almost zero... people who are asleep cannot perform tasks they are asked to do (except possibly "lie down" or "snore!") At the other extreme of the axis is the word "Terrified." Imagine someone trapped in a burning house or a car in front of an oncoming train. Someone in that situation would probably not be very good at solving equations or painting a picture. What we can conclude from Malmo's study is that there is some level of arousal (or "awakeness") necessary for someone to perform a task, and that there is a best ("optimal") level where the best performance will be achieved.

(1) Explain the future. Do not keep it secret! A very quick overview at the start of a task puts people's fears of the unknown to rest and gives them some appreciation of what is about to happen to the person they think most highly of—themselves!

(2) Realistic expectations. Let your subordinate know that these are realistic tasks that can be accomplished.

(3) Seek feedback concerning the subordinate's willingness. If there is a fire, you don't care what they think; your job is to get them out of the building safely. However, most activities involve "selling" to some degree. Observing their reaction will tell you how much selling is needed.

3-4. Skills. In 4-3 we discussed how vitally important it is that you let your subordinate know very clearly, and in advance, just what it is you expect of them. In the second step of the ATG, you provide that subordinate with the skills necessary to succeed, in order to meet your expectations. Before you can give any kind of feedback or consequence, ensure that the subordinate obtained the necessary skills.

a. What do supervisors try to accomplish when teaching or training?

(1) In teaching you are trying to impart the desired information in an understandable manner. Is the information really what the subordinate needs to be successful? Just what is it that this person needs to know? Teachers can ramble on all day long about various topics, but if those topics are not related to what you need to know, you will probably do very poorly on the test.

(2) Once the correct information is decided upon, is it given in a manner that can be understood by that person? If a student doesn't understand what the teacher is saying, simply repeating the same words over and over probably will not work. The teacher will have to use different words or different reference points to get the message across so it can be finally understood. If your subordinate cannot understand the information you are teaching, do not assume the person is unteachable—change the manner in which you teach.

(3) After you teach the information in a manner that is understood, you want to train through repetition of that task. Your goal in training is to perfect performance through repetition—it must become instinctive. When it becomes instinctive, you have truly mastered that skill.

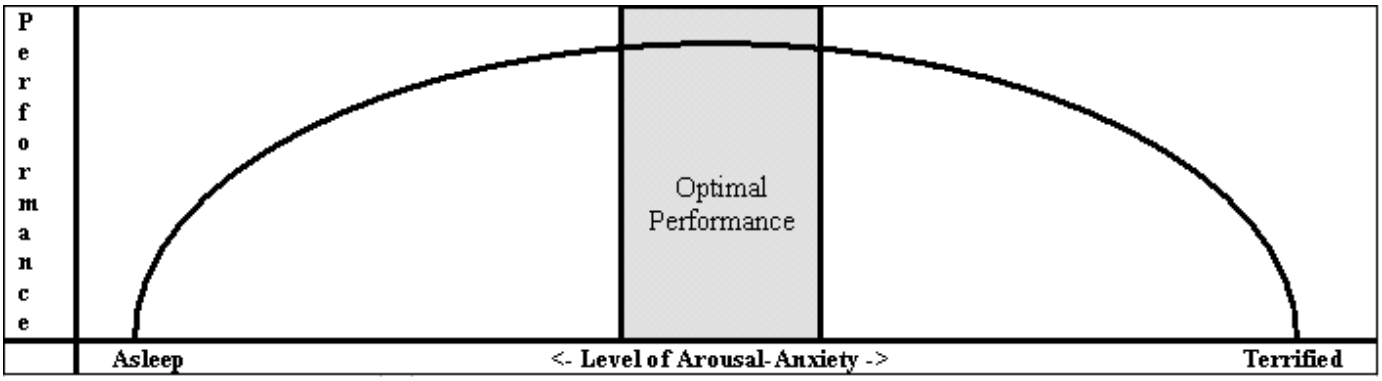


Figure 4-1. Malmo's study

(4) Some people have a negative concept of the word "training." That is very unfortunate because it appears these people see "training" as equivalent to "harassing." If a supervisor doesn't realize that "training" is nothing more than being committed to helping the subordinate learn a skill through repetition, then that subordinate is doomed to failure at that skill. In the name of not wanting to harass a subordinate by enforcing training on them, what the supervisor is really doing is crippling that subordinate by never allowing them to obtain that skill.

(5) Your overall intention behind teaching and training is to help improve the subordinate in order to satisfy the mission—not to satisfy your ego! Many an irresponsible supervisor has trampled all over a subordinate and made that person feel really low for the real purpose of making themselves feel big. If you cannot put your ego aside and do everything in your power to help improve that subordinate, then you shouldn't be a supervisor.

(6) One other point is worth mentioning along these lines. Your initial intention should be to teach and to train your subordinate—not to screen! If you have devoted all of your energies to teaching and training someone and, at the end, it is obvious this person still does not have the necessary skills to succeed, the screening should be obvious. However, if you reverse that process and make your initial intention to screen, then that subordinate will never acquire the necessary skills. An analogy would be that if you made a quick screening decision on a cadet and said to yourself, "This person will never make it through this program and I had better do CAP a favor by screening him out as soon as I can," then, of course, they are destined to fail. Yet, your initial job as a supervisor is to do everything in your power to help them win! Teach and train first—then let the screening process take its natural course.

b. Modeling the desired skill. Since we know that much of learning occurs through imitating or modeling someone else's behavior, it is absolutely imperative for supervisors to model the correct behavior. Whether you like it or not, when you become a supervisor, you become a role model!

(1) Lead by example.

(2) Show them, don't tell them. Your actions always speak louder than your words.

c. Using rehearsal skills. As stated earlier, in training the desire is to perfect the performance through repetition so that it becomes instinctive. A sophisticated term for repetition is known as "rehearsal skills." This rehearsal can be done strictly in the mind (covert) or it can actually be demonstrated (overt).

(1) Imaginary rehearsal (covert).

(a) More and more people are discovering that if you see yourself perform a skill enough times in your mind, you will actually be able to do it in real life.

(b) There are numerous examples of how imaginary skills are effective: the karate person who visualizes himself striking their hand through a cement block; the Olympic diver who imagines exactly how the dive will look to obtain a perfect score before the dive is made; the F-4 pilot who pictures exactly what that bomb run will look like all the way to the "bullseye"; or the baseball pitcher who sees in his mind exactly where the ball will travel as it crosses the plate. Visualization (in the proper context) can be an excellent aid in acquiring a skill. Help your subordinate learn a new skill by teaching them to picture doing that skill repeatedly—perfectly each time!

(2) Demonstrated rehearsal (overt). The actual repetition of doing something over and over again is invaluable for building confidence and skill in accomplishing that task. Examples would be reciting knowledge, taking tests, marching, athletics, and even learning to be assertive. A tip to help master this skill: start with a small task and master it; move on to an increasingly harder task and master it; move on, etc., until the desired skill has been completely mastered. Learning the task in increments is a proven technique for mastering a particular skill.

3-5. Feedback. Feedback is incredibly important to people. Much of their future performance and self esteem depends largely on the feedback they are given. It is essential in leadership development that feedback be given over and over and over again. Supervisors have to be willing to take the energy to give both positive and negative feedback.

a. Rules for feedback. There are some guidelines that are useful when giving feedback whether that feedback is good or bad. **INPUT +** is an acronym that encompasses these rules for feedback.

I: Immediate feedback. It is very important that your feedback be given as soon as realistically possible. Feedback is much more applicable and more easily associated with the behavior demonstrated when done as soon as possible. Thanking someone

for their good work two years afterwards has less of an impact than immediately afterwards.

N: No labeling. There are dozens of common, negative labels—wimp, geek, slacker, clumsy, etc. A supervisor who uses a negative label in referring to their subordinate is being very destructive. If a subordinate keeps hearing a label associated with them, it is only a matter of time before that subordinate actually starts believing that label. Doing so is a failure to meet any general training guidelines, and harmful to the cadet.

P: Proper person. When you have some feedback to give, make sure it is directed toward the person who needs it. If you are an element leader in charge of twelve cadets and one cadet had a poor shoe shine, address the guilty cadet, not the entire group. How many times have you resented being generalized and accused of having poor shoes, when in fact only one or two people have bad shoes? And what if you did all the work on the flight's guidon only to hear your supervisor thank the whole group with no mention of you? As a supervisor, you need to talk to the person who needs your feedback, not everyone in general.

U: Uniquely specific. The feedback that is provided should be as specific as possible. "You marched poorly today" should be translated into, "Your arm swing was too large. Next time, shorten it by about four inches." It does little good to tell someone that they have a "bad attitude" if that person does not specifically know what to change. The more specific you are with your feedback, the more likely it is to be changed.

T: Talk about the behavior. Remember that the behavior is what the feedback is based on, not the person. An immature supervisor will get so wrapped up in accepting or not accepting the person that the actual behavior is not even noticed.

+: Plus. No matter what kind of feedback you give, it is important you end on a positive note (the "sandwich" approach). Some of you are saying to yourselves, "But you have never met my subordinate. There's nothing positive about them!" There will be times when you will have to really stretch your brain, but it is, nonetheless, important you do end on a high note. It may have to be a simple statement like, "I know you are capable of doing much better work than this. I have every confidence that you can." Sincerity is key; most people will realize you're using the sandwich approach, and doubt your sincerity if the praise isn't given wholeheartedly.

b. Providing feedback for positive behavior.

(1) It is perhaps obvious that the feedback given when your subordinate does something good will be different from when that subordinate does something bad. Let me discuss some key points for how to provide feedback when your subordinate demonstrates a positive behavior.

(a) **INPUT +**. Some areas of feedback do remain constant, regardless of whether or not you are providing positive or negative feedback. **INPUT +** should always be used.

(b) Provide it! There is a critical need to provide positive feedback and, yet, this need is often neglected. Sometimes, supervisors do not provide positive feedback because they assume their subordinates can somehow "read their minds" and know when they are satisfied, or they take the approach that "no news is good news."

(c) Public recognition. There is a simple adage with a remarkable amount of truth in it—"Praise in public, punish in private." Most people enjoy having their good qualities well known and their embarrassments kept secret. Do not neglect the many, excellent opportunities that you have to praise your subordinate in public. It does not have to be a formal ceremony with a lot of pomp and splendor (although there is nothing wrong with that). It can be something as simple as the next time you have an entire group together, speak to your subordinate in a loud enough voice that the other people in the group can also hear it. For example, as all of you are lining up in formation, you yell out to Cadet Wood, "Hey, Cadet Wood, terrific job today in Volleyball." Now, everyone has "subtly" heard about Wood, and Wood feels proud of what he did without being embarrassed over it.

(2) However, there is one warning regarding this principle. Your public praise should not have the effect of pitting the other people against your subordinate. Nothing will get your subordinate into quicker trouble than to word your praise as, "I want you all to see how well Cadet Smith did. I am sure proud of him while the rest of you should be ashamed of yourselves." Can't you just picture what will happen to poor, old Cadet Smith when you leave and he has to go back to working with his "buddies"? However, do not become so paranoid about these cases that you fail to publicly praise your subordinate. Also be wary of condescending praise; making a big deal out of Cadet Wood's shoes being tied right has a negative effect.

(3) Note also that a subordinate should not have to finish at "the top" to receive public recogni-

tion. It is a good idea to call attention to your middle-of-the-road performers who make a large improvement even if they didn't end up at the top.

(4) Challenge. After you have provided your positive feedback, it is often valuable to add on a realistic challenge. Section 4-7, GROWTH, will go into much more detail concerning how to appropriately provide challenges. Challenges provide a new level for the subordinate to strive for and keeps complacency from being a problem.

c. Providing feedback for negative behavior. Often, supervisors only give feedback when something goes wrong. We just discussed some key principles for giving feedback for positive behavior. Now, let us take a good look at how to appropriately give feedback for negative behavior.

(1) **INPUT +**: needs to be given whether the behavior demonstrated is positive or negative.

(2) Get subordinate's impressions. This can be used to determine if the problem is "skill" related or "will" related. "Skill" problems occur when the cadet doesn't have the necessary "skill" to accomplish the task. Correction should be given in an educational manner- "zapping" someone for something they didn't know destroys morale and the mutual respect. "Will" related problems should have consequences; the cadet had the knowledge, but chose not to do it, or didn't apply themselves fully (maximum effort).

(3) Ask "what" or "how." What is the typical response when you ask the question, "Why did you do this?" You guessed it—"No excuse, ma'am/sir." Absolutely nothing has been learned except that you have, indeed, trained someone to instinctively respond to a "why" question by stating, "No excuse, ma'am/sir." If you really want to learn the reason for someone's negative behavior, then start your sentences with "what" or "how." By using "what" instead of "why" you learn the real intentions of your subordinate. A good follow-up question would be, "<u>How</u> do you plan to keep this from happening again?"

(4) Model the observed behavior. Sometimes the best feedback that a person can get is by watching themselves actually doing the behavior. It would be nice if we, as supervisors, could always walk around with a mirror so we could show that person what they look like. You can serve as that mirror. For instance, show that subordinate how they made that pivot incorrectly while marching. Then give the subordinate the correct picture by modeling the proper way. Be careful to not mock the individual, especially in front of the group. An immature supervisor will get angry with a subordinate and inadvertently make fun of them.

(5) "Sandwich approach." When providing negative feedback, one of the primary objectives is to make sure that feedback is indeed heard and accepted. Experimentally, it has been shown that a person is in a much better mental framework for accepting negative feedback if it has been "cushioned" in the right manner. That is why the "sandwich approach" is successful in ensuring the feedback is heard.

(6) Re-support. Most people feel detached or not as close to the supervisor when receiving negative feedback from them. It is, therefore, important to restate your message of support.

(7) Their responsibility. Just like your message during the EXPECTATIONS phase, it is important to reemphasize that, although you do not like a person's behavior and are still willing to support them, you cannot—and <u>will not</u>—take responsibility for their actions.

(8) Consequences. After telling the subordinate it is their responsibility to change this behavior, it is important for you to tell that subordinate what the predictable consequence will be if the negative behavior continues. This is not a threat, nor should it be conveyed as one.

(9) Game-plan for improvement. If you have told a subordinate what is wrong and you have warned them about the consequences that will occur if that behavior continues, you still cannot be confident this behavior will be corrected unless you know what the subordinate's game-plan for improvement is. A good place to start is by asking, "<u>What</u> do you plan to do differently next time?" or "<u>How</u> will you guarantee these reports will always get to me on time?" Now you will start to get some idea of just how your subordinate plans to fix this undesired behavior.

(a) Does this plan satisfy you? You will not come up with the game-plan- force the subordinate to do that. However, you can add your input to help "shape" this plan into something you both honestly believe will work.

(b) Is it realistic? It does no good to come up with a pie-in-the-sky plan that sounds great but you know will never be put into practice.

(c) Is the subordinate committed to this plan? If your subordinate is only showing a half-hearted willingness to carry out this plan, then it will surely fail. When you suspect that your subordinate is not committed to the plan, then immediately confront them. For example, "Bill, you don't seem <u>really</u>

committed to this, and I can assure you that you will continue to have problems unless you are really willing to stick to this."

(10) Follow-up. People can do some marvelous things on their own and can show a tremendous willingness at times to sacrifice self for the overall good. Yet, people can also be downright lazy if left to themselves. If left unchecked, many tasks that need to be done would never get done. That is why, as a supervisor, you need to conclude your negative feedback with a message that says you are going to follow up on what you just talked about. When you establish this game-plan for fixing the unacceptable behavior, you need to tell the subordinate just how you are going to check on them, and then you need to do it!

If you do not establish a consistent follow-up to your feedback, your credibility with your subordinate will soon erode and that person will eventually test you. Maybe it will start innocently, like when the subordinate is running late and must decide whether to really do what they said they would do in their game plan. Now, that subordinate starts to gamble on whether you will actually be around to check on them based on your previous track record of follow-up. The more they get away with, the more they want to bet. If you ever allow your subordinate to believe that you can be "beaten," you will be tempted to pack up your bags and change jobs, because now you are doomed to having problems with that subordinate.

3-6. Consequences. For those of you who have breezed through the first five sections, slow down and pay particular attention to this section.

Caution: The section you are about to read contains important information that is often misapplied.

Much of the success you will have in instilling positive motivation in your subordinates will hinge on your ability to properly apply consequences. The ATG starts by saying that you need to make your EXPECTATIONS very clear, next you need to teach and train the subordinate so the necessary SKILLS become instinctive, and then you need to continuously provide FEEDBACK to your subordinate on how they are performing that skill. However, positive motivation will never be instilled if you stop there and stay at the feedback level. You see, CONSEQUENCES add some action to all those words that you provided during feedback. Without the action, the feedback will eventually become meaningless.

Often, consequences are not given. Sometimes this is due to apathy or laziness; but, to be quite honest, often they are not given due to lack of courage. It takes a lot of strength for you to go up to your supervisor and request a reward for your subordinate. Why? Because there will be some immature supervisors who believe that giving a reward is "soft" and that type of supervisor will fight you to keep from giving rewards because of their opinion that "tough" equals "good." So, it takes courage to stand up for your subordinates to try to see they get the reward that they deserve. Likewise, it takes real courage to punish someone, especially someone whom you care deeply about. Many a poor supervisor has shied away from providing consequences because it hurt that supervisor too much to do it. Maybe it hurt because that supervisor always wanted to be liked, and they fear that they will not be liked if they use punishment. Maybe it is because that supervisor is not very confident in their own decisions. Maybe it is because there is a tremendous amount of peer pressure that discourages punishment. The simple fact is that giving consequences is not easy. Often, the closer you feel to someone, the harder it is to punish that person; and the further you feel from someone, the harder it is to reward that person. Yet, both rewards and punishments must be given! No matter how well you applied EXPECTATIONS, SKILLS, and FEEDBACK, you will fall far short of your goal if you do not apply CONSEQUENCES.

This chapter not only says that punishment can be given, it says that punishment must be given! Likewise, effective punishment with the absence of rewards will never instill a positive motivation. Both are needed, and both must be given properly.

a. Rules of consequences. "Reward" means a consequence that is seen as something positive to the subordinate. Likewise, "punishment" is a consequence that the subordinate perceives as negative.

(1) Immediate. Just like feedback, the consequence must be given immediately. It ought to be like what Douglas McGregor calls "the hot-stove principle." When you touch a hot stove, the consequence is immediate—it burns you. There is never a doubt in your mind what caused your finger to hurt. It was due to your touching the stove. The stove did not debate whether it was going to "decide" to burn you. It did it immediately, neutrally, and consistently. Your reaction is not to resent the stove for being a stove. No, your reaction is to ask yourself why you were so foolish as to touch it. The longer the consequence is

delayed, the less likely the subordinate will associate consequence with behavior. When this happens, the subordinate is bitter toward the supervisor instead of being honestly open to what they (the subordinate) did wrong. The consequence becomes meaningless.

(2) Be consistent. When applying consequences to a subordinate, be consistent in how you treat that person. A hot stove never debates whether it is going to burn you or not. It simply provides a consequence over and over again. There is no doubt in your mind as you approach that stove how it is going to react. So, you respect the stove and don't touch it if you don't want to get burned. If you know you will always get a particular punishment when you try something, then you stop trying it (unless you are a fool, extremely rebellious, or both). If a subordinate is cleaning their room and you don't always provide some consequence for how the room looks, then they may gamble on whether to clean it today. If you were inconsistent, they may go ahead and "play the game." Now, something interesting happens. If they "play the game" because you are inconsistent as a supervisor and they are caught, guess who they blame? Well, of course, they blame you! Here the subordinate was the one who did the wrong behavior, but now they are going to make it sound as if you are the one who is unreasonable. Why would they think you are unreasonable? Because you have been inconsistent! Not only does inconsistency allow your subordinate more confidence in "playing the game," it also makes your subordinate really resent you whenever you finally decide to provide a consequence. Remember, no one resents the consistent hot stove. They just act appropriately around it and blame themselves for being so foolish as to touch it. That same analogy can be true for you. You can get the kind of respect and results that a stove gets, if you are consistent!

(3) Behavior produces a consequence.

(a) You want your subordinates to learn a very clear message: their actions are going to produce a certain consequence from you. If the subordinate does good work, you reward them. However, if negative behavior is demonstrated, punishment should be given. Remember that it's the behavior that you want the subordinate to focus on.

(b) A common example of giving a consequence not tied to the behavior is when a supervisor reacts based on the mood they happen to be in. Have you ever seen a flight commander who just happens to be in a terrific mood allow cadets to relax and not adhere to the rules? Now, there is nothing wrong with this if they have done some behavior to deserve it. However, your being in a good mood has absolutely nothing to do with their behavior, so your consequence should not either! Likewise, being in a bad mood is no justification for throwing around lots of punishment. Consequences must be given, but only when they are related to the behavior.

(4) Progressive buildup.

(a) How many times have you seen an immature flight sergeant, who is eager to start applying punishment, let some unsuspecting cadet have "both barrels" (the biggest punishment he knew) the first time the cadet does anything wrong? Sound familiar? Let's ask this question. What is the flight sergeant going to use for punishment if that cadet does that wrong behavior again? Cut off a finger? Shoot them? What is left? Consequences must have some progressive buildup. It becomes a hierarchy where the strongest behaviors deserve the strongest consequences.

(b) To have this hierarchy, you as the supervisor or trainer must know which consequences are available to you. This means meeting with your peers and coming up with a wide list of possible consequences—both rewards and punishments—you can give. After you have done all of this creative brainstorming, you then want to make sure these consequences are approved by your supervisors. Check it out in advance so that your consequences have been "sanctioned from above." This will help keep you from receiving an unexpected punishment!

(5) Subordinate's viewpoint.

(a) To be effective, the consequence must be viewed as meaningful to the subordinate. If a supervisor thinks something is a reward but the subordinate does not think of it as something positive, then it is not a reward. The same thing is true for punishment: it must be relevant from the subordinate's viewpoint.

(b) It is sadly comical to witness a supervisor who thinks they are giving a very strong punishment to a subordinate; and, yet, the subordinate is not even slightly fazed by that punishment. A word of advice to supervisors: put yourself in the subordinate's shoes and see what is important to you. Sometimes, supervisors fail to remember which consequences were really meaningful to them when they were subordinates. Instead, they keep giving their subordinates consequences that would have meaning for themselves. Consequences just do not affect all people the

same way. Before choosing a consequence, look at it from the subordinate's viewpoint.

(6) Provide it.

(a) Consequences absolutely must be provided! It is not sufficient to say that a valid reward is merely the "absence of a punishment." If your subordinate does something that deserves a reward, you must have the creative courage to provide it, or you will eventually find a demotivated subordinate working for you. Your subordinate should not have to believe "the best I can do is break even." Likewise, it is a very immature supervisor who believes they can be effective while only providing rewards. Punishment must be given when deserved, or you will lose control of your position as a supervisor and become ineffective.

(b) Cadets offer a myriad of reasons for why consequences are not given. "It hurts too much to have to do it. I may not be liked if I do. I don't want to be considered too tough. I don't want to be considered too soft. I don't see other people providing consequences like they should. My supervisor does not treat me that fairly. I don't have any available rewards to give. I don't have any real form of punishment that has any bite to it. I don't want to get involved. I didn't ever get a reward so neither should my subordinate. I can't punish someone and still be positive. It's okay to keep giving feedback over and over again because most people are responsible enough to correct their behavior if I just keep reminding them what is wrong. I don't have a wide range of consequences available, so after I tried my 'standard' approach and it didn't work, I just stopped trying. Present policies won't allow me to provide consequences, i.e., it's the system's fault. And, finally, I'm not in the habit of giving punishments and rewards." All of these excuses for not providing consequences are common, yet none of them are acceptable. One of the easiest ways to be a failure is to not apply consequences properly.

b. Techniques for providing rewards.

(1) Be creative. There are wide ranges of rewards available. Instead of relying on the traditional ones, challenge yourself to learn and apply a wide variety of rewards. However, make sure that in your creativity you have still provided an appropriate consequence that is relevant and is sanctioned by your supervisors. It is so important for high-level supervisors to allow the lower-level supervisors a degree of flexibility in which they can be creative. As a high-level supervisor, if there is some reward that is taboo, explain it as part of your EXPECTATIONS. The lower-level supervisors need to have some autonomy in developing appropriate rewards. So, be creative. You may surprise yourself with the number of rewards that you can come up with.

(2) Shaping the desired behavior.

(a) It is very important for the supervisor to be aware of incremental changes a subordinate makes for the better. If a supervisor doesn't pay close attention, they may miss that a subordinate has indeed improved in performance, even if the performance is not yet perfect.

(b) There is a term known as "shaping" in which an observant supervisor rewards a subordinate who makes positive changes toward reaching the kind of performance that the supervisor ultimately desires. The key principle in shaping is that the supervisor provides rewards when positive changes are made in the subordinate's behavior. If there is no improvement, no rewards are provided. Rewards are not withheld until only the desired behavior is displayed. They are given incrementally when progress is made. Rewards are not given if the subordinate regresses or merely repeats the previously rewarded behavior. Improvement must be demonstrated to merit a reward. Once the desired behavior is reached, rewards are given only if this behavior is maintained. Once maintained, the rewards increase hierarchically. Shaping is an excellent technique for using rewards to help achieve the desired behavior, and a supervisor would be wise to make use of it.

c. The purpose and intent behind punishment. It is critically important that before we ever give punishment we evaluate "Just what is the purpose in giving punishment, and what do we intend to achieve with it?" Many people never evaluate why punishment is given in the first place. Anyone who uses it in a manner that produces respect knows there was a real purpose behind why they went to the trouble of giving that punishment. Here are the reasons why punishment through positive motivation is given and what the intentions behind it should be.

(1) Directed toward the behavior. It is the behavior that you are trying to correct with punishment. If a supervisor uses it to somehow "get back" at the subordinate, the subordinate may give in and fix the bad behavior. However, they will not want to work for that supervisor, unless forced to, and their results will prove to be very short-term. If they realize you are not out to get them, but instead just out to fix

the wrong behavior, then they are likely to respect you for it and make sure it does not happen again.

(2) Teaches. The punishment you provide your subordinate should teach which behavior is unacceptable. For instance, being late for class can have some negative results. Not only is the tardy cadet going to miss the information presented in his/her absence, but perhaps more importantly the cadet's inability to be prompt may shed doubt about their commitment. A verbal counseling by the instructor about the importance of promptness would seem to be a reasonable first consequence for tardiness. The verbal counseling was an appropriate punishment, if that cadet arrives on time to class in the future. However, if that cadet continues to be tardy for class a second time, a verbal counseling will not teach the cadet anything. Certainly, the punishment needs to be increased this time (progressive buildup), but this second form of punishment should teach that cadet what was not learned the first time. Maybe what is needed is a more formal written form of counseling. Whatever the punishment, it should be used to teach this person that promptness is important in CAP.

(3) To help.

(a) A simple axiom is that there would be no need for punishments if people never did anything wrong. You don't want your subordinate to do things that are wrong. It affects you and your organization, and you also know that it will hurt your subordinate. You know that if you do not provide punishment now, then your subordinate will probably hurt himself or herself again with that same behavior. You want to keep this from happening. In other words, you want to help.

(b) Some people only view punishment as something which "hurts" people. Indeed, it does hurt at the time it is given. If it doesn't hurt, then it probably was not a punishment at all. There was nothing unpleasant about it. None of your subordinates are going to like the punishment you give them at the time it is given. If they do like it, it isn't punishment. So, if it's so painful to give or to receive punishment and no one wants to do it, why should we? **BECAUSE YOU INTEND TO HELP**. That's right—help. You want to either help the subordinate or help the situation, and that is what makes you provide punishment even when it is painful for everyone involved.

(c) If a cadet breaks a standard, it is easy to just give feedback. That is why so many people refuse to provide punishment the first time a standard is broken. It is easier just to give feedback. Yet, how many supervisors have you seen who will never provide a punishment? They just keep giving the same feedback over and over again because they didn't want to go through the "hurt" of punishment, i.e., seeing the subordinate hurt or going through some pain themselves. The sad paradox is that the more a supervisor avoids punishment in order to help the subordinate, the more the subordinate is hurt in the long run. That subordinate is getting set up for a big fall somewhere in the future because some supervisor didn't have the courage to punish them back in the beginning.

(d) A cadet or senior who allows another cadet or senior to go unpunished is like the "good friend" who hasn't got the guts to tell a friend that they have a drinking problem so, instead, that "good friend" just pours another drink because that is easier than confronting the person. Good friends try to help. Punishment should be used just for this reason.

(e) If your intentions are truly to help, it's important you "respond" instead of "react" with punishment. It takes self-control to punish with patience and instruction, instead of with uncontrolled anger. Such anger is often used with no intention of truly helping the subordinate; rather, to help the supervisor feel better. Anger of this type has no place in punishment. Anger can be very appropriate, if controlled, directed toward the behavior, and with the intent of helping both the situation and the subordinate.

(4) Backs up what you said. Remember back in EXPECTATIONS when you clearly told your subordinate what their obligations as a subordinate would be? You stressed such things as respecting your authority, complying with standards, and giving the maximum effort. Now your subordinate has put you to the test on one of these points. If you really did mean what you said, now it's time for your punishment to back up what you said.

(5) Reaffirms your commitment. There is one other reason why you should provide punishment. Again, remember in EXPECTATIONS you said to your subordinate that you were willing "to help them." You said things like, "I want you to succeed. I am committed to you." You also said that you were committed to the program that you represent. Well, just how committed to this individual and this program are you? Are you committed enough to punish a person, even though it is painful for you and your subordinate at the time?

3-7. GROWTH. In the GROWTH phase, you try to set up a system whereby you can leave the subordinate unattended, and the job is still done the right way. If you take a break and your subordinate reverts to some unacceptable form of behavior, the system of GROWTH has never been established. Someone instilled with a positive motivation keeps on doing tasks unattended because GROWTH has been established. This stage may be reached on the first day for some skills, and not until the last day for others.

When EXPECTATIONS, SKILLS, FEEDBACK, and CONSEQUENCES are properly applied, the subordinate performs at a desirable level. If self-esteem is established, a high level of performance continues, because self-esteem provides the subordinate with confidence to perform correctly without supervision.

Anyone will eventually become bored doing the same task over and over again, even if done perfectly. When boredom sets in, watch out! The subordinate's performance will most likely slip if realistic challenges and new opportunities are not provided.

Once a challenge is given, the cycle is started again! You are back to reestablishing clear EXPECTATIONS, teaching new SKILLS, providing new FEEDBACK, and following up with more CONSEQUENCES. Effective supervision becomes a series of working through the ATG cycle over and over again, beginning with an EXPECTATION and ending with enough GROWTH to meet a new challenge.

a. The importance of self- esteem.

(1) Some prominent psychologists believe that if you had to look at only one factor to try to predict whether a person will be successful or not, you should look at their self-esteem. This is how people view themselves, regardless of the evidence presented. Self-esteem is one of the primary human drives and has an extraordinary impact on a person's performance.

(2) Positive self-esteem promotes assertiveness. People who lack self-esteem have a very low self-confidence. Without that confidence, the tendency is to be dysfunctionally shy, timid, and hesitant to make their opinions known. Additionally, lack of self-confidence can also produce someone who is dysfunctionally aggressive (versus being assertive). They are loud, pompous and belligerent, because all of those qualities are used to hide the lack of true self-confidence. So, people with positive self-esteem tend to be more assertive and tend to rise to the top in performance.

(3) Likewise, positive self-esteem promotes more initiative. An unconfident person is much less likely to think up a new idea and voice it for fear that people will think it is really a "stupid idea." If you appreciate initiative in your subordinates, you will increase your subordinate's self-esteem.

b. Actions that decrease self-esteem.

(1) There are certain actions you can do as a supervisor or trainer that can definitely decrease your subordinate's self-esteem. But this doesn't necessarily mean your subordinate is "weak." For many people, self-esteem is based on appraisals from other people and from how they view themselves when they compare themselves to other people.

(2) Some supervisors believe they must strip a subordinate of all their self-esteem, then gradually build the subordinate back up again, piece by piece. The fallacy in that kind of thinking is that the supervisor also wants the subordinate to perform well, even though the subordinate no longer has any self-esteem. It just can't happen! In the supervisor's zeal for destroying self-esteem, they are also creating a subordinate who can't perform. This kind of logic is not only very destructive, it's downright foolish! The following are some actions that can tear down a person's self-esteem.

(a) Poor comparison to peers. Even if a supervisor never said a word to a subordinate, the subordinate would still do a tremendous amount of self-comparing to see how they matched up against other people. Cadets, in particular, are at an age where social comparison is incredibly important. Some of the typical areas that will draw comparison are intelligence, attractiveness, and athletic ability. If a subordinate believes they are behind in one of those areas, self-esteem may take a real hit. We make someone feel very special just because of the physical attributes they were born with. That took no skill at all. It merely took a certain set of genes!

(b) Failure. If a person consistently believes other people see them as a failure, that person will eventually believe that they are a failure. Sadly, once that individual believes they are a failure, then more than likely their performance will soon start justifying that belief.

For example, take a cadet who comes from a terrific background, has a very strong self-esteem and enters CAP. He is told by someone, whose opinion he respects (perhaps his element leader), that he is really "doing lousy" and is no good. He will probably just write it off as being his supervisor's misjudgment.

However, if his supervisor consistently tells him this, he may start to examine his performance to see who is right. Now, if his performance isn't what it used to be, he might start to honestly question his own self worth. If this process of continually being seen as a failure in his supervisor's eyes continues, it won't take too long before he is indeed a failure. Once his self-esteem goes, so goes his performance.

(3) No-win situations. Certainly supervisors don't put cadets in no-win situations in CAP, do they? Does this sound familiar to you? An immature flight sergeant is having a hard time training a cadet. Instead of providing necessary feedback and elevating the consequences, this flight sergeant decides to "call in the cavalry." He hires two or three other flight sergeants to play "ring-around-the-cadet"; and no matter what that cadet does, it will always be wrong, because one of those flight sergeants can always find something to make that cadet look foolish. It doesn't take long before the cadet realizes he is in a no-win situation, and eventually he quits trying to do anything right (since it will just be interpreted as being wrong anyway). The sad thing in tearing down this cadet's self-esteem is that the supervisor is almost assuring poor performance in the future. This also occurs when a supervisor will always try to find something wrong… even though a cadet might have the best bunk at the encampment, the supervisor will still complain about the tiniest wrinkle or microscopic piece of lint, nullifying any good feeling that cadet had about his or her bunk!

(4) Labeling. Remember in the FEEDBACK phase when we talked about INPUT +? We said that labeling could have a very damaging effect on someone's self-esteem. It, indeed, is one of the actions that can destroy a person's self-esteem. It is a form of feedback that, if heard often enough, will start to be believed by the subordinate.

(5) Crisis of competence. "Crisis of competence" is a fancy way of defining the dilemma someone is in when they say, "I know I was good back there, but I am not really sure I can be good here." This occurs to many people who are faced with a new situation, setting, or challenge. Constantly changing EXPECTATIONS are very stressful. If you are a new supervisor, be careful about making many changes just to "do things your way" or to "prove who is boss." Every change causes stress, and stress causes the crisis of competence. However, change is sometimes needed, sometimes desperately needed!

(6) Public ridicule. There is a simple axiom that says, "Praise in public, punish in private." This can destroy mutual respect and unnecessarily embarrass the cadet. As a supervisor, if you must publicly correct some wrong behavior, to keep other people from making the same mistake, talk only about the behavior without mentioning the name of the person who did it. Sometimes this is impossible. If this is the case, get the subordinate's permission before talking about it, or get the subordinate to explain it himself or herself..

c. Actions that increase self-esteem. Just as we talked about the fact that there are some actions that can decrease someone's self-esteem, well, there are also plenty of actions that can be taken to improve someone's self-esteem.

(1) Positive feedback. There is a principle for how someone's self-esteem is formed which is known as the Appraisal Theory. This theory says a person's self-esteem is largely formed around the feedback a person receives about himself or herself. Don't neglect the virtues that positive feedback provides. A person's positive self-esteem is tied to it!

(2) Public praise. Remember the axiom, "Praise in public, punish in private"? Well, a subordinate's self-esteem can just soar by providing it. Public praise is very easy to provide, often overlooked (especially for those middle-of-the-road performers), and tremendously important in helping establish someone's positive self esteem. Supervisors would be wise to make good use of it!

(3) Success.

(a) Just as a subordinate's self-esteem is torn down by perceived failure, so can the self-esteem grow with perceived success. A key word here is "perceived." Someone can still view their performance as a success, even if the results don't readily show it (just as a perfectionist might perceive himself or herself to be a failure even though the evidence proves otherwise). The key lies in making the subordinate believe they are a success.

(b) For example, pretend you're a bowler who averages 190. When compared to all people (the encampment), a 190 is well above average, and something to be proud of. But this bowler feels like they aren't good, because other serious bowlers (their flight) have averages over 200. The key to success lies in the ability to keep from defining success as having to be "Number One." There are many ways to view yourself as a success, even if you aren't "Number One" in any of them.

(4) Focusing on strengths. We just finished talking about the virtues of a subordinate seeing himself or herself as a success. This can be enhanced if you can teach your subordinate how to focus on strengths instead of weaknesses. All people have some areas they are better in than others.

(a) There are an unlimited number of performances we do every day of our lives. However, something automatic occurs every time we have completed that performance. A little voice called "self-talk" goes on in our heads, and this self-talk is an immediate evaluation of our performance. Let's say you are taking a test and just answered a multiple-choice question that you weren't sure of. Immediately, your self-talk might say something like, "Well, I got that one right. That is one more in the 'bag.' Gosh, I'm not too sure on that one. Oh, this is just a stab in the dark, and I am sure it will be wrong." All of these are an example of self-talk that occurs. You couldn't stop self-talk from occurring even if you tried.

(b) This cycle is inevitable, and it occurs to everyone! There are many times when you are asked to perform—whether you like it or not! You just <u>know</u> you are going to be asked to perform, so that is a "given." Another "given" is that your self-esteem is going to respond to your self-talk. Therefore, the only factor that you <u>can</u> control is whether your self-talk is going to be positive or negative. You actually have the ability to praise yourself and talk optimistically about what you just did. Likewise, you have the ability to stop any negative self-talk. When you are tempted to say, "Oh no, I'm sure I missed that," you should instead yell out to yourself, "STOP THAT!" and then proceed to make your self-talk positive. Positive self-talk can definitely keep you focusing on your strengths that will, in turn, increase your self-esteem. You can teach this process to your subordinate as a method of improving their self-esteem.

(5) Development of a "niche." As a supervisor, it is important for you to determine your subordinate's niche. Praising and focusing on that niche can truly raise someone's self-esteem. A niche is the area in which you feel particularly skilled, confident, or comfortable. All people have a "niche" in life. The good thing about a niche is that it is insatiable- you somehow can maintain enough energy to pursue your niche. For instance, you may not get to be captain of the football team, Squadron Commander, or make the Dean's List. But, you can sing a note better than anyone in the choir, debate better than anyone at college, or shine shoes better than anyone in your element. No matter what your particular niche is, it is a source of pride and comfort for you.

(6) Your support. Of all the items listed that can increase a subordinate's self-esteem, the most important is letting your subordinate know you support them.

d. Establishing a performance goal. We just covered in detail how establishing a positive self-esteem is a primary way we can establish the system of GROWTH we desire in the subordinate. Determining an acceptable, time-specific performance goal is another way of enhancing GROWTH.

A performance goal is some task that you want to see your subordinate perform on their own in the future. Normally it isn't immediately due, and it involves the subordinate budgeting their time so that this task is satisfactorily completed, without you having to constantly look over your subordinate's shoulder in order to get it done. You want to be able to check out and leave your subordinate alone and still be fully confident the job can be done the way you want it to. The following are some steps you would want to follow to help establish this performance goal.

(1) Know your own goal. Before you decide upon this performance goal with your subordinate, you should know just what your foundational goal is. The <u>foundational</u> goal is composed of those requirements that you <u>will absolutely not be satisfied with if they are not accomplished</u>.

(2) Subordinate's responsibility. Make sure your subordinate believes that it is their responsibility to help establish this performance goal. One of the main purposes in establishing GROWTH is to help develop that mutual respect in your subordinate so they <u>will</u> feel committed toward you and the task. <u>That is mutual respect</u>!

(3) Unified decision. After the subordinate believes they are responsible for this performance goal, then you want to arrive at some unified decision on the specifics of this goal. Don't compromise any of your foundational goals, yet allow your subordinate enough room to be creative and think up ideas of their own.

(4) Your approval. After this unified decision is reached between you and your subordinate, you need to convey your approval of this plan.

(5) Your support. Not only should you show approval, you should also indicate that you will still continue to support this person should they come up with any future questions or problems.

(6) Successful expectations. Have you ever noticed how contagious optimism is? As a supervisor, if you can convey that you expect these results to be successful, the subordinate is more likely to expect the same thing.

e. Providing realistic challenges. Challenges keep the subordinate who has reached a high level of competency from becoming bored. Even though GROWTH was achieved by properly accomplishing all of the ATG steps, the subordinate will stagnate if not challenged. The challenge starts the ATG cycle all over.

(1) Make the challenges realistic, yet difficult to obtain.

(2) Short term. If your challenge is too long-term, the subordinate will lose interest. Example: "Graduate from college with high honors."

(3) Not a "have to" – it becomes an order if it is a "have to." The challenge should be something that will please the supervisor, above and beyond that which is expected.

(4) Shows merit upon accomplishment. Praise them when they meet the challenge.

(5) Fraternal rites of passage. There exists among some cadets (and seniors) a belief that trainees must go through some "rite of passage" before completing the encampment. The virtues and flaws inherent in any right of passage won't be addressed here. However, it must be emphasized that there is a distinct difference between a rite of passage and training. There are supervisors who don't distinguish between the two and will allow any inane, senseless activity to occur under the guise of training. The word "training" should not be used as some catchall for sanctioning any activity. How many times have you heard a cadet try to rationalize what he is doing by saying that it "builds character," and you aren't to question the relevance of this training because, "You will not really appreciate the relevance until you have been to a couple of encampments." These statements may be true if valid training is occurring. If it is a rite of passage issue, don't try to justify the action by calling it training.

(6) Policy decisions. The ATG has nothing to do with the local policies that govern which consequences are appropriate. However, the manner in which consequences are given should still be similar.

(7) The term "cognitive dissonance" applies when a person has a mental debate between an action they are engaged in and the feelings associated with the action. For instance, a new Encampment graduate is extremely proud of having finished the training but did not like the actions that they had to do in order to complete it. The actions and the pride form a cognitive dissonance. Soon, the person will rationalize that the actions must have been justified or else why would the pride develop? Thus, the person will cling tightly to the right to perform the same actions on some trainee next year, even though (as a trainee) the person disliked the action being done to them. That is cognitive dissonance.

(8) Resistance to change. Many times, people will resist changing to something new, even if they readily agree that the old way is much worse. The reason for this is they invested a lot of energy in the old way; and, if it is changed, it causes a couple of concerns. Another form of false logic is to say, "Well, I turned out pretty good, so (in retrospect) the old way must have been good." The problem with this logic is that some people can turn out good in spite of their previous training.

Many trainees can recall how much they hated being treated with disrespect. Yet, as time allows this person to get further from the actual experience, a surprising thing happens. That person may start to think of the experience as not being so unpleasant after all (especially since it's over). That's why some cadets will swear they will never treat a trainee in a certain way when they are on cadet staff, yet they will be the worst offenders when they do. It is similar to a child-abuse victim who swears to never abuse any child- but history proves that the worst offenders are abusers who were, themselves, abused children. There is a saying that goes, "What is hard to endure is sweet to recall." It may be "sweet to recall," but would you be willing to relive it?

3-8. Conclusion. The principles of training provided in the ATG have proven time and time again to be effective in working with subordinates. The ATG isn't confined to how a flight sergeant should treat a trainee, rather it is how any supervisor can train any subordinate in any situation.

You know that it is indeed an honor to work for a supervisor who treats you with respect. The feeling of respect that you, in turn, feel for that supervisor is an experience to treasure! That feeling of mutual respect can be established. Best wishes in your quest to make it happen for you.

Chapter 4
ACADEMIC INSTRUCTION

4-1. Curriculum. The academic training program at encampment is designed to provide the basic cadet with a broad base of information on the United States Air Force, the Civil Air Patrol and particularly the CAP Cadet program. Reference CAPR 52-16 for the list of required instruction. Upon completion of this instruction, the cadet will have a standardized foundation upon which to build his later experience.

4-2. Teaching Methods. Instruction is best accomplished by involving cadets in the learning process, rather than just presenting the material. The following system is suggested for use by personnel responsible for instruction at encampment:

a. Preparation.

(1) The first stage in the system, *preparation*, involves two steps. The first of these is complete mastery of the material you intend to cover. You should become so familiar with the material being covered that you are capable of expressing its intent and content in clear, simple language without having to resort to technical terms and confusing or complicated explanations. You should be able to answer almost all questions from the cadets concerning the topic you are instructing as well as related subjects.

(2) The second step in the preparation stage is preparing the cadets to learn. This requires you to arouse the interest of the cadets in the material to be covered. Find something in the material that will grab their attention and keep it. With highly motivated cadets, it is a simple matter to get their attention, because there is already a high level of interest. Others, however, may not be so motivated. With these cadets, you must generate or enhance a desire to learn. Telling a joke, providing a challenge, or showing a video are some examples. This can also be accomplished with positive incentives.

(3) Examples of such incentives include:

- Immediate recognition of progress
- Small reward, such as a hard candy piece
- Special privileges within the flight; or
- Assignment to assist other cadets with the academic material.

(4) Preparation should include each of the following:

- Plan the work for the instruction time.
- Plan for the use of audio-visual aids
- Plan for the designated training area or room.
- Plan an appropriate amount of material for the time allotted.
- Present an exceptional personal appearance.
- Allow time between drill or class periods to allow the cadets to think over the material
- Encourage discussions on the subject material amongst the flight.

(5) You must remember that motivation (the desire to learn) must be present before the beginning of the learning process.

b. Explanation. After arousing the interest of the cadets, the instructor will probably use the early part of the period to explain the essential facts, principles, or maneuvers to be mastered. The characteristics of a good explanation are:

- The explanation is clearly stated in simple, understandable English.
- It is illustrated, wherever possible, using charts, diagrams, and illustrative problems prepared in advance.
- It gains the attention of all the cadets to whom it is presented.
- It emphasizes and repeats the most important points.

The good explanation then, includes clear, simple, and emphatic presentation of the facts, and uses demonstration materials. During the explanation stage, the effective instructor will guard against assuming that all the cadets are aware of why the presented subject should be mastered, or assuming that just repeating the facts will make an effective instructional presentation. Careful attention to voice control and presentation skills is important during the explanation, and clarity is critical.

c. Demonstration. The third stage is frequently combined with the explanation stage. This step and the explanation step are the crux of the skills step in the ATG process (Chapter 3). To make the principles of demonstration clear, however, it has been isolated to a discussion of its own. Demonstration reinforces and strengthens explanation, and is a sound procedure in teaching and learning. An effective demonstration is timely; it relates specifically to the point just covered by the instructor. It is so clear that the cadets are

able to grasp its significance as an illustration of what has gone on before. The demonstration must be presented at a sufficiently slow pace to allow each cadet to observe the procedures involved. However, it must remain lively enough to prevent boredom or apathy. Lastly, the demonstration must be well executed. To summarize, the instructor must plan and rehearse their demonstrations. By so doing, they will never demonstrate too rapidly and will always know how to demonstrate what they have explained. They will always exhibit a positive, patient, and helpful attitude toward cadets who are learning for the first time what they learned long ago. The effective instructor may also make use of assistants to aid in their demonstrations.

d. Performance.

(1) The fourth stage in the system is called *Performance.* Each cadet is required to practice what has been explained and demonstrated to him. This stage coincides with the skills step in the ATG (Chapter 3). In certain training situations, each cadet will perform a particular skill, maneuver, or technique individually and in rotation. In others, all the cadets at one time will be engaged in the "trial-performance" of the skilled movements or problem-solving techniques related to the topic under discussion. Flash cards for memorization, or situational examples are good tools to put the cadets into the performance role. There are three characteristics of a well-executed performance period: First, it directly follows the instructor's demonstration. Second, the well-planned performance requires every cadet to practice what he has been taught. Third, the performance period requires that the individual cadet achieve an acceptable level of ability. Thus, the performance period has the greatest potential for real learning. In drill, the cadet will go out and physically practice the movements taught; in a more academic class, practice may consist of discussion that allows the cadets to really understand the concepts presented. A performance period characterized by rapid learning means that previous instruction has been effective. Fourth, the properly controlled performance period provides each cadet with a feeling of accomplishment. Repetition is the key for the retention of the skills or facts presented.

(2) The cadet must leave the first performance period with a feeling that he is progressing. The performance step should not be started until the class as a whole has a basic understanding of the material to be practiced at a particular session. The performance period is one of mastery and improvement, not of basic instruction. Cadets should be well versed in the material before attempting it. The instructor should avoid putting himself in a position to have to backtrack or consistently repeat basic instructions during practice periods.

(3) To execute the performance step properly, there are certain "pitfalls" to avoid. An instructor, familiar with the way in which drill, for example, should be skillfully performed, is often inclined to be "too helpful" when a cadet first performs a particular movement. To correct this tendency, the instructor must remember that improved discipline, morale, and self-reliance are all by-products of learning by doing. The instructor also must be careful to withhold some of their criticism early in the performance stage. The instructor who impatiently offers corrections (rather than suggestions) to their cadets when mistakes happen early in practice is robbing the cadets of the feeling of progress so essential in enhancing their desire to learn. The best course of action is to recognize and emphasize the parts that the cadet executes correctly and coach the parts that need improvement. Also, early interference is likely to create a sense of dependency upon the instructor by the cadets in their charge.

e. Evaluation.

(1) The fifth, and last stage in the instruction system is *Evaluation.* The process is not complete until the instructor has determined if the objectives for the instruction have been met. This stage coincides with the feedback step in the ATG (Chapter 3). As with the other stages, this stage must be planned for and executed in a timely manner. The format for this stage can be critique, discussion or oral or written examination. The quality and effectiveness of the evaluation will be dependent in a large part on how well the goals and objectives for instruction were originally defined.

(2) A common misconception among those who have never instructed is that telling is teaching. This is not true. The instructor is always more than a teller of tales. They teaches cadets what to do, why they should know a particular fact or movement, and how to acquire the information or skills. This means the process of instructing goes far beyond simple telling. First, as we have outlined here, they must apply a methodical system to their instruction. Second, they should apply the principle of progressive training, arranging subject matter from the simple to the complex, and following a carefully planned pattern of achievements in their instruction. Third, they should ensure that they are thoroughly knowledgeable in the topic. He should be completely familiar with all parts

of the material he intends to cover, and he should have some background in related fields.

4-3. Examinations. The purpose of examinations is to evaluate the training program: to check each cadet's mastery of the academic material presented, and to assess the quality and effectiveness of the training offered. Testing should be questioned to gauge understanding more than rote memorization. Two tests may be administered during the encampment:

a. Pre-Test. A pretest can be given to every basic cadet upon arrival at encampment. This test, when compared to a final exam, will measure the cadet's academic (and test-taking ability) improvement at encampment. The flight staff and knowledge officers can also use it to gauge what materials need to be covered.

b. Final. The final exam should generally contain questions covering the same material as the pretest. The purpose of this exam is to measure the academic achievement of the students (basic cadets) from the beginning of encampment. In addition, the effectiveness of the instruction program (the flight knowledge officers and how the flight staff trained them) can be assessed from the test result patterns of the final exam. This exam can be used in determining any encampment academic awards.

INSTRUCTION PLAN

1. **Preparation Stage:** Prepare yourself and your cadets for instruction and learning.
2. **Explanation Stage:** Explain the "what," "why," and "how" of the subject matter to your cadets.
3. **Demonstration Stage:** Show your cadets how to do what you have just explained.
4. **Performance Stage:** Every cadet must have an opportunity to actually DO and practice what has been explained and demonstrated.
5. **Evaluation Stage:** Encourage correct performance and offer suggestions for improvement based on your cadets' practice.

Chapter 5
DISCIPLINE

5-1. Definition.

a. According to the dictionary, discipline is:

(1) Training that is expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement.

(2) Controlled behavior resulting from disciplinary training.

(3) A systematic method to obtain obedience.

(4) A state of order based upon submission to rules and authority.

(5) To train by instruction and control.

b. Discipline is a learned behavior. It is much more than blind obedience and punishment. Rather, it is a state of order and obedience that is a result of regulations and orders. You must be disciplined to achieve your goals. Discipline is training that develops, molds, strengthens, or perfects mental faculties and character. It involves placing group goals above your own, being willing to accept orders from higher authority, and carrying out those orders effectively. Part of the job of a cadet is to make their fellow cadets aware of the purpose and meaning of discipline.

5-2. Types of Discipline.

a. Self Discipline. Self discipline is a willing and instinctive sense of responsibility that leads you to know what needs to be done. Getting to work on time, knowing the job, setting priorities, and denying personal preferences for more important ones all measure how self disciplined you are. This is the highest order of all disciplines because it springs from the values you use to regulate and control your actions. The ideal situation is to motivate cadets to willingly discipline themselves, and exercise self control and direction to accomplish the task.

b. Task Discipline. Task discipline is a measure of how well you meet the challenges of your job. Task discipline requires that you have a strong sense of responsibility to do your job to the best of your ability.

c. Group Discipline. Group discipline means teamwork. Since most jobs in CAP require that several people work effectively as a team, group discipline is very important.

d. Imposed Discipline. Imposed discipline is the enforced obedience to legal orders and regulations. It is absolute in emergencies when there is no time to explain or discuss an order an order. Much of your CAP training is to teach you to carry out orders quickly and efficiently. This type of discipline provides the structure and good order necessary throughout your unit to accomplish a task no matter the situation.

5-3. Purpose. Discipline is required for any activity where people work together toward a common objective. The opposite of discipline is anarchy, where each person does what they want without concern for others. Any organization, from a civilized state to a football team to a brownie troop depends on group cooperation, and cooperation cannot be achieved without discipline. Discipline is the structure and order within an individual or within a group that allows for true cooperation, real support of the mission and the members of the team or organization.

5-4. History.

a. Having established that discipline is a normal part of everyday life, what is the significance of "military" discipline? The term has gone through a variety of meanings and variations. It has meant the practice of drill at handling arms. (Fact books published during the seventeenth and eighteenth centuries with titles of "Military Discipline" are now called "Drill Regulations.") While punishment played a large role in maintaining discipline, such usage was restricted largely to the church; military leaders knew that a man motivated by fear would not perform very well under conditions of battle. During the time of Frederick the Great, emphasis was placed on discipline or drill, so that greater firepower might be obtained from the cumbersome muskets of that period. At the same time, emphasis was placed on sense of obedience, since prompt response to orders was necessary for each part of the firing "team" to function effectively.

b. With the improvement of weapons and the rise of citizen armies fighting for a cause in which they believed, there came a change in the character of discipline. Greater initiative was required on the part of junior officers, and there was less necessity for the machinelike regularity of performing the motions of loading and firing. Military discipline was still required however, so that a body of troops could act together and with one purpose. Possibly the best defi-

nition for our situation is quoted from Army Regulations No. 600-10, 2 June 1942:

> *Definition*—Military discipline is that mental attitude and state of training which renders obedience instinctive under all conditions. It is founded upon respect for, and loyalty to properly constituted authority. While it is developed primarily by military drill, every feature of military life has its effects on military discipline. It is generally indicated in an individual or unit by smartness of appearance and action; by cleanliness and neatness of dress, equipment, or quarters; by respect for seniors; and by prompt and cheerful execution by subordinates of both the letter and the spirit of legal orders of their lawful superiors.

c. There is much to the above paragraph. The first few sentences have been used as general knowledge in the past. You have been provided with the entire text in the hope that you will read and reread it carefully. Please note that it explains how a well-disciplined unit behaves and appears rather than what to do about people who misbehave. There is no mention of punishment in the definition. A well-disciplined organization has little need for punishment in the sense that we discussed it in the section on training. This is because the members of the organization are constantly striving to improve and meet the goals of the group.

5-5. Maintaining Discipline.

a. To have a well-disciplined organization, it is of first importance that all officers and NCO's be well disciplined. They must constantly keep in mind the principle that force of example is one of the best methods for influencing people. They must themselves have "...that mental attitude and state of training which renders obedience and proper conduct instinctive under all conditions." All staff members must realize that they cannot expect respect and obedience from others unless they themselves are obedient and respectful to their officers and others in authority. When an order is received, the first and only thought should be to carry it out as quickly and carefully as possible.

b. The keys to fostering an effective and harmonious team can be summed up in two words: education and training. Every cadet staff member must appreciate the absolute necessity for self-improvement, intense practice, and positive education and training for cadets. You remember best what you repeated most. This is one of the basic laws of learning! Practice makes perfect; repetition strengthens corrections. As a cadet staff member, never let yourself or your people repeat errors in training. Correct substandard behavior if you expect discipline to be maintained. The most useful tools you have for this are described below.

(1) Setting the example. Because of your grade and your position you are a role model. Whether you realize it or not, others are constantly watching and imitating your behavior. Sometimes, people learn to imitate less than desirable behavior. For example, if you show less than acceptable grooming standards, your cadets will eventually do the same. Because you are a role model, consciously and continually set a positive example.

(2) Gaining knowledge. You must know your job, understand its importance, and realize how it contributes to the success of your unit.

(3) Know the requirements of the unit. Knowing a regulation or standard exists is not enough; understand why it exists.

(4) Communicating. Ensure cadets understand the information given them. Ensure the two-way flow of communication is actually received and understood. Communication is both verbal and nonverbal. Each needs to reinforce the other. Do not say one thing and then do something else. A cadet staff member's effectiveness is measured partly by your communication skills and how well people understand you.

(5) Enforcing standards. Consistently and continually correct anyone who is not complying with CAP policy and regulations. Treat people fairly; when two cadets make the same mistake, both must be corrected at the same time, in the same way. Inconsistency erodes cooperation you have with your cadets because they will not know what you expect. You gain commitment from cadets when they are a part of a system they believe in, feel is fair, and understand.

5-6. Tools.

a. Drill. In establishing and preserving discipline, close-order drill and ceremonies have great value, as they accustom the officers and NCO's to giving orders, and their subordinates to following them. They might be termed "practice in giving and following orders" and are of great assistance in making "...obedience and proper conduct instinctive under all conditions." Ceremonies have added value of appealing to the cadet's pride in himself and the organization.

b. Customs & Courtesies. Saluting and observance of proper customs and courtesies are some of the most obvious signs of a well-disciplined organization. Thoroughly explain the reason and history behind them to all cadets. The proper observance should be made a point of pride. Officers and NCO's should be extremely careful in setting an outstanding example at all times, observing all CAP and USAF customs and courtesies, and rendering the salute at every opportunity. Cleanliness and neatness are other signs of an alert, well-disciplined organization. A unit that is cleanly dressed and neat, with their equipment and facilities in good order, always has superior morale to that of a unit that is lax in these matters.

5-7. Conclusion. As has been stated, discipline within a unit increases its effectiveness and gives it structure. At encampment, the development of discipline serves two purposes. First, it gives the flight structure and increases the effectiveness of the training program. Second, it provides to the cadet the advantage of working in a disciplined organization and helps him to understand how to build discipline in themselves and their unit. For those reasons, the importance of setting of a good example, of developing and maintaining a well-disciplined organization, and helping cadets to understand how discipline effects a group cannot be understated. A well-disciplined flight will develop as a productive team with high morale, and is key in establishing an educational, worthwhile encampment experience.

Chapter 6
ACTIVITIES/SCHEDULING

6-1. Tours. Each host facility offers the Civil Air Patrol it's own unique tours. This is an opportunity for each CAP member to learn about a new environment. Staff members must encourage the basic cadets to "look around" and have fun. Tours are to be relaxed, but controlled. The staff should not discourage anyone from asking questions, while maintaining proper courtesies. The flight staff must anticipate the needs of the basic cadets on the tours, before their departure. This includes outer garments, sunscreen, workbooks, cameras, etc. The flight staff is encouraged to delegate authority to their element leaders, especially when the flight is split up. At the minimum, one flight staff member and one Tactical Officer will accompany each flight on all tours. Staff members should take notes during tours and ask questions of the basic cadets upon the tour completion. This will insure that they will pay attention to your hosts. As always, safety will be foremost in everyone's mind. At the end of stops during the tours, the staff must get a complete and accurate count of all cadets before proceeding on to the next stop. The cadet staff may need to remind cadets that at the end of the tours they are expected to return to encampment structure.

6-2. Some Suggested Optional Activities.

a. Firing Range. When offered by the host facility the encampment may visit an active Firing Range. The staff should be at peak awareness for any horseplay or dangerous activities. It is important that the cadets are relaxed and in control when handling weapons. Insure that all cadets pay attention and obey all Range Safety or Block personnel. If allowed to fire, cadets must realize that it is to familiarize them with a weapon and not for qualification badges. Cadets not wishing to fire will not be forced to fire. The complexity of the range safety will require ALL staff members to attend and assist in its control.

b. Motivation Run. The motivation run is conducted on the last full training day of the encampment, and is the culmination of the PT program. The motivation run should be one mile in length, and gives the Group/Squadron a unique situation for establishing unit identity and esprit de corps while building morale and teamwork. It is also a challenge for some, offering the flights an opportunity to help all individuals meet the standard and achieve the common objective, which is to finish as a team. Unlike daily PT the motivation run is lead by the cadet officers.

c. Graduation Social. Most encampments conclude with a social for an evening of relaxation and fun. The Encampment Commander will outline the uniform. During the social, cadet and senior staff are encouraged to participate, while still maintaining supervision over the basic cadets.

d. Formal Dinner. Some encampments will also (or in lieu of a social) conduct a formal dinner at the end. The cadets should be briefed on protocol and manners. Some initial information is available in the Cadet OI for the basic cadets to read. The cadet training officer is responsible for coordinating times and numbers with the base officer's or enlisted club or a local establishment if being conducted. A project officer should be assigned by the Deputy Cadet Commander to set up protocol handouts, getting the food order, setting up the dining area as needed (flag stands, etc.), coordinating with (or establishing) the color guard, seating arrangements, head table, etc.

e. Staff Dinner. This can be held in lieu of a cadet dinner, if, for example, there isn't enough money to pay for all the cadets to go to a dinner. Normally conducted the evening immediately following the basic cadets' departure.

f. Emergency Services (ES) 101T Qualification. Some encampments may have a schedule or location that permits ES training to be easily conducted. A ten day encampment is recommended as a minimum length. The training staff needs to include 101 qualified instructors and add instructors to accommodate for the increase in material. The basic requirements for a 101T card should be met- except for the practice mission. Each cadet would participate in their home unit's own practice mission to fill the ground team requirement. The encampment would conduct ES training alongside all required encampment training for Mitchell credit. If time does not allow completion of a 101T card, the encampment can still conduct a large portion of the training- ex: First Aid and the General ES course.

g. Aerospace Encampment. An aerospace-themed encampment could conduct aerospace-intensive instruction, such as orientation flights, simulators, or base tours through military flying units. The encampment could also conduct model rocketry building and flying instruction, with the goal of issu-

ing the model rocketry badge at the end. The cost of supplies (glue, wood, kits, etc.) would be included in the encampment fee.

h. Flight Projects. Flight projects offer a great opportunity for the cadets to work together on a common goal, and also have a contribution to that goal. The elective time in the schedule would be used as flight project time (ex: 1 hour per day). The basic outline would be initial instruction on how to conduct a project from start to finish, then letting the cadets decide what they're going to do (demonstrate something, or build something), create their presentation, and have an evaluation at the end with other flights watching. The projects can be themed, such as "leadership" or "the cadet program" or "aerospace." The cadets do the project themselves, with the flight staff simply observing (unless the cadets feel the flight staff is part of the flight- it is up to the cadets to decide.)

6-3. Time Management. A basic responsibility of all staff members is to manage their time effectively. This means that a plan should be established for every day. The plan must take into account training requirements meetings, meals and other scheduled activities. The plan must be flexible to allow for the inevitable schedule change. The flight plan is an example that could be used by the rest of the staff.

6-4. Scheduling. A successful encampment offers the cadet a full schedule of activities ranging from formal classroom training and tours to barracks activities and drill. The schedule is planned to permit the cadet an opportunity to experience many different areas of training. If the cadets are to get the most benefit from their training, the schedule must be followed and maintained. It is the duty of each staff member to assist in ensuring that the encampment stays on schedule. Deviations from the encampment schedule will be permitted only by a schedule change approved by the encampment commander or a designated representative. Schedule changes shall be in writing whenever possible (see Attachment 12).

a. Master Schedule. The statements above have referred to the encampment schedule, a block schedule will be created prior to encampment beginning. Each day a daily master schedule will published, using the block schedule as the base point, by the training staff. This master schedule covers major activities that effect the entire encampment such as meals and activities which include or depend on agencies outside the encampment itself. Because activities on the schedule do depend on these outside agencies and commitments have been made to them, it is critical that the encampment master schedule be met.

b. Flight Time. Within the encampment schedule, there are blocks of time that are allocated to the flight staff for the purpose of flight-level training. This block of time is denoted on the encampment schedule as flight time. It is the flight commander's responsibility for planning and scheduling this time. This time should be used to conduct classroom training, practice drill or volleyball, prepare for inspections, or allow in-flight position holders to perform their duties.

c. Squadron Training Activity. It is the squadron commander's responsibility for planning and scheduling any squadron training time, if available.

d. Personal Time. There are also blocks of time set aside for the cadets' personal use. This includes time allocated for sleeping, and the last half-hour of each day just before lights out. The cadets' personal time is reserved strictly for their own use. Cadet staff members are prohibited to allocate, use, or infringe upon this time. However, flight staff will monitor cadet behavior. The flight staff is responsible for ensuring that all flight activities are completed *before* the cadets' personal time begins. This includes showers and blister checks.

6-5. Daily Flight Plan. This form is intended to "force" the flight staff to plan and organize the training day as well as break down the allotted flight time into manageable chunks. It is not intended to create added administration or paperwork, or be a requirement; it is merely a time management tool. It should be completed before the squadron meeting for the following day. Flight staff should keep one copy on hand at all times for reference. (See Attachment 11)

6-6. Daily Meetings. There are specific meetings that will take place during the course of encampment. It is imperative that all staff members contribute constructively at these meetings. Each scheduled meeting has a specific purpose; once that purpose is met, the meeting is over. To long or too many meetings is not an effective use of time. The encampment staff will conduct meetings as frequently as needed, with the staffs that are needed. Common meeting times include the evening hours when cadets are preparing for lights out, or immediately after cadet lights out. The executive staff can also meet in the mornings at the start of the day, if the cadet XO chooses.

Chapter 7
ENCAMPMENT STAFF WORKSHOP

7-1. Purpose. The purpose of the encampment staff workshop is to select and train the staff for each encampment. This chapter is offered as a suggested guideline. Encampment commanders may modify this to fit the needs of a specific encampment.

7-2. Guidelines.

a. The staff workshop should be 1-3 days in length, conducted one month before the encampment, or immediately preceding the arrival of the in-flight cadets. In the case of the weekend workshop a month before, the host wing's Cadet Programs Officer should help coordinate the event. The cadet commander, executive officer, and deputy cadet commander should be chosen before the workshop. Conducting the workshop at the encampment site tends to help familiarize the staff more, although that is not required. Staff selection may occur over a 1-2 day period of vigorous selection and training procedures.

b. Flight and squadron staff ("Line staff") applicants should be, at a minimum, evaluated in the following areas:

(1) Drill & Ceremonies
(2) Oral communications
(3) Encampment skills (see para. 2-2.b)
(4) Wear of the uniform
(5) Basic CAP knowledge

c. Executive staff applicants should be evaluated in the following areas:

(1) Encampment experience
(2) Knowledge of position applying for
(3) Willingness to perform duties
(4) Professionalism
(5) Plans and ideas about duties
(6) Related situational problem solving

7-3. Selection Environment. The line staff selection shall be administered professionally. Harassment and undue stress will not be tolerated. Evaluators will demonstrate the professional demeanor expected of staff members. Experience has shown that successful applicants display a disciplined bearing and mature attitude throughout the evaluation.

a. Conduct. The executive staff selection will occur through interviews and instructional briefings about each department's duties.

b. ATG. Keeping chapter 3 in mind, the expectations and skills phases are covered during the staff workshop. This is also an excellent time for seniors to provide feedback to cadets on their performance without embarrassing them in front of the in-flight cadets.

c. Mentoring. The mentoring process begins at the staff workshop. If the senior mentor is available, they will offer their experience and knowledge in aiding the cadet to begin their work. All staff positions require proper planning and preparation, and the seniors are there to help the cadets do that. See Chapter 10 for more details about mentoring.

7-4. Evaluation Procedures.

a. Line staff applicants. The applicant's proficiency in drill of the flight, PT procedures, command presence, encampment skills and knowledge will be evaluated by a team consisting of a minimum of two qualified CAP members. The evaluation team leader should be the cadet commander. The cadet applicants can also be evaluated on their ability to implement the in-flight positions. How creatively they use them, how well they follow the ATG (Chapter 3) and how much they know about it is an indicator of leadership ability.

(1) **Drill:** This team will observe applicants during practical exercises on the parade ground. Applicants will be evaluated in the following areas using the standardized form.

- Drill of the flight.
- Command Voice.
- Methods of Drill Instruction.
- Knowledge of Environmental Safety.
- Knowledge of AFMAN 36-2203.

The evaluation team leader, as a minimum, will be present at the final evaluation meeting.

(2) **Encampment Skills:** Initially, each line applicant receives encampment skills refresher training. Thereafter, in a structured practical exercise, the applicants should be evaluated in these skills. Using the standard evaluation form, the cadet command staff and senior command staff will asses each applicant's ability to implement the portion of the Basic Cadet Operating Instruction (OI) and/or inspection standards relating to barracks arrangement and general house keeping. During this exercise, the evaluation team will note occurrences of:

- Team building skills

- Initiative
- Response to resource limitations
- Time management skills

(3) **Written Knowledge Exam:** Each line applicant will complete a written exam designed to assess their knowledge of relevant portions of:

- CAPM 39-1
- AFMAN 36-2203
- CAPR 52-16
- Leadership: 2000 and Beyond
- Encampment Training Manual
- Encampment OI
- Aerospace Current Events

The scores of this exam will be available at the Final Evaluation Meeting.

b. Executive Staff Applicants. The executive staff applicants will be orally interviewed for the position they are primarily interested in, and also what the command staff feels they should be assigned to. Criteria in 8-2 will be used. Once initially assigned, each applicant will attend briefings on job duties and expectations by the Cadet Executive Officer (XO). Afterwards, work will begin with planning and preparation for the encampment, coordinating with their senior mentors, if available. The OIC applicants should be interviewed in a separate process. If one cannot be found, observe their activity during the working time to determine who is best equipped to lead the group.

c. Uniform Wear. All applicants, line or executive, will be evaluated upon their appearance and wear of their blues and utility uniforms (BDU). The inspector will use the standard rating form. The compilation forms will be available at the final evaluation meeting.

d. Oral Interview Board. The board will consist of a combination of cadet and senior evaluators who will interview each applicant. During the interview, applicants will be evaluated on bearing, image, maturity level, communications skills, and general CAP knowledge. The evaluation team leader, at the minimum, will be present at the final evaluation meeting. Applicants will be questioned concerning:

(1) Job Preference
(2) Encampment Preparation
(3) Qualifications

7-5. Final Evaluation Meeting. At the conclusion of the evaluation outlined in the section, the evaluators will assemble for the final evaluation meeting. The objective scores from each area will be tallied and applicants will be placed in ranked order for the desired position. Additional considerations might include, but are not limited to, personnel compatibility and encampment needs. Only evaluation team leaders may raise an objection to the rank ordering and must justify removing an applicant from an assigned list. This is also an appropriate time for the Senior staff to match Tactical Officers to flight staffs.

7-6. Results. The Cadet Commander will announce the final version of the cadet staff roster as soon as possible after the final evaluation/selection meeting.

7-7. Post-Selection Training. At the conclusion of the selection portion of the exercise, instruction will be conducted at the direction of the Commandant of Cadets. Some example courses the complete Cadet and Senior staffs can participate in are:

(1) Encampment Model
(2) Executive staff position roles and responsibilities
(3) Encampment objectives
(4) Encampment specific training procedures
(5) Cadet Protection Policy
(6) Health & Safety

Chapter 8
HONOR FLIGHT/SQUADRON COMPETITON

8-1. Overview.

a. The competition for Honor Flight and Honor Squadron may involve the following elements of competition on a daily basis:

(1) Barracks inspection
(2) Uniform inspection
(3) General knowledge inspection
(4) Drill evaluation
(5) Bonus points for teamwork, motivation, etc.

b. In addition to these daily activities, there are one-time competitions that may factor into the honor flight totals, if conducted:

(1) Volleyball competition
(2) Field day events such as tug-of-war, pie eating contest, dizzy bat
(3) "Class A" inspection (formal stand-by inspection at end of encampment)

c. The daily inspections are coordinated and performed by the Standardization and Evaluation Team (Stan/Eval). Selected staff judges the special activities, discussed later. Encampments may add additional elements to the honor flight considerations, based on any special situations (ex: an aerospace encampment could have a model rocketry competition added.)

8-2. Daily Drill Competition.

a. Method. The drill competition is to be conducted using drill cards, as is at National Cadet Competition (NCC)

(1) Stan/Eval will create drill cards (Attachment 10 is a sample), along with the training staff. Cards will be created for each day's drill training, reflecting specific commands to be learned by the flights on that given day.

(2) Innovative drill competition may be instituted at the option of the cadet commander. Stan/Eval will create the necessary score sheets and evaluation system.

(3) Emphasis will be placed mostly on the performance of the flights and not the flight staff's ability. However, some bonus points should be awarded for flight staffs that are proficient.

(4) Stan/Eval is responsible for insuring that proper areas are set for all drill competitions. In addition, the commander will insure that the host base unit is not inconvenienced and that the areas are safe for team drill. The order of teams competing will be sorted by schedule.

b. Scoring. Each judge will use the Cadet Drill Card Evaluation Sheet (Attachment 5) to record each flight's performance. These sheets will be collected and double-checked by the chief judge. Stan/Eval, The Cadet Commander and the Commandant of Cadets will confirm the results prior to any announcements of the results.

c. Rules. Upon reporting in on the drill pad, the designated flight commander (the flight sergeant or commander, determined by Stan/Eval for the day) will take one of two or three drill cards from the judge. The commander has up to 30 seconds to silently review the drill card. Once the 30 seconds is up, the judge will call "time" and the drill card should begin. The flight has 3 1/2 minutes to complete the drill card. The commander may refer to the drill card while giving commands, but should not stare at the list. The flight commander may add any commands at their will. Boundaries are placed on the drill pad, with points deducted if anyone in the flight steps out of bounds. Judges are to evaluate only the commands on the card, not any extra commands added by the commander.

d. Skipped Commands. During a drill card, a commander may add any commands they see fit. They must raise their hand before calling the command to indicate this. Since the judge can never know for sure which commands were intended to be coming from the card or not, they can only score the first occurrence of the next command on the card. If the commander skips a command, while continuing with the card, the judge cannot score until the next command on the list is called, because they cannot tell for sure if the commands are added or not. It is imperative that the flight staffs ensure they cover all the commands, especially ones in the beginning, as well as remember to raise their hand when inserting commands.

e. The 54 commands of standard drill. This sequence of commands was used at NCC for many years for the standard drill competition, until 1993. This list is provided for historical reference.

1. Present, Arms
2. Order, Arms
3. Parade, Rest
4. Flight, Attention
5. Right, Face
6. Close, March
7. Extend, March
8. Left, Face
9. Dress Right, Dress
10. Ready, Front
11. Left Step, March
12. Flight, Halt
13. Open Ranks, March
14. Ready, Front
15. Close Ranks, March
16. Right Step, March
17. Flight, Halt
18. Right, Face
19. Eyes, Right
20. Ready, Front
21. Left, Face
22. Dress Right, Dress
23. Ready, Front
24. Right, Face
25. Forward, March
26. Change Step, March
27. Count Cadence, Count
28. Column Right, March
29. Forward, March
30. To the Rear, March
31. To the Rear, March
32. Close, March
33. Forward, March
34. Extend, March
35. Forward, March
36. Column Right, March
37. Forward, March
38. Right Flank, March
39. Flight, Halt
40. Forward March
41. Left Flank, March
42. Column Right, March
43. Forward, March
44. Right Flank, March
45. Left Flank, March
46. To the Rear, March
47. To the Rear, March
48. Eyes, Right (marching)
49. Ready, Front
50. Column Right, March
51. Forward, March
52. Flight, Halt
53. Left, Face
54. Present, Arms (Flt/CC salutes Chief Judge)

8-3. Barracks Inspection.

a. The barracks inspections will be performed on a daily basis by the Stan/Eval team. The inspection is done while the cadets are attending classes or training. Stan/Eval will leave post-it notes by items that are good or incorrect to provide feedback to the cadets when they return to the barracks. The Stan/Eval team will determine scoring. Forms used can either be pre-existing or custom made. Attachment 13 is provided as the recommended inspection form.

b. To save time, and enable the Stan/Eval team to complete the inspection in a timely manner, they can elect to score only three or four cadets per flight for inspection, while giving quick feedback to the remaining members of the flight with post-its. The Stan/Eval team should inspect the same numbered cadets, i.e. cadets 1, 5 and 11 (for example) in each flight. (Flight staff must number the cadets first, for this purpose, and also for roll calling when falling in or during evacuations).

c. Common use areas should also count towards honor flight points. It is up to the Stan/Eval team, along with command approval, to determine scoring of common areas for each flight.

8-4. Volleyball competition

a. Purpose. The encampment volleyball program is designed to encourage teamwork and sportsmanship. Competitive sports offer the flights an additional means of interaction. The program is made to relieve stress and stimulate motivation. Cadets should be made to feel that the teamwork they display is more important than winning or losing. Flight staff are encouraged to practice during flight time. It is vital that each cadet participates, with a feeling that they have contributed to the team effort. A TAC Officer or the Medical staff can only excuse cadets from play.

b. Competition Structure. The Cadet Commander will appoint a project officer to conduct the volleyball tournament, arranging for equipment, tournament rules and order of play. The project officer will appoint referees for each match, with the group or wing 1st Sgt as the chief judge of the final event (or a squadron 1st Sgt if there is no group or wing 1st Sgt)

c. Volleyball Rules. See the National Cadet Competition guidelines for the volleyball court arrangements and rules.

8-5. Class "A" Inspection. The Class "A" inspection is normally conducted as a standby inspection. The Class "A" inspection should contain the same events that are inspected daily. If time permits, the cadet commander may expand the Class "A" to include other events, such as the volleyball competition, the CPFT, or even conducting a complete cadet competition (mile run, panel quiz, etc.)

a. The Cadet Commander will select judges for the competition. Command staff or seniors (except flight or senior TACs) are recommended.

b. The Cadet Commander will designate the uniform. The usual uniform is summer blues.

c. Judging staff should be comprised of at least three people, one whom is a senior.

d. Scoring forms should be the same as the daily inspections, however doubled or tripled. For example, If three people inspect drill instead of one, count all three scoresheets, instead of the average

8-6. Honor flight and Honor Squadron. The honor flight and honor squadron scores are calculated in similar manners, with exception to squadron scores including, or weighting more, the scores for common use areas during inspection.

a. Daily inspection. The honor flight competition should be based simply on the sum total of each of the events listed in 8-1. For honor squadron, emphasis on common use areas to each squadron should be placed. The score is determined by summing the honor flight totals for the squadron, and adding in common use area scores. First, second and third for each category (for honor flight) and first second and third overall should be announced at the end of the day sometime.

b. Encampment Honor Flight. Honor flight for the encampment should be determined primarily by score. Adding up the grand total for each flight across the whole encampment, then ranking it will provide a recommendation list. Based on this list, the Stan/Eval team, along with command staff and any others deemed appropriate, determine from those candidates who should be honor flight. See chapter 11 for more details.

c. Encampment Honor Squadron. Honor squadron should be determined in a similar fashion as honor flight, by adding up the squadron scores across the encampment, and taking the top candidate(s), and determining with the same people as honor flight, who the honor squadron should be for the encampment.

Chapter 9
PHYSICAL TRAINING

9-1. Physical Training. Physical training (PT), as one of the five program elements of the Civil Air Patrol cadet program, has an important role at encampment. PT is the springboard for health and fitness programs that are critical to each cadet's development. As such, PT is not designed as a punitive program, or intended to create a high-pressure atmosphere for participants. The primary purpose of PT is to increase fitness levels, emphasize the importance of fitness, promote teamwork, and develop each cadet's self-discipline to participate in fitness activities. PT provides an active beginning to the encampment training day and teaches cadets the military method for conducting PT.

9-2. Conduct. The cadet NCO staff conducts PT. Cadet officers will participate in the formation, leading by example, and correcting poor performance. Perform PT in the following sequence: formation, warm-ups, stretching, calisthenics and/or activity, and cool-down.

9-3. Formation. Use the following sequence of commands to form into double-arm interval to conduct PT. The First Sergeant will direct, at his/her command:
Open Ranks, MARCH
Ready, FRONT
At Double Arm Interval, Dress Right, DRESS. The flight does dress right dress with both arms up. ELEMENT LEADERS DO NOT MOVE from their alignment; they simply put their left arms up.
(do PT)- Add **Half Right [Left], FACE** *for exercises in the push-up position (mtn. climber, body builder…)*
Once Finished,
Dress Right, DRESS. Done normally.
Close Ranks, MARCH

9-4. Warm-ups. After the flight is prepared for PT, the 1st Sgt begins warm-ups. Warm-ups are designed to stretch the tendons, ligaments and muscles. 1st Sgts will conduct warm-ups in an organized manner without regimentation. In order to warm up the joints, warm-ups should start small, increasing to large. Conduct warm-ups in sequence from head to toe, following the sequence identified in Figure 10-1, Begin by having cadets jog in place.

9-5. Stretching. Flexibility is an important component of fitness and can assist cadets in performing PT. Stretching is designed to increase muscle length and improve tendon range of motion to prevent injury and to allow muscles to become stronger. Stretch sequentially from head to feet and use only static stretches. Conduct stretches in an organized fashion with regimentation and hold each stretch for ten counts. Stretch all major muscle groups. Provide personal stretching time. Selected stretches are depicted in Figure 10-2.

9-6. Calisthenics. Calisthenics are conducted in a regimented fashion by the 1st Sgt and is designed to increase the heart rate of the cadet and prepare for aerobic activity. During the first PT period, the 1st Sgt should ask if cadets have questions, and should demonstrate the calisthenics if necessary. After cadets are familiar with the exercises, the 1st Sgt merely needs to say what the exercise is, command cadets to the start position and have them begin exercising in cadence. Recommended calisthenics are identified in Figure 9-2.

a. Sequence. (Air Force method) Bring the unit to attention, and say the following things:

(1) **The first exercise of the day is the** [insert exercise here]**.** [Cadets echo exercise name]**.** Say "next" if the exercise is not the first of the day.

(2) **It is a** [count] **count exercise.** Most exercises are four count. Stretches should be ten count.

(3) **We will do** [number] **repetitions.** For stretches, the number of repetitions is usually two- one for each side. For four count pushups, the cadets are actually doing two pushups in each "repetition".

(4) **I will count the cadence, you will count the repetitions.** This means that the 1st Sgt will say, alone, "1, 2, 3," (the cadence count) and the cadets will finish with "1" (the repetition count).

(5) **Start position is** [at attention, in front leaning rest, etc.].

(6) **Start Position, MOVE.**

(7) **Ready, BEGIN."** "Begin" is used instead of "exercise" because this procedure also applies to stretching. The 1st Sgt will start with "1, 2, 3," and the cadets will finish with "1". This is followed by: First Sergeant: "1, 2, 3,"; Cadets: "2", continuing until the cadets reach the number of repetitions outlined in part (3) above.

(8) To halt the exercise, the 1st Sgt controls the formation by using a rising vocal inflection for the final repetition of the exercise (when counting cadence). Cadets say **"Halt"** on the last repetition instead of counting.

(9) After cadets have halted, they say in unison, **"Permission to recover, 1st Sgt."** The 1st Sgt gives permission by saying **"RECOVER!"** At this point the flights should clap and give short cheers/yells like "hoo-rah" for motivation-it's odd at first, but it works great. Otherwise, the 1st Sgt may move directly into the next stretch or exercise (deny permission).

(10) The key to remember is to make it FUN and MEMORABLE. The more procedural and structured, the better- cadets always enjoy having a "story to tell back home." Original (or copied) chants and sayings are HIGHLY recommended (ex: 1st Sgt shouts from time to time "We love PT" and the cadets reply "We love PT"). Confidence and a projecting voice enhance the experience, even if the exercise isn't tough for everyone.

b. Calisthenics Instruction. You can instruct calisthenics in various ways. Ideally, the 1st Sgt will instruct their cadets using these two steps:

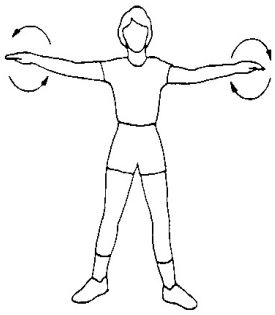
(1) **First step.** The instructor demonstrates the exercise, if necessary.

(2) **Second Step**. Both the cadets and the instructor participate.

9-7. Activity. After calisthenics, the 1st Sgt should direct the aerobic activity of the day. This time period can be used for a group/wing run, administering the cadet fitness test, or some other activity. A common technique is for the 1st Sgt to allow organized runs as a flight initially, then to conduct runs as a squadron later in the week.

9-8. Cool-Down. Never suddenly stop aerobic activity. This can cause pooling of the blood and can lead to a serious medical problem, depending on the intensity of the exercise. At the very least, this will teach a bad habit regarding PT and what to do at the conclusion of exercise. After the aerobic activity, have cadets slowly return to a normal heart rate by walking, then conducting some stretches. This will help both the cool-down and may help reduce soreness the following day.

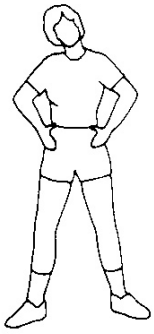
ARM AND SHOULDER WARM-UPS



Position: Stand with feet shoulder width apart extend arms outward to shoulder height with palm downward.

Action: Rotate arms forward, beginning with a small circle and expanding to a large circle. Repeat in opposite direction.

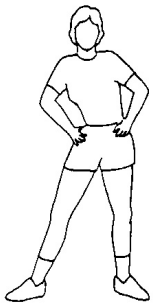
NECK WARM-UPS



Position: Stand with feet shoulder width apart. Place hands on hips.

Action: Roll the head slowly to the left, beginning with small circle and expanding to a large circle. Do not rotate neck beyond vertical—This action will unnecessarily compress the spine. Repeat in opposite direction.

HIP WARM-UPS



Position: Stand with feet shoulder width apart. Place hands on hips.

Action: Rotate the hips clockwise while keeping the back straight. Start with a small circle and expand to a large one. Repeat in opposite direction.

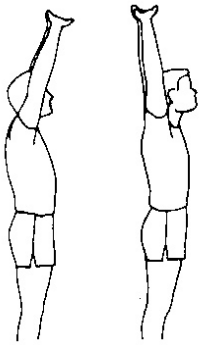
KNEE AND ANKLE WARM-UPS

Position: Stand with feet together and bend at the waist with knees slightly bent. Place hands on knees.

Action: Rotate the knees clockwise. Repeat in the opposite direction.

Figure 12-1. Warm-Ups

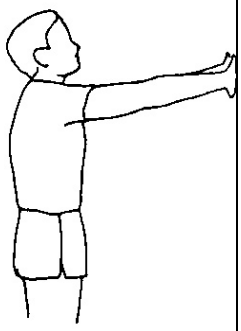
ABDOMINAL STRETCH



Position: Stand and extend the arms over the head. Interlace fingers with the palms turned upward or with palms facing each other.

Action: Stretch the arms up and slightly back. Hold for 10 seconds. Stretch to one side and hold for 10 seconds. Stretch in the other direction.

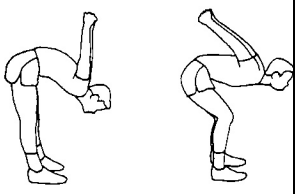
UPPER BACK STRETCH



Position: Stand with the arms extended to the front at shoulder height with fingers interlaced and palms facing outward.

Action: Extend the arms and shoulders forward. Hold for 10 seconds

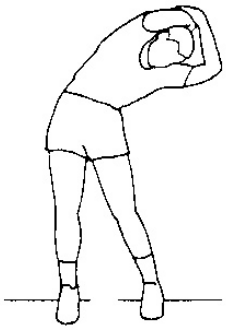
CREST STRETCH



Position: Stand and interlace the fingers behind the back.

Action: Lift arms behind the back so they move outward and away from the body. Lean forward at the waist. Hold for 10 seconds. Bend the knees before moving to the upright position.

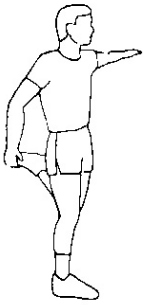
OVERHEAD ARM PULL



Position: Stand with feet shoulder width apart. Raise the right arm, bending the elbow and touching the right hand to the back of the neck.

Action: Grab the right elbow with the left hand and pull to the left. Hold for 10 seconds. Switch hand position and stretch in the other direction.

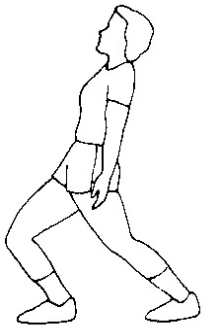
THIGH STRETCH



Position: Stand

Action: Bend the left leg up toward the buttocks. Grasp the toes of the left foot with the right hand and pull the heel to the left buttocks. Extend the left arm to the side for balance, if necessary. Hold for 10 seconds.

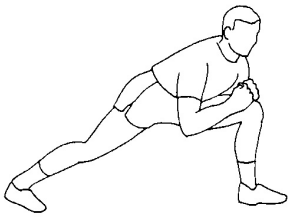
CALF STRETCH



Position: Stand straight with feet together.

Action: Move the right foot to the rear about two feet and slowly press the right heel to the ground. Bend the left knee and push the hips forward while arching the back slightly. Hold for 10 seconds. Switch leg and repeat.

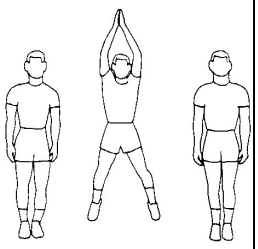
STANDING GROIN STRETCH



Position: Lunge slowly to the left while keeping the right leg straight. Keep the right foot straight ahead and entirely on the floor.

Action: Lean over the left leg while stretching the right groin muscles. Hold for approximately 10 seconds. Repeat with the opposite leg.

SIDE STRADDLE HOP



4 Count

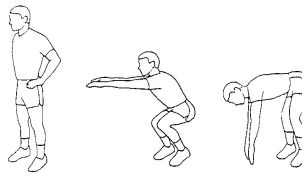
Start Position: Position of Attention

Action: (1) Jump slightly while moving the legs more than shoulder width apart. (2) Jump slightly while swinging the arms downward and returning to the position of attention. (3) Repeat step 1. (4) Repeat step 2. Use a moderate cadence.

Variation: (1)Arms parallel to ground (2) Clap overhead (3) arms parallel to ground (4) arms to the side.

SQUAT BENDER

4 Counts

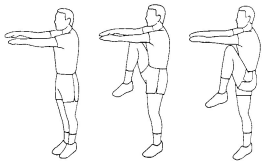


Start Position: Stand with feet shoulder width apart, hands on hips, thumbs in the small of the back, and the elbows back.

Action: (1) Bend at the knees, lower yourself to half-squat. Extend arms forward to shoulder level, with elbows locked and palms down. (2) Recover to start position. (3) Keeping knees slightly bent, bend forward at the waist and touch the ground in front of the toes. (4) Recover to start position.

THE ENGINE

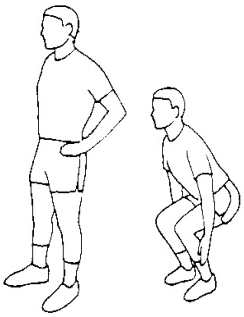
4 counts



Start Position: Stand with arms straight out and in front of the body. The arms should be parallel to the ground with the palms facing downward.

Action: (1) Bring the knee up to the left elbow. (2) Recover to the start position. (3) Touch the right knee to the right elbow. (4) Recover to the start position. Be sure to keep the arms parallel to the ground throughout the entire exercise. Use moderate cadence.

KNEE BENDER

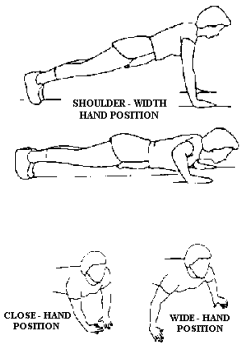


4 Count

Start Position: Stand with feet shoulder width apart, hands on hips, thumbs in the small of the back., and elbows back.

Action: (1) Bend at the knees, lean slightly forward at the waist with the head up, and slide the hands along the outside of the legs until the extended fingers reach the middle of the lower leg. (2) Recover to the start position. (3) Repeat step 1. (4) Repeat step 2. Do not bend knees beyond a 90 degree angle.

THE PUSH-UP



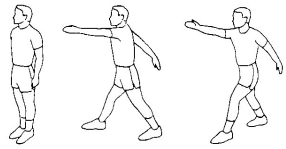
4 Count

To vary the exercise, you may place the hands together or far apart. Use a moderate cadence.

Start Position: Assume the front leaning rest position with the body forming a generally straight line.

Action: (1) Keeping the body straight, lower the body until the upper arms are at least parallel to the ground. (2) Push yourself up to start position by completely straightening the arms. (3) Repeat step 1. (4) Repeat step 2..

CROSS-COUNTRY SKIER

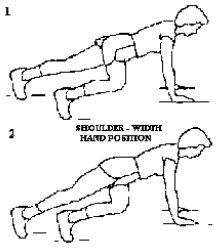


4 Count

Start Position: Attention

Action: (1) Jump slightly in the air and move the left foot forward, landing with both knees slightly bent. At the same time, move the right arm upward and forward to shoulder height and left arm as far back as possible. (2) Jump slightly moving the right foot and left arm forward and the left foot and right arm back. (3) Repeat step 1. (4) Repeat step 2.. Use a moderate cadence.

MOUNTAIN CLIMBER



4 Count

Start Position: Front leaning rest, with the right foot placed next to the left knee.

Action: (1) The person switches foot positioning so the right foot moves back straight, and the left foot moves forward next to where the right foot was. (2) Switch back to original position. (3) Repeat step (1). (4) Repeat step (2) . Use a moderate cadence and ensure the head is kept looking up.

Figure 12-2. Stretches and Calisthenics

Chapter 10
MENTORING PROGRAM

10-1. Overview. The mentoring program is a method for seniors to use to guide cadets along in their development. Seniors have long held the philosophy "let the cadets run the activity" or "the cadets should do it while the seniors observe." The same philosophy drives mentoring. Unfortunately, it's not *really* applied at most encampments. For small or big encampments, the biggest change with this refreshed approach is the addition of the structured executive staff.

This chapter is to guide the seniors to developing and applying the mentoring program that has made such a positive impact in New York.

10-2. Recent History.

a. In 1990, Major Barbara Cardell-Burns, as encampment commander at the New York Wing ES Encampment, first formalized the mentoring program. New York Wing has since been applying these principles and refining them at all of their encampments. The addition of the executive staff has given more cadets an opportunity to participate on cadet staff, and also understand the true mechanisms behind operating an encampment. The end result: better equipped and more informed senior members, and people more aware of the need for support staff. And once the "second generation" kicks in, the process only gets better when those cadets become the senior mentors.

b. How many seniors out there recognize this situation at encampment: one or two cadet executive staff members, sort of helping the seniors and sort of doing their own thing, with the one or two senior admin personnel working from 6 am to 9 p.m. on encampment paperwork? Also, how many cadets out there *really* know how an encampment operates, outside of the flights? This was the modus operandi in New York for many years, and still is for many other wings. However, once the mentoring program and the executive staff behind it were put in place, that situation was never seen again.

10-3. Implementation Suggestions.

a. What is mentoring, anyway?

(1) Mentoring is the process of applying the principle stated in 10-1: to have the cadets run the encampment. This means that the senior, once having done most of the support functions of encampment (for whatever reason) now acts as a mentor or guide for the appropriate cadet staff. Of course, there are some things that cadets simply cannot do, such as drive off post to purchase supplies, or drive CAP vans. But outside of those rules, the cadets are responsible for everything. The role of the mentor is to assist the cadet in training them to do the job.

(2) The mentor role involves helping the cadet plan for the activities before the encampment starts, and then acting as only a helping hand. You, as the mentor, like a TAC officer, do not tell the cadet what to do, (except of course, safety situations) but instead offer feedback *after* the cadet has tried what they have done. If the cadet is "floundering" for a day or two, then offer advice. Also, make yourself available to help. Let the cadet know to ask for assistance. And when you help, it is critical that you do not begin to take over (which can be hard).

b. Reactions when it begins. It is initially difficult for many seniors to "pass the buck." The common and first reaction to this (has and will be) "This is stupid! Cadets don't know/can't be trusted/ won't do it right!" Roles such as creating the training schedule, administration and running the logistical needs of the encampment once owned by seniors is now passed to cadets. It may take two years for the program to hit full stride, because the seniors haven't taught themselves to pass the work to cadets. Opponents will see the cadet make the first mistake or oversight and instantly assume their theory is supported and mentoring is a failure. Of course, cadets will make mistakes and cadets will have oversights. This is the learning process for them.

c. Why should we implement this? It is amazing what the cadets can accomplish! For the first ten encampments using mentoring in New York from 1990 to 1997, the Honor Staff member was from the executive staff seven times. Since not everyone gets to be flight commander, there is a real opportunity for more cadets to shine and perform in a leadership role with this program.

d. What does the Senior do during encampment?

(1) The senior member is responsible for providing a "safety net" for the cadets. It is terribly difficult for most seniors to resist the temptation to explain to them "the way it's supposed to be done." The senior is there at the beginning to offer assistance and direction for the cadets. The cadet Officer In Charge (OIC) is the person responsible for the actions

of that executive staff department. Offer *guidance* and *suggestions* for the cadets. Avoid *telling* them what to do, except in cases where they would not fulfill a regulatory requirement or be able to finish work by the end of encampment. Use the position descriptions in Chapter 2 for guidance.

(2) During encampment, the senior is there to offer a helping hand, such as assisting the cadet admin staff type up Certificates of Accomplishment. However, don't do their work for them unless invited. The senior shouldn't be taking the pictures for the PAO staff, unless the cadets request your help. Of course this doesn't exclude the senior from saying "I can help with taking pictures." Answer any questions the cadet asks about the job. Offer counseling for their role in the staff (example- the OIC might have a question about leading his/her staff). Most of all, let the cadet know for sure that you're there for assistance.

e. Who mentors whom? Mentors are assigned to mentees by similar duties. This structure offers the cadet in a similar position as the senior mentor someone who is familiar with the kinds of issues or problems related to the cadet's duty. As TAC officers are matched to flight staff, the senior PAO is matched to the cadet PAO staff. The same is applied to the remainder of the staff- Cadet Commander to Encampment Commander, XO to XO, Admin to Admin, etc. If a cadet executive staff department doesn't have a corresponding senior, the senior XO is then the next in line. Likewise, the First Sergeants can either have a senior TAC or the COC as a mentor. <u>The mentoring structure does NOT mean a cadet may break the chain of command; nor does it replace old roles</u> (ex: the COC still offers advice to the C/CC). Occasionally, cadets will inadvertently (or sometimes intentionally) use their senior mentor to get their complaints heard by the "higher ups." It is the responsibility of the senior to recognize when the cadet is raising issues that must be brought through their chain of command.

f. When does mentoring occur? Mentoring is a continuous process that happens through the duration of the encampment. But at least once every two or three days, if the cadet does not initiate discussions, the senior should sit down and have a chat with them. Offer some compliments and suggestions, or ask the cadet questions if there is nothing to talk about. Availability is the most important aspect. If the cadet feels the senior is not available, then mentoring will not work.

g. Conclusion. Mentoring is a wise step in the development of the cadet program. Easily applied at encampments, mentoring can even be extended to the home unit. The Air Force also promotes its own mentoring program. The key to mentoring, Air Force or CAP, is for the mentor to *offer* their assistance, and let the mentee know they're available for guidance. These same principles have been used by TAC officers in CAP for hundreds of encampments, and have worked flawlessly. The same happens when mentoring is applied towards the cadet staff as a whole.

Chapter 11
AWARDS

11-1. Purpose. The awards program was designed to recognize achievement at encampment. Each staff member should remember that the mission of encampment is training CAP members, not to win awards. To this end, staff members are reminded that the training program and schedule must be followed at all times. The encampment commander is not required to use any of these awards listed. This award list is to be used as a guideline.

11-2. Flight Awards and Criteria.

a. Honor Flight - Daily.

(1) Each day before the evening formation, the Stan/Eval team will add up their results, placing them on a summary sheet. Flights will be ranked in each inspection category, based solely on score. The flight with the highest total points will be the honor flight for the day. Drill, uniform, general knowledge, and barracks are scored on a standardized scale. The Stan/Eval team can observe and, along with inputs from the command staff, add pre-determined bonus points for the following areas:

- Flight motivation- jodies, chants and general spirit, especially during sports and PT.
- Esprit de Corps/Morale/Attitude
- Teamwork
- Performing acts above and beyond the normal without help from the flight staff, such as extra submissions to the cadet newspaper, cleaning the common use areas outstandingly, demonstrating better physical fitness, knowledge, or talent in some other area, etc.

(2) The Stan/Eval Team will report their results to the C/DCC. She/he will immediately inform the C/CC and the COC of the result. (Before the evening formation begins.) The C/CC determines what reward (or privilege) honor flight will earn ahead of time. Examples include eating first at meals (if transportation and chow hall arrangements permit), allowing them to talk during meals, a candy bar for each member, lunch with the Cadet Commander, etc. As long as the flight perceives it as a reward, go with it. A streamer (like a unit citation streamer) will be presented to the honor flight to display on their guidon pole.

b. Honor Flight - Encampment.

(1) The Group (or squadron) commanders and Command staff (CC, DCC, XO, and Wg 1st Sgt) will make the decision. Group Commanders will actively solicit Tactical Officer input prior to the meeting where flights are compared. The decision will be based on ranking the flights by total score for the whole encampment. Stan/Eval will tally the results for the entire encampment, appropriately weighting formal ("Class A") inspections (ex: double or triple the normal score), and provide a list of the top 25-40% of the flights by score to the reviewing panel. The panel will weigh the differences in score, along with these outside factors (these offer good factors to consider if there is a tie, or two very close scores):

- Workbook scores
- Level of Teamwork
- Attitude and Customs and Courtesies
- Additional factors deemed appropriate

(2) The Cadet Commander has final say in who is the honor flight. A streamer will be presented to the honor flight during pass-in-review and plaques or trophies will be presented to the flight staff (also the cadets in the flight if budget permits).

c. Encampment Volleyball Competition. A streamer may be presented to the flight that wins the volleyball competition (if there is one) to display on their guidon pole.

d. Emergency Services Awards. At an ES themed encampment, awards can be presented for land navigation skills, ground team skills, flight line supervision, survival skills, etc.

e. Aerospace Awards. At an aerospace themed encampment, awards may be presented for best model rocket design, highest rocket flight, longest time aloft for a paper airplane, etc.

f. Daily Inspection Categories. A streamer may be presented to the first place winner in each daily competition category to display on their guidon pole. Barracks, Uniforms, Knowledge, and Drill are the categories.

11-3. Individual Awards and Criteria.

a. *Encampment Honor Cadet.* Selection of the Encampment Honor Cadet must be done carefully and without prejudice. The basic criteria for selection follows:

- Appearance
- Attitude

- Motivation
- Character
- Desire to excel
- Progression at encampment
- Leadership potential

(2) The Honor Cadet should be the "best" cadet that the encampment has produced. It is important to remember to factor age in the decision. A 17-year-old will be maturer than a 12-year-old will. A C/MSgt knew more than a C/A1C when they arrived at encampment. The flight staff should look for the individual that has gained the most from encampment, while being a team player and motivating the flight to excel. The encampment must have been a positive and challenging experience for the individual that is selected.

(3) After consultation with all members of the flight staff, the flight commander selects a cadet to be interviewed by the Group Commander's Review Board (in squadron level encampments, there is no group review—skip directly to (4), the cadet commander's board.)

(4) The Group Commander invites at least one additional cadet staff member (preferably the executive staff) and an impartial Senior to interview cadets recommend by each flight. The review board uses the same criteria listed above and recommends one cadet to be interviewed by the Cadet Commander's Review Board.

(5) The Cadet Commander's board will consist of the Encampment Commander, Commandant, Cadet Commander, and the Deputy Cadet Commander. The criteria are the same as previously listed.

b. ***Award for Academic Excellence.*** Awarded to the cadet with the highest final exam scores. In lieu of the exam, the encampment commander may choose other criteria for the award, or not use it at all. In the event of a tie, the board outlined in paragraph 4 above will interview the cadets.

c. ***Honor Staff Officer.*** Awarded to the cadet officer that demonstrated outstanding leadership skills during the encampment, along with any other appropriate criteria. The Encampment Commander, with input from the COC, C/XO and C/CC, selects this individual.

d. ***Honor Staff NCO.*** Awarded to the cadet NCO that demonstrated outstanding leadership skills during the encampment, along with the criteria above. The COC and Cadet Commander select this individual.

e. ***Award for Senior Leadership.*** Awarded to the Senior member that sets the best example for the cadet and senior staff. They exhibit good uniform practices, exemplary customs & courtesies, good training techniques, superior mentoring skills, and showed signs of improvement. The selection committee will include the Encampment Commander, Deputy Encampment Commander, and the Executive Officer.

Chapter 12
HEALTH AND SAFETY

12-1. General. The first responsibility of all encampment staff members (cadet and senior) is the health and safety of all CAP members at the activity. The structured stressful environment of encampment reduces a cadet's ability to care for their personal hygiene and bodily functions. Staff members must therefore fill this gap.

a. Cadets will be observed and attended to at all times during inspections. They should be reminded not to lock their knees, and should be allowed to sit down if they feel sick.

b. Cadets should have time to care for their personal needs. Flight training staff members will provide time to use the latrine. Do not force a cadet to ask to use the latrine.

c. Living together in close proximity requires good personal hygiene. Flight staff will encourage good hygiene in a positive, tactful, and diplomatic manner.

d. Bunks should be arranged head-to-toe, from top bunk to bottom bunk, and bunks next to one another should be arranged head to toe.

e. Cadets will shower daily. The objective is hygiene not training. Showers are not to be timed or used as training tools. The flight staff will allocate enough time for the entire flight to shower. This time will be structured so that the cadets get clean and no horseplay takes place.

f. The tactical staff will inspect the feet of each cadet after the evening shower. Flight staff should assist. First aid and preventive action will be made at this time. Serious injuries will be reported to the encampment medical officer as soon as possible.

g. Each flight will walk through the fire evacuation route posted in each building before the first evening.

h. While drilling, the flight should be given 5 minutes per every 30 minutes of drill time for rest. Drilling consumes bodily fluids that must be replaced. The flight staff will watch for swaying cadets while at attention. Each staff member will review the encampment OI for other safety rules. Health and safety does not stop with the items listed above. All staff will be constantly alert for any safety or health problems at all times. Remember, a sick or uncomfortable cadet is not going to learn very much.

i. Things to Remember:

(1) Allocate adequate time each hour for latrine and water breaks.

(2) Allow adequate time each morning for latrine prior to PT formation.

(3) All cadets shall be required to drink at least one glass of water with each meal in addition to other fluids.

(4) Cadets will shower daily, and be tactfully reminded to use deodorant after showers.

12-2. Meals.

a. Cadets will be briefed on the encampment OI as it relates to meals *prior* to attending their first meal. Cadets may be excused from a meal only by a tactical officer, medical officer, the commandant, or encampment commander.

b. Seating and line flow coordination will be the responsibilities of the wing and squadron first sergeants.

c. Members of the flight staff will complete their meal before their flight so they can greet the cadets when they depart the dining hall.

d. Each cadet is to eat a balanced meal to include meat (or other high protein food), grains, vegetables, and dairy products. One glass of water will be consumed as well. This paragraph will not be interpreted to limit the quantity of food or fluid consumed.

e. No food will be removed from the dining hall.

f. During meals, cadets *will not* be disturbed, except for necessary corrections.

12-3. Laundry. The flight staff is responsible for insuring that laundry is done in a timely manner. The Wing and Squadron First Sergeants will arrange the laundry schedule prior to the basic cadets' arrival. Remember that personal time may not be allocated for this purpose. Some cadets may have only one uniform and limited underwear. It is the flight staff's responsibility the basic cadets have and wear clean clothes. Here is a list of laundry hints:

a. Wash white clothes every day.

b. Mark all items prior to washing. This includes underwear, fatigue pants (BDU), etc.

c. Wash dark and light clothes separately.

d. Wash fatigues (BDU) in shifts. They take a long time to dry.

e. Do not launder blue wool pants or skirts, send these items to the dry cleaners.

f. Do not iron blue wool clothes without an ironing cloth.

g. Coordinate with First Sergeants to determine scheduling

h. Wash while on tours and dry while in the building.

12-4. Personal Time. Personal time is the cadet's time. Each night, 30 minutes is set aside for cadets to do as they wish-given the restrictions of encampment. They may write letters, talk to other flight members, take another shower, iron uniforms, polishing shoes or just go to bed early. The cadets will receive the entire half hour. No speeches, inspections, or any other training is allowed; the training day is over. NO EXCEPTIONS! There will be no horseplay allowed however, since control must be maintained. At the same time, the cadets must be allowed to relax

12-5. Building Evacuation Procedure. Building evacuation routes shall be posted on bulletin boards in building. For building evacuation during duty hours, cadets will proceed quickly in appropriate uniform to nearest exit and then to the pre-designated assembly point. For building evacuation during sleeping hours, cadets will put on athletic shoes and tie them, cover themselves with their blanket, proceed quickly without running to nearest exit and then to assembly point. **Note:** For some emergencies it may be necessary to keep the normal assembly area clear. Be aware of surrounding area and possible alternate assembly areas.

12-6. Other Emergency Procedures. Note any warning signal instructions posted on bulletin board. Find out where the nearest shelter is for your area. If in doubt, have all personnel proceed downstairs and remain in hallway with doors closed, away from windows, and await further instructions.

12-7. Road Guard Procedures. It is important to remember that the purpose for road guards is to assure safe crossing of streets. A Senior Member will accompany any marching unit and will monitor stopping of traffic at intersections. Be certain that road guard procedures are being followed and that the road guards are safe. See the Cadet OI for reference.

12-8. Medical Problems.

a. The flight training staff's first responsibility is preventive medicine. Remain sensitive to environmental conditions and situations that are likely to cause injury or illness. It is essential that sincere medical problems be handled immediately and judiciously.

b. Tactical Officers are responsible for double checking the CAPF-32 for any medical problems a cadet might have on arrival at the encampment. In the opening assessment interview ask each cadet for required medication, and check with the encampment medical officer if any question arises. (i.e., should medication be left with the cadet or should be held by the Tactical Officer or Medical Officer.)

c. Keep in mind basic emergency procedures:

(1) Identify the problem.

(2) Immobilize injured individual.

(3) Call for medical help by radio, phone, or runner.

(4) Provide immediate FIRST AID.

(5) Provide care only up to your level of training.

12-9. Common Medical Problems. These common problems and treatments are quoted from standard Red Cross first aid manuals.

a. Heat Exhaustion. Heat exhaustion is a response to heat characterized by fatigue, weakness, and collapse due to intake of water inadequate to compensate for loss of fluids through sweating.

(1) Symptoms:

- Approximately normal body temperature.
- Pale and clammy skin.
- Profuse perspiration.
- Tiredness, weakness.
- Headache, perhaps cramps.
- Nausea - dizziness (possible vomiting).
- Possible fainting (The victim will probably regain consciousness as the head is lowered.)

(2) Treatment:

- Remove person to shade.
- Loosen clothing.
- Apply cool, wet cloths and fan the victim or take them to an air-conditioned room.

(3) Prevention:

- Drink plenty of liquids.
- Use liberal amounts of salt on foods.

b. Heat Stroke. ***Heat stroke is an immediate, life-threatening emergency for which medical care is***

urgently needed. Heat stroke is a response to heat characterized by extremely high body temperature and disturbance of the sweating mechanism.

(1) Symptoms:
- Body temperature is high (may be 106°F or higher).
- The skin is characteristically hot, red, and dry. The sweating mechanism is blocked.
- The pulse is rapid and strong.
- Victim may be unconscious.

(2) Treatment:
- Victim needs medical attention immediately.
- Move to shade.
- Loosen clothing.
- Apply cooling measures; ice, cold cloths, etc.

(3) Prevention:
- Same as heat exhaustion.

c. Hyperventilation. Hyperventilation is a condition brought about by over-breathing. Usually there is some degree of anxiety, tension, and emotional distress. Over-breathing begins without the person being aware of it, until enough carbon dioxide is washed out to cause symptoms so alarming that the person begins to breathe even more vigorously.

(1) Symptoms:
- Dizziness, faintness, numbness.
- Rapid breathing.
- Tingling, pounding of the heart, spasmodic muscle cramps.

(2) Treatment:
- Provide a relaxing, restful, calm atmosphere.
- Reassure the patient.
- Ensure slow, measured breathing.
- Notify encampment medical officer.

(3) Prevention:
- Watch stress level

d. Laryngitis (Loss of Voice). Inflammation of the larynx or voice box is known as laryngitis. Simple acute laryngitis is usually caused either by infection or by overuse or strain of the voice.

(1) Symptoms:
- Hoarseness.
- Voice cracks; unable to speak above a whisper.

(2) Treatment:
- Rest the voice.

(3) Prevention:
- Voice exercises.
- Proper use of diaphragm. Reference "Leadership: 2000 & Beyond".
- Drinking small amounts of water many times, especially during and after long periods of talking, and also moments when the throat is even mildly sore

e. Sprain. A sprain is an injury to the soft tissue surrounding joints, usually because of forcing a limb beyond the normal range of a joint. The ligaments, muscles, tendons, and blood vessels are stretched or torn. The ankles, fingers, wrists, and knees are most often sprained.

(1) Symptoms:
- Swelling
- Tenderness
- Pain upon motion
- Discoloration

(2) Treatment:
- Immobilize extremity and refer to medical.
- Apply ice pack.

(3) Prevention:
- Keep from running and jumping; i.e. stop having fun.

f. Strain. Strains are injuries to muscles from overexertion. The fibers are stretched and sometimes partially torn. Back strains are commonly caused by improper lifting.

(1) Symptoms:
- Swelling
- Tenderness
- Pain upon motion
- Discoloration

(2) Treatment:
- Immobilize extremity and refer to medical.
- Apply heat, warm, wet applications, and rest.

(3) Prevention:
- Keep from running and jumping.
- Avoid lifting from an awkward position.

g. Blisters. Blisters caused by friction from shoes or boots appear on the heels, toes, and tops of feet. If all pressure can be relieved until the fluid is absorbed, blisters are best left unbroken.

(1) Symptoms:
- Slight limp
- Problems jogging.
- Timing off when drilling; tendency to get out of step.
- Cadet complains of blisters

(2) Treatment:
- Cushion with band-aids/moleskin.
- Keep clean
- For open blisters, refer the cadet to the medical officer

(3) Prevention:
- Check for blisters daily.
- Cushion red spots with moleskin.
- Keep boots/shoes firmly laced.
- Wear multiple pairs of socks.

h. Sunburn.

(1) Symptoms:
- Redness or blisters on exposed areas of skin.
- Mild swelling and pain.

(2) Treatment:
- For minor sunburn, treat with sunburn preparations.
- For blisters, get medical attention.

(3) Prevention:
- Use sun screen. (Minimum SPF #8)
- Watch fair skinned individuals.

Chapter 13
CADET STAFF OPERATING INSTRUCTIONS

13-1. General. In the final analysis, it is the staff of the cadet wing that will determine the success of an encampment. As such, it is important that all staff members maintain and display a positive constructive attitude in carrying out their assigned duties and responsibilities. This attitude should form the foundation for every decision made and every action taken by a staff member.

a. All staff members will maintain an exemplary level of dignity, self-discipline, and military bearing at all times.

b. All staff members have the extra responsibility to set an outstanding example for the cadets. Their quarters, uniforms, personal grooming, hygiene, customs and courtesies, their attitude must meet or exceed encampment standards at all times.

c. All staff members other than the cadet's immediate superiors will not to interfere with a cadet's performance of duties, except in cases of possible injury or violation of regulations. An example is when the infraction is of an immediate nature, such as failure to salute. Good judgment is necessary by all staff members. All violations and infractions *not* of an immediate nature should be addressed through the chain of command.

d. All CAP personnel share the responsibility to ensure that the property of Civil Air Patrol and the host facility is respected, properly maintained and accounted for. Items that are broken or appear in substandard repair, should be reported to the Tactical Officer and the Headquarters as soon as possible.

13-2. Dining Hall.

a. Members of the staff may not arbitrarily cut into the dining hall line. When it is necessary in the performance of one's duty to cut into the line, it shall be done only between flights. It is customary for cadet staff (except flight staff and TACs) to eat last after all the flights have gone through.

b. Cadets are not to be disturbed by staff members while eating their meals. The Wing and Squadron First Sergeants are responsible for supervising cadets in the dining hall and will enforce the dining hall procedures. No general knowledge will be recited. The dining facility is not a social hall.

13-3. Quarters. Executive and line staff shall maintain their quarters in inspection order at all times so as to set the example for the basic cadets. Doors are to be left open during standard duty hours (unless changing). When occupying any room with a member of the opposite sex, the doors will remain open at all time. Cadet command staff and the COC will perform spot checks of staff barracks to ensure compliance.

13-4. Cadet Staff Personal Time. At least one half hour per night will be scheduled as staff personal time. Staff members may do the same things basic cadets do during that time. It is not to be used for organized training, meetings or classes. Staff members may go to bed, read, iron uniforms or anything else they want to do (without breaking any rules or disturbing already asleep cadets) in order to be ready to go the following morning.

13-5. Sleeping. Cadet Staff members will sleep starting at staff lights out, and ending at the earliest 20 minutes before reveille. Staff should also get a minimum of six and one half (6.5) hours of sleep. The ONLY exception to this rule is a building evacuation or similar emergency. National studies have shown that teenagers need on average 8 to 8.5 hours of sleep a night. Although impractical at encampment, the more hours under will increase the negative effects of sleep deprivation. Naps are to be approved by the senior staff and are not a right, but a privilege.

13-6. Private Vehicles. Cadet Staff members will park their vehicles in the designated parking areas. See paragraph 5-10 a. (5) of CAPR 52-16 for more information.

13-7. Responsibility. Cadet Staff members will notify the appropriate Senior Member in the following instances:

a. If you need to leave the encampment area.

b. If the flight is leaving the encampment area for a tour, class, or any other reason.

c. If you or any cadet injures themselves.

13-8. Behavior.

a. Integrity. Cadet Staff will adhere to the Cadet Honor Code, and Cadet Protection Policy at all times. Noncompliance will result in expulsion from encampment and possible termination from CAP.

b. Fraternization.

(1) Description. Fraternization can be described as "undue familiarization". When fraternization occurs, it undermines "good order and discipline" in the unit. Fraternization between officer and enlisted is criminally punishable in the military. This concept of "enlisted-officer relations" is extended at encampments.

(2) Undue familiarization. A key to understanding fraternization is knowing it doesn't necessarily imply a "romantic" relationship. A female group commander who is "chummy" with a female flight commander (especially under their supervision) is potentially guilty of fraternization through "undue familiarization."

(3) Good order and discipline. The supervisor/staff member and subordinate becoming too friendly contradicts "good order and discipline" by opening the possibility of favoritism in a unit. Even the *perception* that "playing favorites" is occurring, regardless of reality, is destructive to unit morale.

(4) Male-female relationships, (of boyfriend-girlfriend nature) on <u>any</u> level, gone unchecked, are contrary to good order. The individuals involved will invariably concentrate on one another, how they are going to "beat the system", or sneaking around instead of doing their jobs at one point or another. Don't think that two squadron commanders fraternizing "won't affect cadets because they're on the same level." Encampment will not be a source of a cadets (or seniors) boyfriend or girlfriend, because it is distracting and unprofessional. Cadets may talk to a cadet of the opposite sex on an unofficial level only at appropriate times, such as through mail call, or a cadet social function.

(5) Senior members will also follow these guidelines, as the effects on the senior ranks are the same. Senior members are also setting the example to the cadets, and should follow the rules in kind.

(6) Cadet staff actively "policing" themselves is of utmost importance. Although seniors will supervise for fraternization, other cadets are aware of it before seniors because the offending parties (in the instance of cadets) will go where there aren't any seniors. Reporting such activity is a matter of personal integrity. Knowing someone is breaking the rules, but tolerating it, shows poor personal integrity. Thinking that it is "OK" because "I don't want to rat on my friends" makes allowing your friends to break the rules more important than accomplishing the mission of the encampment or following established and agreed upon rules. The bottom line is for each person at the encampment to have some self-control. Staff members are to find "opportunities" elsewhere, or at least after encampment, because it is not appropriate during the activity.

c. Alcohol, Tobacco, and Drugs. The use of alcohol, tobacco, or unauthorized controlled substances by staff is prohibited. Failure to comply with this requirement will result in immediate dismissal from the encampment. *Ref. CAPM 52-16, Chapter 5*.

d. Unsafe/Inappropriate Orders. If a cadet receives an order or directive from another CAP member that is perceived illegal, inappropriate, unsafe, or creates potential liability for the CAP, the staff member receiving the order will bring that order or directive to the attention of the issuing member's superior. By no means should a person follow an illegal, inappropriate, or unsafe order.

Chapter 14
THE TACTICAL OFFICER

14-1. General. Tactical Officers are Senior members of Civil Air Patrol who have been specially selected and trained for their role at encampment. Although many of them are former cadets, their is no requirement for a Tactical Officer to have been a CAP cadet. Generally, a minimum of one qualified and trained Tactical Officer is assigned to monitor each Flight at encampment. Assistant Tactical Officers may be assigned if available. The TAC officer's most important function is to be an extremely good observer. The TAC officer should be aware that they are often have the role of the parent for many of the basic cadets. Also, a TAC should always remember that they are one of the most important examples for the cadets. The impression that is set will help set future relationships with other Senior members. So, the TAC should have full knowledge of proper uniform wear, drill, room arrangement and customs and courtesies.

14-2. Assignments. It is important to remember that Tactical Officers are *NOT* part of the chain of command of the cadets. The TAC must enforce this among cadets if their questions can be answered by the flight staff. Tactical Officers are appointed by the Encampment Commander at the recommendation of the COC. They are directly subordinate to the Senior and Chief Tactical Officers.

14-3. Exclusive Responsibilities.

a. The following functions are the exclusive responsibility of the Tactical Officer. They may NOT be delegated to cadet personnel:

(1) Custody of the barracks facilities.

(2) Initial "Shakedown" contraband inspection of ALL cadets, staff included.

(3) Custody of contraband articles and cadet's personal vehicle keys.

(4) Supervise Cadet telephone calls to their home.

(5) Daily sick call, blister checks, related health matters and Medical Officer referral.

(6) Personal counseling and Chaplain referral.

(7) Custody and release of Cadet personnel to authorized persons.

b. Cadet staff encountering matters that are considered to be exclusive responsibility of the Tactical Officer are to notify the appropriate Tactical Officer immediately.

14-4. Shared Responsibilities. The following responsibilities are shared by Cadet Staff members and Tactical Officers at the Flight level:

a. Safety of all flight personnel.

b. General welfare of cadets, including heat exhaustion observation/prevention, fluid intake, availability and use of latrine, etc.

c. Observation, training, and correction of military customs and courtesies

14-5. Tactical Officer/Cadet Staff Relationship. Tactical Officers are the mentors for the flight staff. When dealing with Flight Staff, Tactical Officers are expected to provide advice and counsel when necessary, while allowing the cadet chain of command to remain intact. Immediate problems of a safety nature shall be corrected at any time when the judgment of the Tactical Officer so dictates. Minor matters of technique, command presence etc. shall be handled in private whenever possible. The Tactical Officer is encouraged to discuss Flight Staff development with the Cadet Squadron Commanders. Matters of concern dealing with other cadet staff should be referred to the COC when possible.

14-6. Participation in Encampment Training.

a. In addition to their general duties, Tactical Officers may be assigned to specific training assignments at the discretion of the Training staff or COC. Examples include academic classroom instructors, firing range support, graduation parade support etc.

b. At the flight level, Tactical Officers are assigned as mentors of the flight staff. They are asked to participate in squadron meetings and are constantly evaluating the flights and flight staff's performance. Cadet staff members should consider the Tactical Officers as a valuable resource for training feedback. Often, Tactical Officers are able to draw on years of experience to provide examples of solutions to problems that may arise in an encampment environment. The TAC officer should be seen, not heard. The objective of the Tactical Officer is to allow the cadet staff members an opportunity to solve problems first, but advice is always available to cadet staff members

merely by asking for it. See Chapter 11 for more details.

14-7. Tactical Officer's Tasks.

a. Flight Training Staff Meeting. Discuss responsibilities of the cadet flight staff as outlined in the Encampment Training Manual. Discuss daily/weekly planning. Each evening, review the schedule for the next day. This is in addition to the squadron meetings. Discuss how goals for the next day will be achieved, and what plan the flight commander has for flight time. Ensure the flight staff knows safety procedures such as road guards, barracks procedures and evacuation, and other general safety rules. Check with the flight commander to make sure that workbooks have been issued and that the cadets have received instructions on how to complete them. The workbooks are designed as study aids, therefore they should be completed after each appropriate class. Discuss selection of in-flight positions with flight staff. These positions offer leadership experience for cadets and should not be taken lightly. Permanent and rotational assignments should be made as soon as possible. Review the Flight Commanders Check-lists to insure all items are completed in a timely manner. (See Attachments 1, 2, and 3)

b. Building Security. Any time the flight is not in the building, all inside lights should be out, windows closed, and building doors locked. At facilities where the building cannot be locked, room doors will be locked. All items of value, belonging to the cadets should be collected by the tactical staff, a receipt issued to the cadet, and stored securely.

c. Cadet Interview. When the cadets initially arrive, introduce yourself and explain your role. Review their medical information and check with medical officer if anything is present that might affect the cadet's performance at encampment. Ask if the cadet needs to call home to confirm their arrival to encampment. Inquire how each cadet will be returning home.

d. Shake Down Inspection. Collect money (over $10), credit cards, bus or plane tickets, car keys, weapons, candy, etc. Issue receipts for items collected. Paper bags are convenient to keep each cadet's possessions separate. Collected items will be stored in a secure place. Collect all non-prescription medicine; if in doubt whether to collect it, check with medical officer.

e. Tactical Officer Briefing. This briefing is conducted only by the Tactical Officer. Reference Tactical Officer's Briefing Outline, Attachment 4.

f. Walk-Through. At least once each day, walk through the building to see the progress on bunks, rooms, etc. Note any unreported broken equipment. Check for potential safety hazards. Check latrines/supplies/trash.

g. Medication. The option to not collect prescription medicine has several advantages: First, the TAC is relieved of having to collect it and categorize it; second, the TAC does not have to remember for the cadet to give the medicine; third, leaving prescription medicine with the cadet will show that you are willing to treat them as an adult, and are responsible for themselves. Non-prescription (i.e. not necessary) medicine, such as aspirin, cough medicines or decongestants, should be collected.

h. Blister Check. Each evening, preferably right after showers and before personal time, check for blisters. Watch for reddening on the heel, etc. Assist medical staff by handing out moleskin and Band-Aids liberally. Teach the flight staff to perform this for you (mentoring- Chapter 11).

i. Laundry. Ensure the flight staff has made provisions with the First Sergeant(s) to get the cadets' laundry done. This is often an interesting time management exercise as the time at encampment is very limited.

j. Honor Cadet. Assist in the selection of an honor cadet for the flight. Selection of the honor cadet for the flight should be clear by the second to last day or between two candidates. A squadron selection will be made by the end of that day or early the last day. Usually a squadron review board will be held to interview the candidates from each flight.

k. Special Cadets. Often, opportunities arise for selected cadets to receive orientation flights. Be prepared to select cadets that show promise. These selections should be based on performance, attitude, etc., and are one of the rewards of encampment. Be sure to announce who is being selected and to congratulate them.

l. No Credit. Watch for possible "no credit" cadets. By this point in the encampment you should have identified any candidates for "no credit". This would be a cadet who does not participate at a satisfactory level. Also those who do not complete 80% of the activity fall under the no credit arena. Sometimes a cadet will simply sit by and not participate. Watch this cadet's progress and counsel at the earliest op-

portunity, allowing the cadet the chance to improve and succeed.

m. Honor Cadet. Observe performance of possible honor cadets.

n. Basic Cadet Evaluation. Halfway through the encampment, you should have cadet evaluation forms from Admin. These forms should be completed by the flight staff by the last full day. The flight staff must review the completed form with each cadet before graduation. One copy of evaluation will be given to cadet along with the graduation certificate, the other copies will be returned to Admin staff for distribution.

o. No Credit. Any cadet who is not participating in the encampment satisfactorily must be interviewed by the COC two-thirds the way through encampment. Make your recommendations to the Commandant before sending the cadet to report.

p. Workbooks. Insure that the flight staff has reviewed each cadets workbooks for completeness and accuracy two days before the end.

q. Possessions. Ensure cadets are given money for the cadet party (last day) if needed. Also, ask cadets if they need money when going on trips to the BX/PX or to get haircuts, etc.

r. Check Out. Review checkout procedures. By the second to last day, admin staff should brief everyone for checkout. This will include check-in of linen (logistics), and any other equipment (logistics), restoring furniture to rooms as received (logistics and 1st Sgt), any special cleaning requirements (1st Sgt), etc.

s. Return Possessions. Return collected and inventoried items to cadets. All items collected from cadets at the beginning of encampment should be returned to them. Check for any medicine which might not have been in the locked bags. Pick up original receipt from cadets.

t. Clean Up. Clean up and restore building, having cadet staff assisting. Final building clean up and restoration will be better than its original condition. The tactical staff will take a VERY high profile in making sure the buildings are cleaned prior to departing the encampment.

u. Exit Interviews. The exit interviews are done on the last day and the departure day. Include the flight staff. It is important that you debrief the flight staff. Discuss individually each member's strong points, the points on which she/he improved upon, and offer suggestions for further improvements and growth. Discuss the aspects of the encampment that went particularly well for the flight and what might be improved.

v. Graduation. Check with the COC regarding your involvement in the Graduation ceremony.

w. Debriefing. Day 8. Debrief the flight on the encampment. Point out the objectives and the training agreement that the cadets signed at the beginning of the encampment. Discuss how they can use the knowledge that they have gained at the encampment for appropriate use at the home unit.

x. Sign-Out. Ensure cadets coordinate with admin staff to verify transportation home. It is important that we have a clear understanding of how each cadet is getting home and who has taken the responsibility. We have found it effective to get a signature from the person taking the responsibility for that transportation. Cards will probably be provided from administration for that purpose.

y. Departure. *Do not leave* until released by the encampment commander, commandant of cadets, or chief tactical officer. Do not forget to turn your keys to the building in, before you depart (if issued them).

Note: Your job as a tactical officer is not complete until all your cadets have left the area and your building has been secured. Usually there will be a staff debriefing at the close of the encampment.

Chapter 15
SENIOR STAFF

15-1. Uniforms.

a. The Senior Staff sets an example for the cadet staff and the basic cadets. Their uniform must always be neat and clean and must fit properly. It is essential that uniforms be correct in accordance with CAPM 39-1.

b. The duty uniform is established as local policy based on the environment. While the Encampment Commander will establish rules for seniors at a particular encampment, accepted practice is duty uniform from morning meal until after evening meal, or after 1800 hrs. Outside those hours other uniforms may be acceptable. Physical training (PT) gear is acceptable only during athletic activities. Time at encampment is limited, so it is helpful to bring several duty uniforms to minimize laundry.

15-2. Living Quarters. The Senior Staff's quarters must be kept in proper order. Often it is necessary to conduct business in these quarters. As with uniforms, the Senior Staff sets an example for the cadet staff as well as the basic cadets.

15-3. Legal Responsibility.

a. In today's society we cannot afford to ignore our exposure to liability. The following is a lay interpretation offered as a basis for your understanding of the legal responsibility as a member of the Senior Staff, especially a Tactical Officer. Should you have any questions, they should be directed to competent legal authority.

b. As Senior Members, our legal position with respect to cadets is conceptualized in law by the doctrine of *"in loco parentis,"* that is, we are acting in the place of the parents. Thus we have a legal responsibility to act, nurture, protect and safeguard the cadets from harm, both physical and mental.

c. Our exposure to liability as individuals may be found under the *Law of Torts*, which holds that a personal wrong is actionable for damages. This means that a Senior Member's act, or failure to act, could expose the organization as a whole, and the Senior Member as an individual, to liability in a lawsuit. Further, individual exposure results not only from the wrong of the individual in question, but may also result from the wrong of another, such as a subordinate or another Senior Member.

d. When we take on a position of authority or responsibility, the law brings along with that position a certain amount of *legal* responsibility. In common law, this responsibility falls into two areas, strict liability, and negligence. Strict liability is liability without regard to fault. In the normal course of events in CAP, this area would not usually apply.

e. Of more importance to us is the area of negligence. This concept implies that we have a duty to behave as a reasonable person of ordinary prudence under the same or similar circumstances so as not to expose others to an unreasonable risk of harm.

15-4. Standard of Care. In a world fraught with risks, how much risk is reasonable? How must we behave and with what *"standard of care"* must we comply to create an atmosphere that is reasonably free of risk? The final analysis of whether that standard has been met in each individual case would be in the hands of a jury.

a. The law imparts to a person a certain amount of expertise based solely on the position that they occupy. We as Senior Members are occupying positions of ostensible authority and expertise, regardless of whether or not we actually possess that expertise.

b. Considering the case of a Senior Member, the standard of care is much higher than an ordinary person, by virtue of the position that he or she holds. We set ourselves up as experts in our area and as a result the standard of care is shifted upward placing the exposure closer to strict liability rather than merely negligence. Thus the Senior Member is legally responsible to act with expertise whether or not they actually possesse such expertise.

15-5. Responsibility. It appears then, that we have the legal liability and responsibility of the parent. We have a duty to take care of incidents as they occur and to foresee and protect the cadets from damage, both physical and mental. We are responsible for the physical and the emotional and psychological well being of the cadet.

a. We note that historically we have had few problems because the people working at this level with cadets are usually highly motivated. They care a great deal about the well being of the cadets.

b. Responsibility to protect the cadets from physical damage is obvious. The Senior Member must

always be aware of potential environmental hazards or situations which could result in injury. Less obvious is the responsibility to protect the cadet from psychological damage.

c. What can we do to reduce our potential for legal problems? The encampment program must be planned and executed with a reasonable standard of care in mind. The Senior Member must remain sensitive to areas of exposure. We must be very conscious of the possible effect of our actions and the actions of others on the cadets. Always be conscious of safety and be aware of areas where injuries or distress could occur. Beyond that, we must be sensitive to neutralizing the adverse consequences of any incident that might occur.

d. Seniors should read and follow the principles outlined in paragraph 13-8 b. in this manual with regards to fraternization. Seniors have a responsibility to set the example at the encampment.

15-6. Counseling. The Tactical Officer has an important job as a counselor both to the basic cadets and the cadet staff. The role of the Tactical Officer as counselor is that of a mentor (see Ch. 11).

a. Environment. Arriving at the encampment, the basic cadets are cast into an environment that may be radically different from anything they have ever encountered before. Encampment is highly structured, stressful, and demands a high level of participation and concentration from each cadet. Some cadets will have more difficulty coping than others. Be alert to identify problems and provide counseling when appropriate. The responsibilities of the cadet staff place them in a similar situation. Flight staff commonly have issues with success or failure at their job, and also questions about purpose or philosophy. They too may benefit from counseling.

b. Techniques. Basic counseling skills include at least the following.

(1) Active Listening Skills. Effective counseling requires that the person being counseled feel that you have a sincere interest in thier problem. This is best done using active listening techniques such as the following:

- Eye contact
- Body language
- Reflection
- Questions

(2) Sensitivity. Be sensitive to the emotional state of the cadet and his/her feelings. Always maintain respect for the individual; criticize the *behavior*, not the person. Consider:

- Needs
- Self image
- Personal worth

(3) Resolution. Resolution of problem or situations may take one of several forms.

- Advice
- Direction
- Suggestions
- Explanation or clarification
- Self-resolution

(4) If you run into a difficult situation, share the problem with other senior staff members, especially chaplains. We are not professional counselors nor are we here to experiment with counseling skills. Another perspective might be helpful.

OFFICIAL

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SUMMARY OF CHANGES

This manual supplements Chapter 5 of CAPR 52-16, in order to standardize encampments nationwide. Added to the encampment program are mentoring and in-flight positions. Changes made to the program: the executive staff roles were expanded, encampment staff position descriptions are more in-depth, and an encampment training philosophy is outlined. The new course curriculum requirements reflect the stated changes.

ATTACHMENT 1
FLIGHT COMMANDER'S CHECKLIST DAY 0

Pre-Arrival Move-in

___Unpack and setup your room.
___Attach required items to bulletin board.
___Design floor plan of rooms for room assignment.
___Review encampment block schedule.
___Prepare welcoming remarks
___Secure extra paper and pencils for cadets.
___Bedding should be on each basic cadet's bunk prior to their arrival
___Cadet roll call number taped to the bunk or included in hallway sign

Pickup from Squadron Commander:

___Guidon and guidon pole (logistics)
___Road guard vests and flashlights (if available, logistics)
___Staff telephone roster with emergency numbers (communications)
___Flight roster with emergency (home) telephone numbers (admin)

Make sure the following are in good working order:

___Fire/Exit lights
___Washer/dryer
___Sink/shower faucets
___Fire extinguisher (Check pressure gauge)
___Room lights (ceiling)

Check building inventory for, and report needs to 1st Sgt:

___Toilet paper/paper towels
___Cleaning materials
___Laundry soap
___Vacuum/floor buffer
___Mops, brooms and dust pans

Inventory each room (and turn in to logistics through chain of command) for the number of:

___Student desks with chairs (If appropriate)
___Racks
___Dressers/night stands
___Desk lamps
___Ash trays
___Other government property

ATTACHMENT 2
FLIGHT COMMANDER'S CHECKLIST DAY 1

First Meeting:

___Greet each cadet in correct/clean uniform
___Review each cadet for appearance
___Make a list of each cadet (name and serial number)
___Give each cadet a roll call number; put this number on their bunks/room sign
___Start memorizing each cadets name
___Direct cadets to the Tactical Officer for the shake down inspection (contraband search)
___Give welcoming speech

Identify the following for each Cadet:

___Quantity of underwear and socks
___Quantity of service uniforms
___Quantity of Utility uniforms
___Missing uniform items
___Boot and shoe condition (are they broken in?)
___Do they require a haircut?
___Ensure cadets received their copies of the OI and Workbook during inprocessing
___Tactical Officer will collect and receipt non-prescription medication
___Tactical Officer will collect and receipt all high value items (including cash over $10.00)
___Have cadets laundry mark uniforms and underwear.(if not already done)
___Store extra luggage in locked storage room (if available)
___Send your verification of the flight roster to the Cadet Admin OIC
___Welcome cadets and introduce flight staff
___Review fire exit procedures with cadets
___Walk through fire exit procedure as a flight
___Discuss health and safety as a flight
___Instruct dining hall OI
___Instruct barracks procedure (Barracks OI); prepare for Stan/Eval mock inspection
___Orient flight to bulletin board
___Begin drill movements (basics of formation)
___Instruct road guard procedures.
___Instruct PT procedures
___Begin looking for element leaders (and other in-flight positions)
___Assign a guidon bearer immediately
___Instruct to them the immediate chain of command.
___Coordinate haircuts with superiors
___Instruct shower procedure
___Explain foot/blister check
___Explain personal time and lights out
___Explain PT uniform and wake-up procedure
___Explain next day's schedule
___Conduct showers
___Assist Tactical Officer with blister check
___Go to sleep on time

ATTACHMENT 3
FLIGHT COMMANDER'S CHECKLIST LAST DAY

___Pack all your personal gear prior to first call (night before)
___Have basic cadets call for rides (night before, if needed)
___Review information regarding out processing
___Assist Tactical Officer in return of confiscated articles to cadets
___Review outprocessing with cadets
___Have cadets pack their personal gear, except uniform for parade
___Replace all furniture to proper location according to your room inventory
___Dispose of linen and blankets per the instructions from 1st Sergeants and/or Logistics

After cadets have moved out:
___Check each room for cleanliness and lost items. (closet, drawers and under beds)
___Clean rest rooms and floors
___Remove all encampment information from bulletin board
___Empty ALL trash cans
___Direct cadets to outprocessing
___Report missing certificates or misspellings to Cadet Admin OIC
___Return all issued equipment to Logistics (or, if it was a radio, Communications)
___Assist Tactical Officer in disposition of departing cadets
___Inspect building for missed items or trash.
___Out-process with Tactical Officer and Commandant

ATTACHMENT 4
TACTICAL OFFICERS BRIEFING CHECK LIST

___**First priority of all activities is always health and safety.**
___No running inside the building.
___Touch each step and maintain one hand on handrail while using stairs.
___No "double-time" in the stairwells.
___No coming to attention on stairs
___All furniture movement shall be supervised by a tactical officer.
___All accidents shall be reported to the tactical officer immediately.
___Review emergency phone numbers.
___Review location of fire alarms, extinguishers, and the reporting procedure.
___Safety hazard identification and reporting procedure.
___Review Road Guard procedures. Reference Cadet OI
___Building evacuation briefing and practice.
___Hot weather procedures and cautions.
___Cold weather procedures and cautions.
___Blister check required each night and must be done by a tactical officer.
___Health problem reporting procedure.
___Review the need to shower and what has to be done (i.e., use soap)
___Remind flight to use latrine properly (i.e., flush)
___Review requirements for restroom and refreshment breaks.
___Review procedure for sick cadets or minor injuries. (sent to Medical or nearest TAC Officer)
___Review "personal time" and the expected behavior during that time.

ATTACHMENT 5
DRILL CARD EVALUATION SHEET

Flight:_____ Squadron:_____ Date:_____

Evaluator: _____

Command	Score			Command	Score		
1	0	1	2	9	0	1	2
2	0	1	2	10	0	1	2
3	0	1	2	11	0	1	2
4	0	1	2	12	0	1	2
5	0	1	2	13	0	1	2
6	0	1	2	14	0	1	2
7	0	1	2	15	0	1	2
8	0	1	2	16	0	1	2

Note: Skipped commands count as a zero.

Column 1 Total: _____ **Column 2 Total:** _____

Penalties:

# of Boundary Violations: _____
Of 30 second intervals past 3 minutes: _____
Total Penalty points: - _____

Bonus Points:

Commander's Evaluation: 0 1 2
Guidon Bearer Evaluation: 0 1 2

Total Bonus points: + _____

Sum Total Score:
(Col 1 + Col 2 + Bonuses - Penalties)

_____

ATTACHMENT 6
COMMAND SEQUENCE-SQUADRON/GROUP FORMATION

The squadron/group formation is conducted each morning or other occasions as necessary. During morning physical training it will only go as far as the report to the first sergeant.

The formation is conducted as follows:

a. First sergeant commands "**FALL IN"**. Flight sergeants will already have their flights positioned at attention at a predetermined spot. In this position, all flights guide off the base flight. (The base flight is at the extreme right of the formation.)

b. The first flight sergeant (the flight sergeant for the base flight) will command "**REPORT"**. The other flight sergeant(s) command "**REPORT"** in sequence (with a two count pause between each flight) from the formation's right to left.

c. The flight element leaders report in accordance with the Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3d.

d. After each flight sergeant has received the report from his flight, he faces about.

e. The first sergeant then commands **"REPORT"**. Flight sergeants reply in succession from the formation's right to left. They will report in accordance with Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3e.

f. The first sergeant then commands **POST**. At this time, all flight sergeants face about simultaneously and take the most direct route to their posts behind the flights. At the same time, the flight commanders move from the right rear of the flight to a position to the immediate right of the flight guide (or first element leader if no guide is present).

g. The squadron commander marches to his post and receives the report from the first sergeant after which the first sergeant automatically takes his post behind and to the left of the squadron, taking the most direct route and marching at adjutant's pace. The squadron guidon bearer (if used) assumes his position with the squadron commander. He/she faces forward and executes commands with the rest of the squadron. There is no need to "Change Post, MARCH" when the squadron commander faces the squadron.

h. As soon as the first sergeant leaves to take his post, the flight commanders in unison post themselves six paces and centered in front of their flights, marching at quick time, taking the most direct route.

i. While in this formation, flight commanders will echo preparatory commands by calling them over their right shoulder. When the squadron commander says "PARADE", the flight commanders will echo "PARADE", then the squadron commander will then ONLY say "REST". Note: people will have the tendency when calling PARADE REST to use the organizational level (i.e. group, squadron or flight) as the echoed command- this is incorrect. The commander echoes the word "PARADE" and NOT "Squadron" or "Flight".

j. If the squadron commander gives any commands (ex: "GIVE YOUR FLIGHTS PARADE REST"), the flight commanders come to attention, turn their head 45 degrees right, and give the command in "rippled" alphabetical order (from formation's right to left). The flight commanders do NOT salute the squadron commander before calling commands. After the flight commanders give commands, they turn their heads forward and execute the command themselves, if appropriate.

k. At the conclusion of this ceremony, the squadron commander commands **"FLIGHT COMMANDERS, TAKE CHARGE OF YOUR FLIGHTS"**. At this command, the flight commanders salute the squadron commander. The squadron commander returns the salute, faces right, and leaves the field.

l. When the squadron commander has left the field, the flight commanders face about and carry out their duties.

m. If the squadron commander directs the flight commanders to join him/her, "**Flight Commanders, FRONT & CENTER"**, the flight Sergeant takes a position 3 paces in front of and centered on the flight.

n. If the formation is for reveille, the squadron commander puts the squadron at parade rest. At the appropriate time, the commander directs **"SOUND REVEILLE"** (this does not happen if the music is centrally played on base). After reveille has been played, the commander commands **"GIVE YOUR GROUPS/SQUADRONS PRESENT ARMS"** (group/squadron commanders will bring their units to attention first). The commander and staff then face the flag (or music) and execute present arms. In the absence of a flagpole, a color guard at present arms in the center of the formation may be used.

o. At the conclusion of the National Anthem or To The Colors, the commander directs **"GIVE YOUR GROUPS/SQUADRONS ORDER ARMS"** and continues the formation. See paragraph 5k.

ATTACHMENT 7
WING/GROUP FORMATION - COMMAND SEQUENCE (group or wing level encampments only)

The wing/group formation is normally conducted before the evening meal. Wherever there is a slash "/" the reader will use the command level appropriate for their encampment. The lesser level is always after the slash. If you are at a group level encampment, instead of using the word "group", you use the word "squadron" in its place. Formation is conducted in the following manner:

a. Flights will position themselves in the predetermined area, with flight sergeants posted in front of their fights, and first sergeants posted in front of their squadrons. All flights guide off of the base flight. (The base flight is at the formation's extreme right.) Unit commanders (with the exception of the cadet commander and his staff) position themselves to the right rear of their units. The cadet commander and his staff position themselves at the intersection of a line 18 paces in front of the formation and on a line along the left edge of the formation.

b. When all personnel in a unit are in position, the NCO in charge of that unit will face forward (toward the Wing/Group First Sergeant).

c. When all squadron first sergeants are facing forward and the wing staff is in position, the Wing/Group First Sergeant commands **"FALL IN"**.

d. All NCO's except the Wing/Group first sergeant face about.

e. Starting from right most flight in each squadron, the flight sergeant commands **"REPORT"**. Following a two count pause, the next flight sergeant commands **"REPORT"** and so on through the squadron.

f. The element leaders report in sequence from first through last elements. The flight element leaders report in accordance with the Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3d. After receiving all reports from his flight, the flight sergeant faces about.

g. When all of the flight sergeants have faced about in his squadron, the group/squadron first sergeant commands **"REPORT"**. The flight sergeants report in sequence from right to left. They will report in accordance with Drill & Ceremonies Manual (AFMAN 36-2203), paragraph 5-3e.

h. When all of the flights in the squadron have reported, the group/squadron first sergeant faces about.

(If at a group level encampment with squadron first sergeants and no group first sergeant, skip sections i and j.)
i. When all of squadron first sergeants have faced about, the Wing/Group first sergeant commands **"REPORT"**.

j. Squadron first sergeants report in sequence from right to left. Reports include the squadron number (**"SQUADRON THREE REPORTS..."**).

k. When all flights/squadrons have reported, the Wing/Group first sergeant commands **"POST"**. At group level encampments with no group first sergeant, the Adjutant will proceed with step l below, command **"POST"**, then continue with this step. At this time, all NCO's face about and move by the most direct route to their posts behind and to the left of their units. At the same time, the officers move up to the line formed by the first elements of each flights.

l. The adjutant (the cadet XO fills this role) marches out to receive the report.

m. The Wing/Group first sergeant (or squadron first sergeants if no group first sergeant at a group level encampment) salutes the adjutant and states **"Sir/Ma'am, ALL CADETS PRESENT OR ACCOUNTED FOR"**. When the adjutant drops his salute, the Wing/Group first sergeant (or squadron first sergeants) faces about without command and proceeds by the most direct route and at adjutant's pace to their respective post at the left rear of their unit.

n. When the Wing/Group First Sergeant drops his salute, the unit commanders march in quick time and in unison into their positions (flight commanders, 6 paces, centered, in front of their flights; squadron commanders, 12 paces, centered, in front of their squadrons.) If used, guidon bearers accompany the squadron commanders into their positions.

o. The adjutant commands **"GIVE YOUR SQUADRONS PRESENT ARMS"**. Squadron commanders face about simultaneously, then give the preparatory command **"PRESENT"** ("SQUADRON" first, to call them to attention if needed), then **"ARMS"** from right to left, waiting for the squadron commander before them to finish the command (squadron 1 will be at present arms before squadron 2). Flight commanders will echo the preparatory command **"PRESENT"** ("FLIGHT" if not at attention) over their right shoulder.

p. Once the last squadron commander has given the command, they face about, and execute the command.

q. The cadet commander and deputy cadet commander march out to join the adjutant, such that the cadet commander is 18 paces from the front rank of flights and the deputy is 2 15" paces to his/her left and 1 pace to behind. They march to a position so that the cadet commander is centered on the adjutant, halt, and face the adjutant.

r. The adjutant salutes and reports **"Sir/Ma'am, All Cadets present or accounted for"**. The cadet commander returns quietly directs "Take Your Post". The adjutant posts 1 pace behind and 1 15" paces to the left of the wing command facing the flights.

s. The cadet commander directs **"GIVE YOUR SQUADRONS ORDER ARMS"**. Squadron commanders come to attention, face about, and command **"ORDER"**, the flight commanders echo **"ORDER"**, then commands **"ARMS"**, and faces about.

t. The cadet commander directs **"PUBLISH THE ORDERS"**. The adjutant posts in front of the cadet commander, facing the flights, and publishes the orders of the day. The format is **"ATTENTION TO ORDERS.** [fill in with any orders; if none, continue.] **DETAIL FOR TODAY,** [list the flight assigned to any work details, if applicable; if not, continue.] **CADET OFFICER OF THE DAY, CADET CAPTAIN CRUNCH, CAP** [fill in rank and name of the COD, if none, name the Cadet Commander, followed by "C-A-P."] **BY ORDER OF GENERAL MILLS, CAP,** [rank and name of encampment commander, followed by "C-A-P."] **COMMANDING.** When done, he/she faces about, and says "**SIR/MA'AM, THE ORDERS HAVE BEEN PUBLISHED"**, then marches back to his/her post when the Cadet Commander returns his/her salute, and commands **"POST"**.

u. The cadet commander directs **"GIVE YOUR GROUPS/SQUADRONS PARADE REST"**. Group/Squadron commanders come to attention, face about, and echoes the command **"PARADE, Rest"** and face about. The cadet commander quietly commands, **"CHANGE POST, March"** and the command staff executes the movement. The cadet commander quietly commands, **"PARADE, Rest"** and the command staff then assumes the position. The cadet commander then commands **"SOUND RETREAT"**. Retreat is played. When the music has finished, the cadet commander faces about and commands **"GIVE YOUR GROUPS/SQUADRONS PRESENT ARMS"**. As soon as the troops execute present arms, the cadet commander faces to the front and also assumes present arms. The members of the color guard execute present arms. At this point, 'To The Colors' is played. The junior members of the color guard lower the flag slowly and with dignity.

v. The cadet commander executes order arms when the last note of the music is played and the flag has been securely grasped. The cadet commander faces about and commands **"GIVE YOUR GROUPS/SQUADRONS ORDER ARMS"**. Group commanders come to attention, face about, and command **"ORDER, Arms"** and face about. The cadet commander then commands **"TAKE CHARGE OF YOUR GROUPS/SQUADRONS"**. The Group/Squadron commanders salute and the cadet commander returns the salute and directs the command staff to face right/left and then marches the staff off the field.

ATTACHMENT 8 **Proposed CAPP 52-11 (DRAFT)**
ENCAMPMENT EQUIPMENT CHECKLIST

ENCAMPMENT EQUIPMENT CHECKLIST

Use this list to prepare for encampment. The uniform/equipment requirements are the **MINIMUMS** (unless otherwise stated), please do not attend encampment without the quantities outlined below. All of your items MUST be marked with your last name. Uniform and undershirts should be marked on the shirt tail, underpants should be marked on the waist band, uniform pants should be marked on the product label. YOU WILL NOT HAVE AN OPPORTUNITY TO PURCHASE UNIFORM ITEMS AT ENCAMPMENT. Ref: CAPM 39-1. Place a check mark in the box next to each item as you prepare for encampment.

UNIFORM ITEMS – MANDATORY		
a	Quantity	Description
	1 min, 2 recmnd	Shirt, BDU Woodland Camouflage, with wing patch, nametape, and CAP tape affixed
	1 Each	Trousers, BDU Woodland Camouflage
	4 Each	T-Shirt, Brown, Crew Neck, Military Issue
	1 Each	Utility Cover, BDU
	1 Each	Web Belt (BDU), Dark Blue, with black buckle/tip
	4 Pair	Boot Socks, Black, Heavy (For wear with boots)
	1 Pair	Boots, Black, Military Issuse, High-Top (Grn/BlkJungle boots OK) **WELL BROKEN IN!**
	1 Each	Shirt/Overblouse, Light Blue, with wing patch affixed
	1 Each	Trousers/Slacks, Dark Blue
	2 Each	T-Shirt, White, V-Neck
	1 Each	Flight Cap, Dark Blue, shade 1620, with nsignia
	1 Each	Web Belt (blues), Dk Blue, brushed silver buckle + tip
	2 Pair	Dress Socks, black, plain – *Male*
	4 Pair	Nylons, neutral shade OR Socks, black, plain – *Female*
	1 Pair	Shoes, Black, Leather, Low Quarters **WELL BROKEN IN** – *Male*
	1 Pair	Oxford, Black,Plain Toe **WELL BROKEN IN** – *Female*
	1 Pair	Blousing Bands (For use with BDU Uniform)
	1 Set	CAP uniform insignia (Cut-Outs, Nameplate, Ribbons, Grade Insignia and Cardboard)
	1, 2 recmnd	Military-style canteen + holder (canteen cup optional)
	1 Each	Pistol belt, Olive Drab, w/clip (ensure canteen can be attached to the belt)
	1 Each	Jacket, Civilian or Military, Warm, Dark Color
UNIFORM ITEMS – OPTIONAL		
	1 Each	Sweater, Pullover, Dark Blue, shade 1594, with wing patch affixed
	1 Each	Jacket, Field, OD Green, with wing patch affixed
	1 Each	Jacket, Dark Blue, Lightweight, shade 1605, with wing patch affixed
	1 Each	Tie, Dark Blue, USAF issue - *Male*
	1 Each	Tab, Overblouse, Dark Blue, USAF issue - *Female*
PERSONAL CLOTHING ITEMS		
	6-10 Each	Underwear (appropriate briefs, boxers or panties)
	3 Each	Bras - *Female*
	1 Set	Civilian Clothes
	1 Each	Dress w/appropriate accessories (Optional) - *Female*
	4 Pair	Gym Socks, White
	1 Pair	Gym Shorts, Blue
	1 Each	Athletic Supporter - *Male*

PERSONAL ITEMS – MANDATORY	
a	Description
	Deodorant
	Toothbrush
	Toothpaste/Mouthwash
	Bath Soap, Bar, must be in a plastic soap dish
	Comb/Brush
	Shampoo
	Razor w/ Shaving Cream or Electric Razor
	Shower Shoes
	Wash Cloth, White
	Bath Towel, White
	Femine Hyginene Products – *Female*
	Sunscreen/SPF8 or Higher
	Mesh Laundry Bag
	Ruler, Flat, 12 inch
	Flashlight with 2 sets of batteries (clip for pistol belt optional)
	Shoe Shine Kit (Polish, Brush, Rag)
	Clothes Hangers – 5 each
	Sewing Kit (Thread, Needle, Buttons)
	Notebook Paper/Ballpoint Pens (bring three)
	Cadet Programs Binder/Phase 1 Books
	Current CAP Membership Card
	Hairpins/Rubberbands (Required for long hair) - *Female*
	Gym Sneakers
PERSONAL ITEMS – OPTIONAL	
	Small Camera (2 rolls of film)
	Iron
	Spray Starch/Fabric Finish
	Makeup (minimal) - *Female*
	Bathrobe
	Wrist Watch
	Hair Dryer/Hair Spray/Hair Gel
	Foot Powder
	Shower Cap - *Female*
	Swim Suit

Please double-check to insure that you have properly packed everything that you checked on this list.

ATTACHMENT 9
PROPERTY RECEIPT (fits on 3 X 5 card)

PROPERTY RECEIPT		
Date:	Flight:	Squadron:
List of Property held by Tactical Officer (including amount of Cash):		
Tactical Officer's Signature		

ATTACHMENT 10
SAMPLE DRILL CARD

1. **Parade Rest**
2. **Left Face**
3. **Column Right**
4. **To The Rear March**
5. **Present Arms**
6. **Close March (while marching)**
7. **Left Flank March**
8. **Column of Files from the Right, Column Right**
9. **Column of Threes to the Left, Forward**
10. **Hand Salute**
11. **About Face**
12. **Left Step March**
13. **Dress Right Dress**
14. **Open Ranks March**

DAILY FLIGHT PLAN

Flight:	Squadron:	Prepared By:	Today's Date:

INSTRUCTIONS: Flight time is set aside on the daily block schedule to use as the flight staff sees fit. Use this form to plan that time and make it as productive as possible. This plan is prepared by the Flight Commander, reviewed by the Squadron Commander and briefed to the Flight Tactical Officer. It should be completed prior to the evening squadron or group meeting and discussed during that meeting.

This Daily Flight Plan is for (Day):	Flight time available (Block Schedule):

Achieved objectives (What have we accomplished today?):

Objectives NOT achieved (What did we plan for but did not get done?):

Plan to accomplish missed objectives (What are we going to do to meet the goals the flight has missed?):

Tomorrow's objectives (What training are we going to accomplish?):

Detailed Breakdown of tomorrow's flight time:			Reviewed by:
From	To	Activity	Time Allotment:

ATTACHMENT 12
ENCAMPMENT SCHEDULE CHANGE FORM

SCHEDULE CHANGE NOTICE

Originating Date:	Originating Time:	Originator:	Schedule Change Number:

The following change is made to the Training Schedule for _____(Date) Day: Su M T W R F Sa (circle one)

Description of Schedule Changes:

Remarks:

Authorized By:	Approved By:

Please acknowledge that you have received and understand this authorized schedule change by initialing the appropriate box below. Squadron commanders initial the boxes understanding that they are responsible for informing their flight staff. Senior TACs (labeled as squadron TACs) initial the box understanding that they must inform their assistant and flight TACs. When the C/CC has made sure that this form is complete, it must be returned to Training Staff. For encampments with no Groups, manually replace "Gp" with "Sq" and "Sq #" with "[Letter] Flt"

	C/CC		C/DCC		C/XO		TNG OIC
	Grp 1 CC		Grp 2 CC		Sq 1 CC		Sq 2 CC
	Sq 3 CC		Sq 4 CC		Sq 5 CC		Sq 6 CC
	Sq 1 TAC		Sq 2 TAC		Sq 3 TAC		Sq 4 TAC
	Sq 5 TAC		Sq 6 TAC		Chief TAC		COC
	DCC (senior)		XO (senior)		TNG (senior)		CC (senior)

ATTACHMENT 13 **Proposed CAPP 52-11 (DRAFT)**

SAMPLE BARRACKS INSPECTION FORM

Flight:_____ Squadron:_____ Date:_____

Instructions: Enter in at the top of the columns the roll call numbers being inspected (three is recommended per day); if the whole flight is being inspected, use multiple forms to cover the whole flight. Circle the score given. Add up the numbers by cadet, then add the sum column to get the flight score. *(*) - An asterisk is to alert the user to check the (New York Wing) inspection standard for scoring criteria* (http://encampment.cap.webjump.com/)

ITEM TO BE INSPECTED (see inspection standard for scoring guidelines)	CADET #	CADET #	CADET #	CADET #
BUNK - Collar of bunk is 6" +/- 1/8" measured in 3 spots*	☐	☐	☐	☐
Edge of collar is 18" +/- 3/8" from top of bunk (meas. 3 spots*)	☐	☐	☐	☐
Hospital Corners on L side of bunk properly folded and flat*	☐	☐	☐	☐
Hospital Corners on R side of bunk properly folded and flat*	☐	☐	☐	☐
Pillow Centered on bunk and centered between top and collar	☐	☐	☐	☐
Pillow case has smiley + smiley faces side of bunk w/shoes*	☐	☐	☐	☐
Sheets tucked in completely and smooth	☐	☐	☐	☐
OTHER -Laundry Bag displayed properly per OI (0 or 2 pts only)	0 2	0 2	0 2	0 2
Shoe alignment (alignment with foot of bunk)*	0 1 2	0 1 2	0 1 2	0 1 2
Shoe arrangement (order of appearance)	☐	☐	☐	☐
Cadet name card placed properly and has correct info per OI	☐	☐	☐	☐
HANGING CLOTHES - All buttons buttoned, all zippers zipped	☐	☐	☐	☐
All pant seats on hanger correctly, L shirt sleeves facing out*	☐	☐	☐	☐
Hangers are evenly spaced across the bar	☐	☐	☐	☐
Garments in closet are in prescribed order in OI	☐	☐	☐	☐
LOWER SHELF - T-shirts are all folded correctly*	☐	☐	☐	☐
T-shirts arranged correctly per OI + are stacked evenly	☐	☐	☐	☐
All pairs of underwear are folded correctly*	☐	☐	☐	☐
Underwear arranged correctly per OI + are stacked evenly	☐	☐	☐	☐
All socks are rolled tightly into a smiley (no tadpole socks)	☐	☐	☐	☐
All socks arranged per OI + and smiley facing upward	☐	☐	☐	☐
UPPER SHELF - All items grounded to front (rear if additional needed)*	☐	☐	☐	☐
All items evenly spaced and centered left-right	☐	☐	☐	☐
TOILETRIES - Soap dish clean and arranged per OI* (0 or 2)	0 2	0 2	0 2	0 2
Toothpaste and toothbrush arranged per OI (0 or 2)	0 2	0 2	0 2	0 2
Shaving kit/feminine items arranged per OI (0 or 2)	0 2	0 2	0 2	0 2
PERSONAL ITEMS - Personal items arranged neatly (0 or 3)	0 3	0 3	0 3	0 3
TOTAL SCORE BY CADET				
BONUS ITEMS - Bed passes "ruler test"* (+2 pts only)				
TOTAL BONUS BY CADET	+	+	+	+
PENALTY ITEMS - Hiding items under sheets/mattress (-2 pts)*				
Intentionally hiding items in laundry bag (-4 pts)*				
Items attached to shirt (cutouts, ribbons) -1 pts, -2 max*				
TOTAL PENALTY BY CADET	-	-	-	-
1. TOTAL+BONUS-PENALTY /FIXED MAX SCORE	/33	/33	/33	/33

FLIGHT COMMON AREAS *(ITEMS IN ITALICS ARE BONUS SCORES)*			
Floor Cleanliness*	0 1 2 3 4 5	*Floors pass white glove inspection (+3 pts)*	
Locker/Clothing storage unit cleanliness*	0 1 2 3 4 5	*Lockers pass white glove inspection (+1 pts)*	
General Appearance	☐	*Furniture arr. is standardized/per OI (+1 pts)*	
*Window Cleanliness**	-2 -1 0 1 2 3	*Windows are standardized/ per OI* (+1 pts)*	
*Fan Cleanliness**	0 1 2	*Windows pass white glove inspection (+1 pts)*	
Fans pass white glove inspection (+1 pts)		**2. COMMON AREA TOTAL**	/11

Take the average score of the cadets (total / # of cadets inspected), then add the common area score total. Last box is barracks score.

3. SUM ROW # 1		**4.** DIVIDE # 3 BY # INSPECTED		#4 + #2 = **BARRACKS SCORE**	/44

INSPECTOR'S LAST NAME, FIRST NAME, MI	RANK/GRADE	INSPECTOR'S SIGNATURE

Cadet Encampment
Civil Air Patrol
Auxiliary of the United States Air Force

BASIC CADET ENCAMPMENT CONTRACT

- During the encampment, I will participate actively in all training activities, consistently performing to the highest standards for Civil Air Patrol Cadets.
- During the encampment, I will consistently adhere to Civil Air Patrol Manual 39-1 in a constant state of readiness for inspection.
- During the encampment, I will maintain my quarters and personal gear in accordance with the Cadet Standard Operating Procedures and any Supplements. My quarters and gear will be in a constant state of readiness for inspection.
- During the encampment, I will accept and complete all academic assignments in a timely, correct and concise manner.
- By the conclusion of the encampment, I will be able to demonstrate satisfactory performance of basic drill movements, and customs and courtesies outlined in AFMAN 36-2203 and the Encampment OI's.
- By the conclusion of the encampment, I will be able to perform as part of a team, cooperating with and supporting other members of the team.

PERSONAL COMMITMENT
I have read all of the above encampment training objectives and have had them explained to me. I understand what is expected of me and agree to extend every personal effort to achieve these objectives while I am a participating member of the encampment.

Your Name (Printed): _____ Flight:_____

Your Signature: _____ Date: _____

CAP Serial Number: _____ Encampment Location: _____

APPROVED

Cadet Commander's Signature_____ Date: _____

ATTACHMENT 15
BASIC CADET PERFORMANCE EVALUATION

PERFORMANCE EVALUATION

LAST NAME, FIRST, MI	Flight:	Unit Charter No:

INSTRUCTIONS: This form is to be completed for each cadet prior to the conclusion of encampment. The briefing of the form and its contents should occur on the first training day. The evaluation process should include all of the flight staff. Mark the appropriate box in each category. Underline applicable remarks from any column. Complete the evaluation in duplicate. Distribution: 1 each to the cadet, 1 each mailed to the cadet's home unit.

	NEEDS IMPROVEMENT	MEETS STANDARDS	EXCEEDS STANDARDS
APPEARANCE	☐ Uniform not maintained property. Often wrinkled. Often dirty. Shoes need more work. Hair does not meet CAPM 39-1 standards. Insignia improperly worn.	☐ Uniform neat, clean, and properly worn. Clean shaven/ Proper makeup. Hair meets CAPM 39-1 standards. Shoes shined to high gloss. Insignia worn properly.	☐ Uniform needs no improvement. Always clean shaven/ has proper makeup. Hair is properly groomed. Shoes are spit shined. Displays excellent military bearing.
COURTESIES	☐ Needs better understanding of CAP/USAF customs and courtesies. Manners need improvement.	☐ Uses CAP/USAF customs & courtesies properly. Exhibits good manners.	☐ Has mastered CAP/USAF customs & courtesies. Always uses good manners.
DRILL & CEREMONIES	☐ Needs better understanding of drill terms & movements. Needs to practice drill movements.	☐ Has basic knowledge of drill terms. Able to perform most movements in AFMAN 36-2203.	☐ Has a good understanding of AFMAN 36-2203. Performs drill movements without error.
ATTITUDES	☐ Rarely takes duties seriously. Shows little attention to detail. Shows little respect for authority. Has trouble following orders. Sometimes pessimistic.	☐ Takes duties seriously, attentive, strives for improvement. Has interest in duties assigned. Willing to perform most tasks.	☐ Takes duties seriously and enthusiastically. Is careful & precise. Follows all orders to the letter. Always cheerful & optimistic.
GROUP	☐ Needs to work better with others. Sometimes uncooperative. Needs to gain the respect of peers.	☐ Mixes well with others. Willing to do their share to help group reach goals. Has respect of peers.	☐ Leads the group. Always willing to cooperate. Has the respect & support of peers.
INITIATIVE	☐ Needs extensive instruction in most duties. Has some trouble understanding leadership concepts. Lacks drive to excel.	☐ Performs duties with minimal instruction. Thinks independently. Has good under-standing of leadership concepts. Possesses drive.	☐ Performs duties without being asked. Thinks independently. Resourceful. Has the drive to exceed the set standards.

REMARKS (may continue and initial on back)**:**

FLIGHT COMMANDER'S SIGNATURE	**TACTICAL OFFICER'S SIGNATURE**

ATTACHMENT 16
WHITE GLOVE HISTORY

Proposed CAPP 52-11 (DRAFT)

Throughout history, gloves have been used for many functions. The obvious use for gloves is for protection of hands from injury or weather, in ancient times the use of gloves was restricted to the nobility because of cost.

When armored riders went into battle on horseback, armored gloves with long cuffs were worn. These gloves were known as "gauntlets". The procedures for initiating a duel or personal combat was to either strike the opponent with the gauntlet or to throw the gauntlet on the ground. Even today, the expression "throw down the gauntlet" signifies the issuing of a challenge.

Gauntlets were modified over the centuries. White gauntlets made of cloth and leather are still worn by members of police forces throughout the world for visibility when directing traffic. In the Byzantine empire, a type of cuff became associated with Imperial office, This cuff survives today in the form of a cuff known as "epirnanikia" awarded to deacons, priests and bishops of Byzantine rite churches.

Aside from their practical use, gloves gradually assumed a ceremonial use. By wearing gloves a military unit could achieve a uniform appearance and disguise tattoos, injuries, missing fingers etc. European armies sometimes required the wear of gloves with everyday uniforms as well as with dress uniforms. In the United States, the military gloves tended toward practical uses. White ceremonial gloves were usually used by honor guards, color guards, funeral details, etc., and in the modern day armed forces this is still the case, with non-ceremonial gloves issued to flyers, work crews or for cold weather use.

The use of gloves for inspection purposes probably came about as a combination of factors. At first, inspecting officers would be expected to wear gloves anyway since they were usually wearing dress uniforms for inspections.

When khaki service uniforms came into use during World War I, inspections were held in field uniforms, in the peacetime armies of the 1920's and 1930's. A great deal of time was spent on preparation for inspections. In those days soldiers were poorly paid and had limited social diversions available. Troop housing was usually in open bay barracks. It was important for NCO's to keep soldiers occupied. Meticulous attention to minute details was expected. In the British Army, it was customary to shine the soles of boots and to polish pieces of coal. In the U.S., soldiers were assigned to paint rocks that were used to construct elaborate symbols and slogans on the ground outside the barracks. At the same time, barracks were expected to be kept immaculately clean. The ultimate test of inspection preparation was for an NCO to employ white glove prior to informing a commanding officer or inspector that the barracks were clean. Any dirt or dust would be instantly apparent.

During the 1940's the white glove inspection grew out of fashion, while barracks were always kept to acceptable cleanliness standards. World War II required the use of all available time for training purposes. During the 1950's the custom started again, but gradually grew out of use due to the deterioration of barracks facilities. (Temporary facilities built in the 1940's to last 5 years were still in use well into the 80's)

In Civil Air Patrol use, white glove inspections followed the same pattern as the military use. CAP training activities frequently took place at the only available troop housing on bases. It would be difficult to expect CAP cadets to bring a World War II temporary building into white glove inspection condition during a limited training time. Nevertheless, it can be done and has been done.

It may not always be reasonable to expect a barracks to be brought to white glove standards. For that reason, it is preferred to let the white glove inspection be optional, based on officers confidence in the ability of the unit to pass it.

The recommended procedure is for the inspecting Officer to receive the inspection report from the unit leader. If the unit leader wishes to subject his unit and facility to a white glove inspection, the unit leader should present the glove to the Inspecting officer. (NOTE: Only ONE glove is used, and only by the primary inspecting officer). Thus, we have returned full circle to the custom of throwing down the gauntlet or issuing the challenge. A unit commander issuing a white glove to an inspecting officer is stating that he/she has ultimate confidence in the ability of the unit.

It is assumed that the Inspecting officer will not hold back on the scope or severity of the Inspection, it is also assumed that, at the conclusion of the inspection, the glove will be returned to the unit leader for all of the members of the unit to examine. The glove is then displayed in a prominent location, regardless of condition, so that members of the unit and outsiders can note that the challenge was issued and met.

Since the unit NCO's have always had a strong role in inspection preparation, it is customary to present the glove to the ranking NCO In the unit upon completion of the training period. In this way, the flight sergeant receives a tangible symbol of service, in the same way that the flight commander receives the guidon.

Captain Bernard J. Wilson
August 22, 1991

ATTACHMENT 17
SENIOR MEMBER EQUIPMENT LIST

The encampment equipment list included in Attachment 8 of this manual is the standard cadet encampment equipment list. This list can also be used by the Senior Staff with amendments as follows.

Duty Uniform -Short sleeve blues with a tie/tie tab, or blazer combination uniform- at least two sets.

Utility Uniform (BDU)-One set minimum.

Office supplies:

__Paper
__Pens
__Stapler
__Tape
__Clipboard
__Paper bags
__Envelopes
__Padlocks (2)

ATTACHMENT 18
TACTICAL OFFICERS CHECKLIST

Before the cadets arrive, or the same day cadets arrive, double-check the facilities for safety, inventory, comfort and convenience. Assist the encampment Safety Officer (senior), Squadron First Sergeants (cadet) and Logistics OIC (cadet). Report any hazards to the flight during initial briefing.

Safety Inspection- w/Safety officer

This includes items such as:
__Banisters (inside and outside)
__ Stair
__Fire Lights (lights outside over exit doors)
__Exit Signs
__Fire Exits
__Fire Extinguishers

Inspect outside of building for:
__Broken or uneven sidewalks
__Holes in pavement or terrain
__Trees or wires that might present a hazard. Include anything that might affect the safety of the flight.

Latrine Inspection- w/1st Sgt and LG- ensure proper working condition

__ Toilets/Urinals
__ Sinks
__ Showers
__ Drains
__Check washer and dryer (if available) to see if they are in working order.

Medical Supplies- Items such as:

__Band-Aids
__Moleskin (Blister protection)
__Antiseptic
__Cough Drops or Hard candies to soothe sore throats

Safety Equipment- w/Safety officer and LG

__Safety Light Wands
__Flashlights
__Road Guard Vests

ATTACHMENT 19
NOTES ON EXECUTIVE STAFF

There are several issues that arise at encampments concerning "what to do with the executive staff" with regards to formations, PT, lights out, personal time, meals and office procedures. The basic idea of the executive staff setting the example should be used when making these decisions. This attachment is intended to offer suggestions on how to handle these questions.

1. Formations. Executive staff will fall into a flight (or squadron if they are too large in number) for all formations. Since the XO is the overall adjutant for the formation, the executive staff themselves decide who is going to represent the "flight commander" and "flight sergeant," filling those roles for reporting. These can either be permanently assigned, or can rotate each day or each formation. This also applies to PT. The staff forms up on the extreme left of the formation, left of the last flight alphabetically (where the Wing 1st Sgt posts).

The executive staff WILL participate in ALL formations, unless their job duties absolutely REQUIRE them to miss formation. Since all the cadets, and the rest of the staff must participate, so will the executive staff. Senior member executive staff and TAC officers are welcome to participate in formation, to the left of the executive flight(s).

2. PT. Executive staff are NOT exempt from attending PT (barring medical reasons). They will NOT sleep in. Since everyone else must get up for PT, it is only fair the executive staff does also. Poor behavior by the executive staff will not be tolerated during PT formation. The executive staff will set the example.

3. Lights Out. Executive staff lights out is the same as "line" staff lights out, hence the term "staff" lights out. NO EXCEPTIONS will be granted unless speaking to a chaplain, MLO or visiting clergy.

4. Office Procedures. The Senior Member XO (or whoever has the office keys) should open the office immediately after breakfast. The office will remain open during the duty day, and will officially close sometime before the basic cadets' personal time, specified by the COC or delegate. No one will be allowed to work after hours without explicit permission from the COC or Senior XO. The Senior member XO will enforce this policy. The Officer of the Day (assigned by C/XO ahead of time) will perform the following simple functions during the time the executive staff office/area is open (plus any additional duties specified by the COC or delegate):

a. Set up and fill water jug for executive staff use
b. Prepare that day's sign in/sign out sheet for executive staff
c. Answer main encampment phone line during duty day
d. Ensure ALL executive staff leaving and entering the building, area or office sign in and out; this allows the command staff and seniors to find them more easily if the person is needed.
e. Announce to executive staff 10 minutes before closing that the office is closing
f. Ensure all lights are shut off, and the water jug is emptied before closing
g. Assist the Senior XO in kicking everyone out.

The Officer of The Day (OD) is not permitted to leave the executive staff area/building, except for meals. During mealtime, either the OD will switch off with someone else (while they eat, someone else watches the phone) or the office will close temporarily during meals. Local policy will determine what procedure will be followed. The OD is NOT permitted to skip meals.

5. After duty hours. Since the executive staff offices are closed in the evening, the exec staff often has trouble occupying their time. Given the choice to fix up their barracks area or hang out and shoot the breeze, the staff will choose the latter 11 times out of 10. The executive staff should not be allowed to get out of uniform until the basic cadets and flight staff are allowed. This is a good time to have staff meetings. Also, this could be a good time to have organized sport activities or additional physical training for the executive staff, to relieve some stress. As long as the activity is constructive, and the basic cadets won't get the impression that "executive staff is a joke," let them do it. If sports and other "fun" activities are occurring, keep them separated from the rest of the cadets. The biggest problem with the executive staff is how they handle their personal time; it is often felt that they have no one to "answer to" and will goof off excessively. Providing structured training or activity (staff meetings) in between the time the duty day ends, and the staff personal time begins will eliminate the problem.

6. Attitude towards executive staff. In the initial implementation of the full executive staff, many cadets will feel that it is a "lower" or less important job than flight staff, and they "didn't make the cut." The command staff, cadet and senior, must work to dispel that myth. The executive staff is of equal importance as the line staff. Since these cadets are actually *running* the encampment, their role is equally important. Each staff job is there to train the cadet as a leadership opportunity for them, as well as for running the encampment. It is important for the entire staff to know that the executive staff are all equal players in the success of the encampment.

NON-EXPENDABLE EQUIPMENT INVENTORY

NON-EXPENDABLE EQUIPMENT INVENTORY

Building/Barracks Number:	Squadron:	Flight:	Inventoried By:	Person responsible for this area during encampment:

INSTRUCTIONS: As we are a guest on this installation, it important that we account for all items that we have been allowed to use. We should have received items in good condition, in working order and in quantities necessary to conduct this exercise. Please inventory ALL equipment and furniture so that CAP can account for it when the buildings are returned to our host unit. If equipment or furniture is moved during the encampment, it will be returned to the proper location PRIOR to your turning in the building keys to the Senior Member Logistics Officer. During your initial inventory inspection, please note any damage to the building (inside and out) and any obvious missing items. This form must be completed within one hour of receipt of the building and then turned into the Cadet Logistics Officer ASAP. Inventory by room (2-4 man rooms) or by sleeping area (open bay).

Room/Area Number	Beds	Tables	Ward-robes	Student Chairs	Other Chairs	Desks	Dressers	Lamps	Waste-basket	Additional Items

Indicate damaged areas or broken items in detail here:

INSPECTOR'S SIGNATURE:

FLIGHT STAFF SELECTION DRILL EVALUATION

Cadet's Name:	Position Applying for:	Date:

RATING KEY:	1-2: BELOW STANDARDS	3-7: MEETS STANDARDS	8-10: EXCEEDS STANDARDS	SCORE (1-10)
APPEARANCE - Shave/haircut, shoes shined, uniform clean and tailored.	Does not meet minimum standards. Hair touching collar. Shoes not polished. Uniform soiled/not pressed. Pant/skirt length improper.	Meets minimum standards. Hair styled off collar. Shoes shined, uniform clean and properly fitted.	Superior- Clean shaven, hair neatly trimmed/ styled, shoes spit-shined, uniform sharply creased and well fitting.	
POSTURE- The way the cadet carries themselves.	Acceptable posture, moves with some hesitancy, generally not confident.	Good overall posture. Moves smoothly, not easily rattled. Usually confident.	Always maintains carriage at position of attention, moves crisply never rattled. Always confident.	
INFLECTION- Command voice projects, good tone, understandable and good pitch	Inflection varies considerably. Occasionally projects in a monotone. Occasionally cannot distinguish words or commands. Occasional hesitation during commands.	Inflection always satisfactory. Projection is always very clear and Words or commands usually clear and understandable. Commands are exceptionally precise.	Inflection is outstanding. Projection is always very clear. Words or commands usually clear and understandable. Commands are exceptionally precise.	
PLANNING- How well the drill card is planned; did they add commands smartly, and use smart shortcuts; good positioning relative to flight	Generally movements are not pre-planned, position and cadence not maintained, commands generally not adjusted to situation, commands usually improperly given.	Nearly all movements are pre-planned position and cadence maintained, commands adjusted to the situation, most commands properly given.	All movements are pre-planned, position and cadence maintained, commands adjusted to situation, all required commands properly given.	
SKILL- Overall performance with marching	Performs at follower level. Lacks bearing drill knowledge. Has not mastered basic movements.	Performance needs some polish to perform drill in a line position.	Immediately demonstrates marching skills related to position.	

TOTAL EVALUATION SCORE: _____

REMARKS:

EVALUATOR'S SIGNATURE:

CADET STAFF PERFORMANCE EVALUATION

LAST NAME, FIRST, MI (Ratee)	Staff Assignment:	Unit Charter No:

INSTRUCTIONS: This form is to be completed for each cadet staff member prior to the conclusion of encampment. The briefing of the form and its contents should occur during staff training. The supervisor (rater) evaluates their subordinate(s) (ratee(s)), with assistance from the ratee's mentor(s). "Leadership skills" applies **only** to ratees with subordinates. Mark the appropriate box in each category. Underline applicable remarks from any column. Complete the evaluation in triplicate. Distribution: 1 to the cadet, 1 mailed to the cadet's home unit, 1 filed for next year's encampment CC.

	NEEDS IMPROVEMENT	MEETS STANDARDS	EXCEEDS STANDARDS
DUTY PERFORMANCE	☐ Poorly prepared for duty assignment. Performed stated job objectives poorly. Did not complete all major tasks, and/or no additional tasks. Disorganized.	☐ Generally prepared for duty assignment. Performed stated job objectives satisfactorily. Completed all major tasks, and some additional tasks. Organized.	☐ Well prepared for duty. Performed job objectives outstandingly. Efficiently completed all major and additional tasks. Well organized. Sets the example for the staff.
ATTITUDES & PROFESSIONALISM	☐ Rarely takes duties seriously. Shows little attention to details or little respect for authority. Has trouble following orders. Sometimes pessimistic. Poor behavior.	☐ Takes duties seriously, attentive, strives for improvement. Has interest in assigned duties. Willing to perform most tasks. Behaves professionally most of the time.	☐ Takes duties seriously and enthusiastically. Is careful & precise. Follows orders at all times. Always cheerful & optimistic. Professional behavior at all times.
LEADERSHIP SKILLS (supervisors only)	☐ Ignored subordinate's needs. Did not motivate subordinates. Poor interpersonal skills. Trouble understanding leadership concepts.	☐ Met subordinate's needs, and generally motivated them. Average interpersonal skills. Average understanding of leadership concepts	☐ Exceeded subordinate's needs, and motivated them to excellence. Exceptional interpersonal skills. Excellent understanding of concepts.
INITIATIVE	☐ Needed extensive instruction in most duties. Lacks motivation to excel. Needed extra job training, unwilling to learn on own.	☐ Performs duties with average supervision. Thinks independently. Possesses drive. Required average amount of job training.	☐ Performs duties with minimal instruction. Thinks independently. Resourceful. Has drive to exceed standards. Needed little job training.
GROUP	☐ Needs to work better with others. Sometimes uncooperative. Needs to gain the respect of peers.	☐ Mixes well with others. Willing to do their share to help group reach goals. Has respect of peers.	☐ Leads the group. Always willing to cooperate. Has the respect & support of peers.
APPEARANCE	☐ Uniform not maintained property. Often wrinkled. Often dirty. Shoes need more work. Hair does not meet CAPM 39-1 standards. Insignia improperly worn.	☐ Uniform neat, clean, and properly worn. Clean shaven/ Proper makeup. Hair meets CAPM 39-1 standards. Shoes have average shine. Insignia worn properly.	☐ Uniform needs no improvement. Always clean shaven/ has proper makeup and hair is properly groomed. Shoes are well shined. Displays excellent military bearing.

PRIMARY RATER'S REMARKS (may continue and initial on back)**:**

ADDITIONAL RATER'S REMARKS (additional rater is supervisor of the rater, or the COC, and does not fill out the checkbox portion)

ADDITIONAL RATER'S INITIALS:_____

RATER'S SIGNATURE	**RATEE'S MENTOR SIGNATURE**

ATTACHMENT 23
ABBREVIATIONS

1st Sgt	Cadet First Sergeant
Admin	Administration
AE	Aerospace Education
ATG	AFROTC Training Guide
CC	Commander (any level)
C/	Refers to a cadet staff position
COC	Commandant of Cadets
ES	Emergency Services
ETM	Encampment Training Manual
FLT	Flight
GP	Group
HQ	Headquarters
LG	Logistics
MED	Medical
MSA	Military Support Authorization
NCO	Noncommissioned Officer
OI	Operating Instruction (formerly SOP)
OIC	Officer In Charge
OPS	Operations
PA	Personnel Authorization or Public Affairs
PAO	Public Affairs Officer
PT	Physical Training
SET	Standardization and Evaluation Team
SQ	Squadron
Stan/Eval	Standardization and Evaluation
TAC	Tactical Officer
TNG	Training (in ref. to the staff)

ATTACHMENT 24
REFERENCE LIST

AFMAN 36-2203	**Drill &Ceremonies**
AFH 33-337	**The Tongue and Quill (30 Jun 97)**
T-700	**AFROTC Training Guide** (Edited from original manual by Michael A. Rosebush, "Applying the Academy Training Philosophy")
CAPM 39-1	**The Civil Air Patrol Uniform Manual**
CAWS 50-16-1 1 JUL 97	**California Wing Encampment Training Manual** (primary basis of this manual, used with permission given in September 1998)
CAWS 50-16-3	**California Wing Standard Operating Procedure**
CAPR 52-16	**Cadet Program Manual**
CAPR 35-2	**Notification Procedure in case of Death, Injury, or Serious Illness**
CAPR 62-1	**CAP Safety Responsibilities and Procedures**
CAPR 112-8	**Claims Under the Federal Employees' Compensation Act**
CAPR 112-9	**Claims, Demands, and Legal Actions for and against the Civil Air Patrol and the United States Air Force**
CAPR 123-2	**Grievances and Investigations**
CAPR 160-2	**Authorized Medical Care at Air Force Hospitals**
CAPP 265-4	**Chaplain at the encampment**
CAPR 900-5	**Insurance**
CAPR 900-8	**Civil Air Patrol Senior Members Accident Insurance**

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Leadership: 2000 and Beyond, Vol. 1-3

First Aid, Standard FIRST AID & Personal Safety, The American Red Cross