

NEW HAMPSHIRE AND VERMONT WINGS CADET PROGRAMS ENCAMPMENT TRAINING MANUAL



Cadet Programs ENCAMPMENT TRAINING MANUAL (ETM)

This manual is intended as a foundation for the individual staff member to implement the encampment program in New Hampshire Wing. It is intended to provide a solid base for the creativity of the cadet staff and allows for continuity of traditions. Each encampment staff will implement their own programs within the framework presented here.

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Chapter 1 INTRODUCTION

1-1. General.

To carry out the mission of encampment we are provided with certain tools and constraints. We are provided a curriculum by National Headquarters for the academic material to be covered, with a leadership training course, and with the opportunities offered by the facility hosting the encampment. We also have regulations, policies, manuals, and guidelines structuring our use of the available resources. The most essential ingredient to a successful encampment however is people: the people in attendance as flight members, and the people responsible for them. For this reason, it is critical to the success of encampment that the roles, duties, privileges and responsibilities of each person attending the encampment be carefully and thoroughly defined. Each staff member must have a firm understanding of the goals and ideals of the encampment program.

1-2. Purpose of Encampment

a. National Headquarters

As stated in CAP Manual 52-16 “CAP encampments are designed to provide CAP members an opportunity 1) to apply knowledge gained in the cadet and senior programs to practical situations, 2) to develop a greater understanding of the CAP mission and CAP capabilities, and 3) to develop their potential for aerospace leadership in an actual aerospace environment.

b. New Hampshire and Vermont

The goal of the encampment program in the New Hampshire and Vermont Wing:

- (1) To standardize basic cadet training within the state.
- (2) To develop skills in interpersonal relations.
- (3) To develop skills in time management, counseling, and teaching by the cadet staff.
- (4) To instill group cooperation and teamwork.
- (5) To instill a sense of discipline in the Cadet Corps of New Hampshire and Vermont Wings.
- (6) To challenge each cadet to accomplish tasks and insure that they succeed.
- (7) To instill an awareness of and a belief in the Core Values

1-3. Philosophy

Encampment can be the most significant, worthwhile training experience in a CAP cadet's career. Training basic cadets, advanced cadets, and staff members is what encampment is all about (CAPR 52-16). To achieve the overall goals set by CAPR 52-16, Chapter 9, a positive attitude is essential. Each staff member has an obligation to learn as much as they possibly can and offer the highest quality of training possible to others. The staff must always remember that their first duty is to the members of the flights—they are the customers. Cadet and Senior leaders higher in the chain of command should make the training of their subordinate leaders a high priority.

1-4. Authority

The New Hampshire/Vermont Cadet Training Wing (NHVCTW) is charged with conducting the encampment training for cadets throughout New Hampshire and Vermont Wing. The wing is an organization of its own, with its own internal structure. It exists at the direction of the Commander, New Hampshire Wing, Commander, Vermont Wing and the respective Director of Cadet Programs in both Wings. The commander and staff are appointed each year by the Director of Cadet Programs, or a designated representative. The commander of the Training Wing is appointed on a wing personnel authorization, subordinate staff members may be appointed on Training Wing personnel authorizations.

28th of July 2012

CAPR 52-16
NH/VT WING SUPPLEMENT

The New Hampshire/Vermont Cadet Training Wing is a cadet organization, subordinate to the Wing Commander, Director of Cadet Programs, and senior staff at encampment.

**Chapter 2
ORGANIZATION**

2-1. Size, Echelon

a. Size Definition

A flight is comprised of 15 to 24 cadets, led by a flight commander and a flight sergeant. A squadron will have two to four flights. A group level echelon may not be used and thus the Wing level will be used. A wing will consist of two to five groups, or two to five squadrons.

b. Echelon

The Echelon level used at an encampment is dependent upon attendance and staff coverage. An encampment should be a squadron if it has three or fewer flights. For a group or wing (without groups) there should be four to eight flights. The wing should have groups if there is nine or more flights. The Cadet Commander (C/CC) may add staff positions, with the approval of the Commandant of Cadets. See Figure 1.1 for cadet staff structure.

Wing level/echelon

A wing Command Chief Master Sergeant should be assigned along with squadron first sergeants. For most Encampments the general staffing outline below is recommended. Exact numbers are variable based upon need or availability.

Public Affairs	7
Medical.....	4
Safety.....	2
Administration.....	2
Logistics and Communications	3
Standards and Evaluation.....	8

2-2. Staffing

a. Encampments should have a minimum staff of:

(1) For Seniors: a Commander, Executive Officer, Commandant of Cadets, Safety, Chaplain, Administration, Logistics, Public Affairs, Medical, Chief TAC, and one TAC per flight (one should be female). The ideal encampment would also have a senior member mentor available for each position.

(2) For Cadets: a Cadet Commander, Cadet Deputy Commander, Cadet Executive Officer, Standards and Evaluation Commander, Safety Officer, Cadet Command Chief, Squadron Commanders, First Sergeants, Administration Officers, Public Affairs Officers, Standards and Evaluation Officers, Logistics Officers, one flight commander per flight, one flight sergeant per flight, and Medical OIC.

b. The goal in staffing is to maximize everyone's learning.

The senior to cadet ratio should be on average 1 to 15. It is necessary that there be at least one TAC per flight.

To enumerate the general amount of cadet staff needed, there should be approximately one cadet staff member for every six cadets in flight. Roughly, the minimum the cadet staff should make up 20% of the total cadet attendance and at maximum 35% of total cadet attendance. These are guidelines to help

someone running an encampment decide on the staff they will need. They are not written in stone and someone undertaking a task such as running an encampment should feel free to adjust as they see fit according to available staff and projected cadet attendance.

2-3. Cadet Grade Structure

a. Grade and Identifiers

Position identifiers, such as colored ball caps or color-coded lanyards may be used, specific supplement to the CAPM 39-1, approved by the wing commander for encampment only.

b. Staffing

A cadet with the appropriate earned grade should fill each position. This is not binding; the C/CC should fill the position with the most qualified person, grade should not be the primary deciding factor. If needed, some Non-Commissioned Officers (NCO) can be Non-commissioned Officers in charge (NCOIC), without an Officer in charge (OIC), of their support staff department. Keep the encampment goals (para. 1-2) in mind when making staffing decisions, while considering the cadets' experience and preferences. Suggested grades for each position are in Table 2-1. All cadet staff must have completed the basic ORM course through National at <http://www.capmembers.com/safety/orm.cfm>.

Table 2-1. Suggested Grades for Cadet Staff Positions

Position	Recommended Grade	Type of Position
Cadet Commander (C/CC)	C/Maj to C/Col	Officer
Cadet Deputy Commander (C/DC)	C/Maj to C/Lt Col	Officer
Cadet Executive Officer (C/XO)	C/Capt to C/Lt Col	Officer
Cadet Safety Officer	C/CMSgt to C/Lt Col	Officer/NCO
Command Chief	C/CMSgt	NCO
Standards and Evaluations Team (SET)	C/SMSgt to C/Col	Officer/NCO
Squadron Commanders	C/Capt to C/Maj	Officer
First Sergeants	C/MSgt to C/CMSgt	NCO
Flight Commanders	C/2 nd Lt to C/Capt	Officer
Flight Sergeants	C/SSgt to C/CMSgt	NCO
Support Staff OICs	C/2 nd to C/Capt	Officer
Support Staff NCOICs	C/MSgt to C/CMSgt	NCO
Support Staff	C/SrA to C/Capt	NCO/Officer

2-4. In-Flight Positions

This process is crucial in successful leadership development of more senior cadets in a flight. There are four positions available for in-flight cadets- element leader (usually 3 positions), and flight guide.

a. Concept.

The concept behind in-flight positions comes directly from AFROTC Field Training. This provides the higher-ranking cadets some hands-on experience.

b. Selection.

Day 0 is the day that the cadets arrive. Since this is the introductory period, no positions are selected except for guide, since it is an immediate need. This gives the flight staff a chance to observe the cadets and make choices for the other positions. The flight commander may relieve cadets from a position for not meeting standards or as a consequence of unwanted behavior.

(1) Element leaders are selected based on performance and experience within the first few days of the Encampment. The element leaders are chosen at the discretion of the flight staff, primarily the flight commander, and element leaders may be removed or rotated based upon necessity.

(2) The flight guide is a position which can be selected based upon performance and training in the realm of guidon drill. The flight guide may be rotated, however, it is not recommended due to time constraints and ease of training.

(3) While the above positions are usually permanent, cadets can be removed for failure to perform their duties. Before such a decision is made, the flight commander will consult with his/her supervisor and TAC officer. The flight commander will also make sure the cadet is adequately counseled in the areas where they failed their duties and what they can do to improve.

2-5. Cadet Staff Position Descriptions

This section contains position descriptions for the cadet staff. They are intended to give general direction and background for each position, expanding on the broad descriptions found in CAPR 20-1. The Commandant may create positions to fit special needs of the encampment, after assessing that the duties described below won't fit those needs.

a. Cadet Commander (C/CC)

The C/CC is responsible for the implementation and conduct of the encampment program. He or she reports directly to the Commandant of Cadets.

Duties and responsibilities:

- Provides focus and direction to the cadet staff and ensures proper implementation of the encampment program
- Selects the cadet staff for the encampment, with the approval of the Commandant and Commander
- Conducts daily staff meetings with the OIC's or entire staff
- Adheres to the established cadet training schedule
- Maintenance and consistency of training standards in the encampment program
- Serves as a role model for the cadet staff
- Provides an appropriate forum for feedback of the encampment program
- Provides counseling when appropriate
- Fosters cohesiveness, teamwork and unity of purpose within the cadet staff
- Ensures the cadet staff writes continuity documents with sample work or output

b. Cadet Deputy Commander (C/DC)

The C/DC is the right hand of the C/CC, aiding him/her with encampment site preparation, staff decisions, senior supervision and other tasks assigned to them. The C/DC is in command when the C/CC is not present.

Duties and responsibilities:

- Assisting in providing quality training of all the cadet personnel at the encampment
- Compliance with the established encampment academic, physical fitness and training programs
- Support the C/CC in his/her duties, filling in where needed
- Assigns project officers to special tasks, as needed
- Takes command in the absence of the C/CC

c. Executive Officer (C/XO)

The C/XO is responsible for coordinating, controlling and directing the support activities of the encampment. The C/XO manages and leads the Support OIC/NCOICs. The C/XO reports to the C/CC but is mentored by and works closely with the senior Executive Officer.

Duties and Responsibilities:

- Quality training of all the support staff
- Assisting the OICs to manage their departments and develop as leaders
- Supervise and evaluate the OICs of each department, ensuring coordination, proper conduct and progress in work
- Coordinate Officer of the Day assignments
- Motivate the support staff
- Coordinate to prevent conflicts

d. Standardization and Evaluation Team (SET)

The Standardization and Evaluation Team plans, standardizes and performs all aspects of encampment evaluation. They are the commander's representatives while conducting inspections. The Standardization and Evaluation Team is the central point for all inspection related questions. It is not the role of SET to teach or train the cadets, but to evaluate them in relation to the standard and provide support to the staff that is doing the teaching and training. The SET reports to the C/CC.

Duties and responsibilities:

- Set encampment uniform inspection and barracks standards through the Standard Operating Procedures (SOP) or Standard Operating Instructions (SOI)
- Act as a focal point and resource for all uniform, knowledge, drill and barracks related questions
- Uphold the highest standard of uniform wear, barracks arrangement, and customs and courtesies
- Develop and implement a scoring system for inspections
- Develop and reproduce inspection forms for daily use
- Develop daily knowledge requirements for distribution to the flight staff
- Develop daily drill requirements, which will be used for drill competition
- Do drill evaluation at the end of the drill period, to provide immediate feedback on that day's drill
- Provide briefing for line staff on barracks standardization
- Provide uniform and barracks inspection services, as requested by cadet staff
- Meet daily with C/CC to keep him or her informed of the training progress of the cadet wing
- Create or modify, as necessary, existing inspection forms and system
- Perform spot inspections during each training day of barracks rooms
- Set expectations with a mock inspection demonstration within the first day of encampment, explaining what the cadets should look for, and common mistakes
- Assist the squadron commanders and Ops Gp/CC in the selection of honor flight
- Create end-of-encampment evaluation forms and compile results into a usable report at the end of encampment
- Discuss with flight staff how they did in inspections and what kinds of mistakes were made

e. Command Chief

The Command Chief is addressed as Chief (if C/CMSgt) and is responsible for ensuring that the NCOs of the encampment are familiar with their duties and responsibilities. The Command Chief reports to the C/CC, representing the interests of the staff NCOs, as a member of the command staff.

Duties and responsibilities:

- Maintain and reinforce the ideals and performance of the NCO
- Monitor the physical fitness program
- Provide feedback to the C/CC regarding the NCOs performance
- Provide feedback and counsel to the First Sergeants regarding their performance
- Relieve the C/CC of any routine administrative duties
- Facilitate coordination between squadrons
- Training of First Sergeants
- Coordinate with logistics all facility related needs

f. Cadet Squadron Commanders (SQ/CC)

The group/squadron commander is responsible for the coordination, control, and direction of the encampment program within their units. This includes academic, physical fitness and general training objectives.

Duties and responsibilities:

- Evaluate the effectiveness of the training within their group/squadron and through the guidance and mentoring of their staff and makes appropriate adjustments
- Supervise their First Sergeants
- Relieve their superior staff of any routine tasks
- Ensure staff is properly trained or provide help
- Provide feedback to subordinate units
- Be highly proficient in the execution of wing-level and squadron-level formations and ceremonies, in accordance with AFMAN 36-2203
- Be able to give instruction to Flight Staffs to ensure their compliance
- Provide a channel of communication for feedback, suggestions, and complaints
- Conduct meetings with subordinate staff to review schedule, review problems, and motivate

g. First Sergeant (1st Sgt)

The Squadron First Sergeant is responsible for ensuring that the NCOs of the squadron are familiar with their duties and responsibilities. The First Sergeant reports to the Squadron Commanders and receive advice and guidance from the Command Chief.

Duties and responsibilities:

- Maintain and reinforce the ideals and performance of the NCO as outlined in the leadership manual
- Conduct drill and ceremonies IAW AFMAN 36-2203
- Administer the physical fitness program
- Provide feedback to the SQ/CC regarding the NCOs' performance
- Provide feedback and counsel to the Flight Sergeants regarding their performance
- Relieve the SQ/CC of any routine administrative duties
- Facilitate coordination between squadrons
- Training of Flight Sergeants
- Coordinate with logistics for all facility related needs

h. Flight Commander (Flt/CC)

The Flt/CC is primarily responsible for the implementation of encampment training. The Flt/CC reports directly to the SQ/CC.

Duties and responsibilities:

- Maintenance of the health and welfare of their flight: mentally, emotionally, physically and academically
- Applies the Air Force Training Guide (ATG) tenets (Chapter 4)
- Ensures the effective use of flight time
- Familiarizes the flight in all operational procedures
- Supervises the training of the flight in drill and ceremonies
- Supervises the training of the flight in customs and courtesies
- Satisfactory completion of academics
- Mentors the flight sergeant with the assistance of the First Sergeant
- Evaluation of cadets in the flight and flight sergeant

i. Flight Sergeant (Flt Sgt)

The Flt Sgt is directly responsible for the personal implementation of the encampment training program. The flight sergeant reports directly to the Flt/CC and receives advice and training from the First Sergeant.

Duties and responsibilities:

- Assisting the Flt/CC in implementation of flight level academic, physical fitness, and training programs
- Instruction and enforcement of the SOI
- Applies the ATG tenets (Chapter 4) when training the flight
- Satisfaction of daily training goals as set by the Flt/CC
- Teach drill IAW AFMAN 36-2203
- Ensure proper uniform wear and compliance with CAPM 39-1
- Constant reinforcement of new skills
- Directly train and supervise element leaders and guidon bearer
- Provide feedback to the cadets in the flight
- Practice of drill and ceremonies
- Enforcement of customs and courtesies

j. Administration Officer or NCO (ADM)

The ADM OIC is the person responsible for coordinating with the executive officer and the Senior Admin Officer and outside staffs to maintain personnel paperwork, including in-processing and out-processing paperwork for all participants.

Duties and responsibilities:

- Create an in-processing plan for all cadets, cadet staff, and seniors
- Complete all personnel related paperwork
- Maintain files securely
- Coordinate preparation of graduation packets
- Meet with Senior Admin Officer before encampment to work on acceptance packets
- Create an out-processing plan for all participants
- Meet daily with the C/XO to keep him or her informed of the status of projects and problems within the support staff
- Plan and print certificates of appreciation as needed

k. Public Affairs Officer (PAO)

The PAO handles all internal publications and external press releases. The PAO will record the events of encampment for sharing with cadets and other people interested in CAP. The PAO reports to the C/XO.

Duties and responsibilities:

- Take all flight pictures
- Publish a newsletter
- Record and report on events at encampment
- Interface with outside interested parties and the media
- Develop and plan for the production of a yearbook, CD slide show, newsletters, etc.
- Coordinate with finance for budget needs before encampment
- Help plan the graduation banquet
- Write an article for the CAP news or Volunteer magazine
- Help the Commander meet and greet all officials
- Encourage cadets and senior staff to write articles for the newsletter
- Meet daily with the C/XO
- Monitor and train all subordinate staff

l. Logistics Officer (LOG)

Responsible for all logistics needs of the entire encampment. Provide support for all activities related to any school involved in encampment. The Logistic Officer reports directly to the C/XO.

Duties and responsibilities:

- Inventory all supplies cadet programs has and determine if anything needs to be purchased for this encampment based on what Cadet Programs has
- Plan, budget, and coordinate all supply needs for the encampment
- Meet any immediate and routine all supply requests
- Coordinate with Senior Officers, First Sergeants and Support staff to determine needs and wants
- Perform the daily inspections of CAP vans
- Inventory and inspect all government-issue items, including all building fixtures
- Keep all CAP van keys in one location for drivers to sign out
- Handle all issue items such as linen and cleaning supplies
- Report damage to all CAP or government equipment
- Ensure encampment has the necessary office equipment and supplies
- Ensure encampment has adequate cleaning supplies, toilet paper, paper towels, etc.
- Coordinate budget issues with finance before encampment
- Monitor, train, and supervise staff
- Meet daily with the C/XO

m. Medical (MED)

The C/MED is there to handle all the routine medical needs, such as bumps, bruises, blisters, coordination of medicine administration and aid the staff in watching for the health risks common to encampment – heat exhaustion, dehydration, blisters, etc. They will always yield

to people with more skill and qualifications than themselves. They will also assist the Senior Medical Officers in hospital transport and triage of more serious medical situations.

Duties and responsibilities:

- Plan and distribute all health and safety related information to the staff and cadets
- Keep a file on each participant with pertinent medical information
- Handle briefings on safety and health related issues
- Keep records of medical activity
- Keep a phone list of emergency numbers
- Keep the medical office manned at all times
- Monitor, train, and supervise staff
- Meet daily with the C/XO

n. Safety Officer

The Safety Officer is responsible for the Safety Program at the encampment. This cadet will plan and execute all safety briefings and review all ORMs and add to them as needed.

Duties and Responsibilities:

- Analyze current Operational Risk Management (ORMs) and develop new ORMs as needed
- Plan and brief a daily safety briefing
- Plan and execute fire drill briefings
- Coordinate with medical concerning the flags related to heat indices
- Report mishaps via CAPF 78 IAW CAPR 62-2 and current New Hampshire Wing Supplements
- Report daily to the C/CC

2-6. Basic Cadet Specialty Position Descriptions

This section contains position descriptions for specific positions involving irregular duty assignments for Basic cadets.. They are intended to give general direction and background for each position, expanding on the broad descriptions found in CAPR 20-1. The Commandant may create positions to fit special needs of the encampment, after assessing that the duties described below won't fit those needs.

a. Charge of Quarters (CQ)

CQ or Charge of Quarters members are tasked with the duty to provide security and safety during the evening hours. The shift begins at lights out and lasts until reveille. The CQ cadets are responsible for making regular rounds of the encampment area to guard against unauthorized intruders, provide fire watch and bed checks to ensure members are in their rooms and are asleep. There are usually some duties like keeping their area cleaned, cleaning the headquarters, restrooms and performing radio checks every few hours around the base or surrounding installations. CQ members are . CQ should develop a procedure for emergencies. CQ will work with the Safety Officer to develop a fire plan and an emergency plan.

Duties and responsibilities:

- Make regular rounds of the encampment
- Guard against unauthorized intruders
- Provide fire watch
- Ensure members are asleep in their beds
- Keep work area clean
- Perform radio checks on a regular basis
- Help develop procedures for emergencies
- Work with Safety Officer to develop emergency and fire plan

b. Element leader

The element leader is responsible and accountable for the members of his/her element. He or she reports directly to the Flt Sgt.

Duties and responsibilities:

- Assist the membership of the flight in completion of the encampment goals
- Provide instruction and assistance to members of the flight that need help
- Contribute to the motivation and teamwork of the element
- Provide an internal role model for younger cadets in the flight

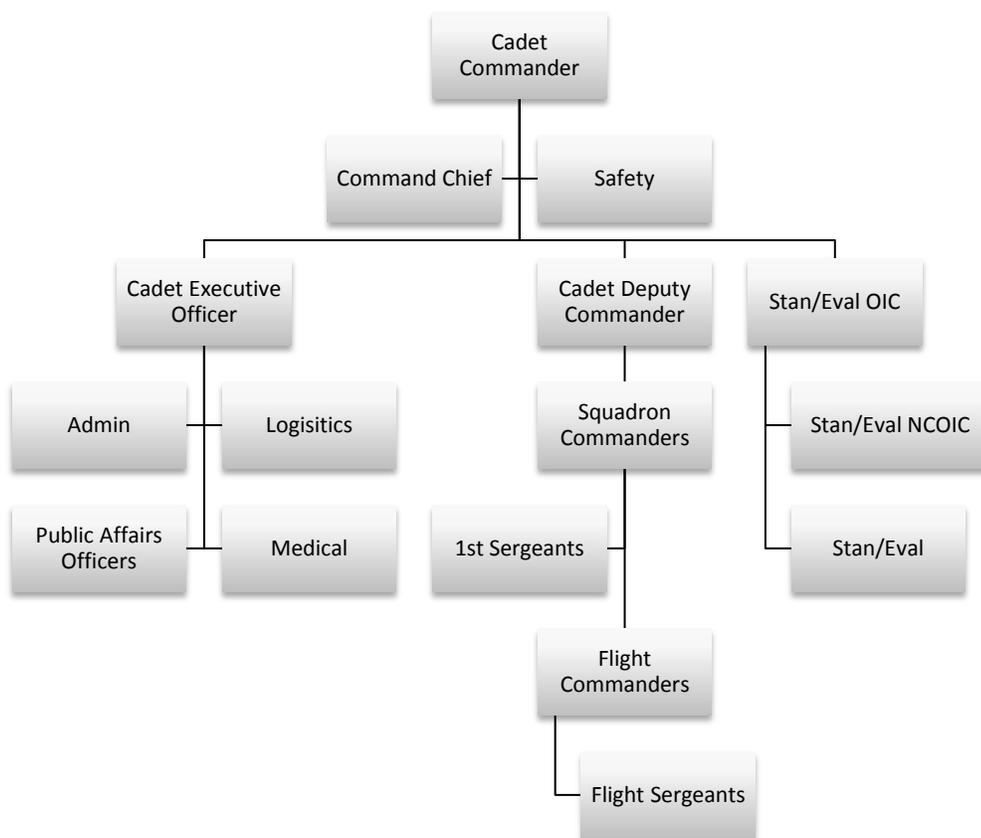
c. Guidon bearer

The guidon bearer is responsible for posting in the right location based on the squadron commander’s orders. The guidon bearer is responsible for proper procedures in the position thereof.

Duties and responsibilities:

- Carries the guidon, observing proper procedures, making sure it is stored properly IAW AFMAN 36-2203.
- March in the proper position of the squadron’s guidon.
- To learn the drill and ceremonies behind the carrying of the guidon IAW AFMAN 36-2203.

Fig. 2-2. Cadet Staff Organizational Chart (Wing Organization)



NCOIC – Non-Commissioned Officer in Charge
 OIC – Officer in Charge
 STAN/EVAL – Standards and Evaluation

2-7. Senior Staff Positions

The seniors are the mentors for their cadet counterparts (see chapter 4). Figure 2-3 is their organizational chart. The Commander has the right to adjust the positions as he or she sees fit to the needs of the encampment. That may mean combining positions and responsibilities or not filling a position. All senior members must have completed both the basic ORM course through National at

<http://www.capmembers.com/safety/orm.cfm>

a. Encampment Commander (CC)

The CC 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 CAP directives and instructions issued by the installation are the commanders' responsibility.

Duties and responsibilities:

- Selection of senior and command staff.
- Coordinating all administrative and operational matters with appropriate installation authorities prior to, during the operation of, and at the close of encampment
- Supervision of the preparation of the encampment training schedule according to military doctrine
- Supervision of staff as necessary
- Completing the encampment reports at the close of encampment
- The commander will have primary direct coordination with Point of Contact (POC) for the installation regarding all encampment needs (this responsibility cannot be delegated below the encampment commander)

b. Executive Officer (XO).

The XO assists the CC in the administration of the encampment. The XO relieves the CC of supervisory details and performs duties as assigned by the CC.

Duties and responsibilities:

- Monitor the senior support staff and help them mentor cadets.
- Mentor the C/XO
- Acts as the Chief Financial Officer of the encampment unless a finance officer is selected
- Assist in the pre-encampment coordination with other support and command staff members

c. Commandant of Cadets (CoC)

The Commandant of Cadets implements, controls, and evaluates training activities for the cadets. The CoC reports to the CC.

Duties and responsibilities:

- Selection of the C/CC with the Wing Cadet Programs staff (which includes the Encampment CC).
- Mentors the C/CC in the selection of his/her cadet staff
- Mentors the C/DOT in the preparation of the training schedule and encampment schedule
- Implementation of the encampment curricula prescribed in this manual and CAPR 52-16
- Selection and supervision of the TAC officers
- Coordination with the encampment staff for the preparation of the standard operating procedures (SOP)
- Assisting the Planning officer in the organization of activities not prescribed by this manual

- Ensure training goals and objectives are met and adhered to
- Assisting the training staff in determining whether a cadet has or has not met the 80% requirement as stated in CAPR 52-16
- Supervision of all athletic activities for proper warm-up

e. Chaplain or Moral Leadership Officer (Chap or MLO)

The Chaplain is vital to encampment. Two of the 40 hours of instruction at encampment are designated for moral leadership/character development. The Chaplain's main job is to keep an eye on the morale and welfare of the participants at encampment. The bulk of their counseling will take place in the evenings, so be prepared for the chaplain to sleep-in in the morning.

Duties and responsibilities:

- Offer counseling for any individual who requests it
- Provide opportunity for formal prayer and worship
- Organize a moral leadership/character development seminar
- Provide emergency ministrations
- Coordinate with the installation Chaplain for facility usage and worship opportunities
- Conduct evening devotions as an informal session, usually during personal time just before lights out
- Allow for cadets to meet with the chaplain at any time, requests will not be denied

f. Administrative Officer (ADM)

The ADM Officer is the point of contact for all encampment paperwork. They receive assistance from the C/ADM. The ADM Officer should allow the cadets to do as much of the paperwork as possible after they are trained in the system.

Duties and responsibilities:

- Maintain a filing system for all records
- Collect all pre-encampment paperwork and process it with the C/ADM
- Assist the C/ADM in development of his/her part of the in-processing and out-processing plans
- Report daily to the XO

g. Logistics Officer (LOG)

The Logistics Officer is there to help the cadet logistics officers inventory the logistic supply and determine if the encampment has enough what they need to execute the encampment. They report to the XO, CC and FIN for final approval on logistics runs.

Duties and responsibilities:

- Perform any logistics task that cannot be done by cadets, such as filling the vans with gas or going off base for supplies
- Coordinate with suppliers on base for items needed
- Mentor the C/LOG
- Report daily to the XO

h. Medical Officer (MED)

The encampment medical officer should be at least first aid qualified. The Medical Officer will work with the Cadet Medical Officer to plan and implement the safety/medical program during encampment. It is preferable to find an officer that has a medical background (EMT, Nurse, MD, Pharmacist, etc.).

Duties and responsibilities:

- Review the applications of all encampment participants to screen for medical issues
- Participate in the in-processing event to log all cadet medications brought to the activity
- Help cadets conduct encampment medical safety briefings
- Mentor C/MED staff in their duties
- Ensure that cadets do not perform medical service beyond their capabilities or CAP regulations
- Maintain a file for each personnel of information such as allergies, medications currently on, old injuries to watch for, etc.
- Maintain a supply of basic pain relievers, band-aids, moleskin, ice packs, etc.
- Help TAC officers and cadet staff with the care of blisters
- Keep records of all medical activity
- Keep handy all emergency medical numbers
- Assist in coordination of care for personnel at the base hospital if needed
- Report daily to the XO

i. Chief Tactical Officer (Chief TAC)

The CC and CoC will select an individual with extensive TAC officer experience to supervise the tactical officer staff and may or may not be assigned to a flight, depending on the availability of Senior Staff Members.

Duties and responsibilities:

- Assisting in the training of the TAC officers
- Provide assistance to the command staff in support of the CoC
- May conduct the TAC officer meeting
- May step in for the CoC in an emergency
- Any duty that a TAC officer is responsible for
- Reports daily to the CoC

j. TAC Officer (TAC)

The TAC Officer is a very important mentor for each flight. The CC and CoC will select people strong in cadet programs and that have a great desire to help cadets grow. The TAC will always accompany the flight or if the squadron is traveling as a unit, let the senior TAC or Chief TAC know who is accompanying his or her flight. They are not in charge of the flight, but they are there to provide support and guidance to the flight commander and flight sergeant.

Duties and responsibilities:

- Teach the cadet staff in the most unobtrusive way possible about good decision-making and guiding young people
- Advise the cadet staff about their decisions and potential outcomes to facilitate the development of problem solving skills
- Counsel the cadet staff when they make mistakes or have room for improvement
- Safety, health, and well being of the entire flight
- Assisting the supervisory cadet staff in the evaluation of the flight staff
- Report daily, their feedback on the program at the TAC meeting or to the Chief/Senior TAC

k. Safety Officer (SE)

The SE will be responsible for advising the CC regarding safety practices during all facets of the encampment. The SE will work with the Cadet Safety Officer to plan and implement the safety program during encampment.

Duties and 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 the activity to ensure that adequate rest is available for all participants
- A pre-encampment survey of the area and facilities to assure items such as: fire extinguishers, first aid equipment, potholes and glass in athletic areas, and that all hazards are marked if they cannot be repaired
- Plan and implement the fire drill and fire safety plan
- Safety briefings for each activity as necessary
- Supervision of all athletic activities for proper warm-up

l. Public Affairs Officer (PAO)

The PAO assists C/PAO in learning all functions of the Public Affairs Office.

Duties and responsibilities:

- Assist with photography and videography of all activities
- Assist with proofreading articles
- Help cadets with visitor greeting and outside press visitations
- Mentor the Cadet PAO staff
- Report daily to the XO

m. Training Officer

The training officer prepares all of the schedules and makes sure that the classes are taught properly.

- The training officer is in charge of testing for the duration of encampment.

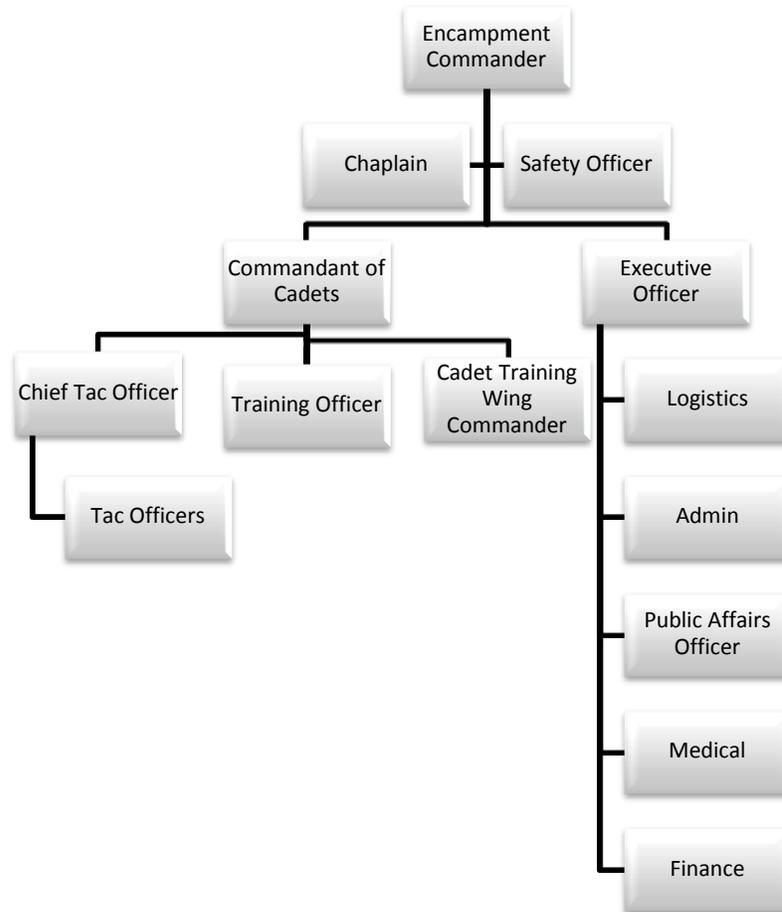
n. Finance Officer

The finance officer is in charge of handling finances for the encampment.

o. Cadet Training Wing Commander

The cadet training wing commander is the cadet officer in charge that runs the staff on the cadet side and is in charge of the cadet wing. He/she makes sure that the encampment runs to the satisfaction of the seniors.

Fig 2-3. Senior Position Organizational Chart



Chapter 3 ENCAMPMENT MODEL

3-1. Introduction

Our encampment model has objectives, phases, and a training plan. The AFOATS Training Guide provides a model to our training program. The training program provides the foundation for what we teach at encampment.

3-2. Objectives

It is difficult to know when you've reached your destination if you have no idea where you are going. That being the case, it is essential that the encampment staff, i.e. YOU have an idea of the destination at the end of encampment's journey. Our motto is "It's not what you know; it's what you do with what you know." This is broad but gives an idea of where we are going. The goal is to teach knowledge and then motivate people to use that knowledge to better the training wing. Encampment trains at so many levels and with many different objectives, so it is difficult to define objectives. At this point, rather than trying to define an exhaustive list of objectives, we will provide you with some broad objectives as to what a Texas Wing Encampment is all about. This process of defining objectives; the determining of and implementing strategies to accomplish the objectives is really what being a staff member at encampment is all about. Let's create a foundation for our encampment by looking at the kinds of objectives for encampment. From there, objectives can be further defined and solidified for understanding, and should be done long before any basic cadets arrive. A clear objective provides focus and unity of purpose.

a. 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 in order to succeed in the encampment environment. We provide a detailed set of expected behaviors for the cadets in the Basic Cadet Standard Operating Instructions (SOI). The SOI, along with the Uniform Manual (CAPM 39-1), the Drill & Ceremonies Manual (AFMAN 36-2203) *Learn to Lead*, and *Leadership: 2000 and Beyond*, (or the current leadership manual) 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," these are really the basic skills that the cadet needs to be successful throughout the CAP Cadet Program.

Objectives in the category relate to:

- Performance of drill and ceremonies precisely, and in accordance with (IAW) definitions and procedures outlined in AFMAN 36-2203
- Maintaining individual barracks IAW the SOI
- Behaving with proper decorum IAW the dining hall SOI
- Wearing the CAP uniform IAW CAPM 39-1
- Participating in encampment activities on time and in proper uniform
- Attending academic classes at encampment
- Learning skills and knowledge presented in encampment skills classes mentioned above and classes being able to demonstrate those skills

Note that behaviors and objectives relating to the encampment skills objectives are observed and measured easily, and this evaluation can take place at encampment itself. As an example: the position of attention is clearly defined in AFMAN 36-2203 and any staff member can observe and critique the performance against the printed standard. One of the individual skills we are trying to teach is attention to detail. Attention to detail is an unclear objective and difficult to measure. In order to make it measurable we look for indicator behaviors such as following the instructions for clothing placement in the cadet's room, exactly from the SOI or exact placement of insignia and ribbons on the uniform.

b. 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, better known as a team. *Esprit de corps*, teamwork, loyalty to the group, and interdependence are all examples 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 is 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 team. Flight staff and the TAC officers should notice how the group is interacting. There are observable group dynamics that the flight staff, squadron staff, and TAC officers can take note of. Every group of humans follows these general behavioral patterns (AFROTC Training Guide, 1994) and they can be used to measure the group's cohesiveness.

(1) Forming

This is the initial, polite phase where a group gets to know one another. Members are inhibited in their behavior. People ask themselves "how will I be perceived?" Little can be achieved at this stage and attachment to the team is tentative. Excitement is the highest, but fear and anxiety about what lies ahead are also high. People will either try to:

- block progress (resistance to change),
- seek recognition (often at the expense of others),
- or attempt to dominate (inhibiting team cohesiveness).

(2) Storming

This phase is where everyone gets on each others' nerves, this includes staff too but hopefully that is almost finished before the basic cadets arrive. This is characterized by:

- petty arguments and infighting,
- trying to influence and control,
- forming subgroups,
- being defensive and competitive, and
- resisting leadership (staff must be ready for this and react in such a manner that will motivate the cadets to do what the leader wants because they desire to follow and not out of fear of punishment)

This is the phase where the rebelling flight gets yelled at the most by the flight staff (care must be taken to determine if the cadet doesn't want to do the task or can't do the task). Careful direction and communication to help ease the fears in the initial phase can reduce the impact of this phase. There is no requirement that staff yell at their cadets during any phase of encampment. Lastly, the group will seem to be falling apart when the opposite is true and staff must remind themselves that they need to take a breath and weather the storm.

(3) Norming

This phase is when the group begins to make behavioral boundaries and develop norms for itself. The team ground rules and roles of each individual are formed here. This is characterized by:

- the flight testing their behaviors 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 are more worried about their role in the group and being liked in the group. People will feel relief that everything will work out.

(4) Performing

This is the stage where the flight reaches realization or actualization. They perform as a group, know their limitations and abilities. Unity and pride are spin-offs of this stage. It is characterized by the group:

- performing at their best with minimal instruction from staff,
- having flexible roles and relationships,
- having a close attachment to team, including helping the weaker members,
- 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 closeness of the unit when it reached the performing stage is really what hurts. 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 the individual and team maturity, task complexity, leadership, and organizational climate. Trying to skip steps will not work; group dynamics is a growth process and steps cannot be skipped.

It is important to realize a few things with regards to group dynamics: first, these dynamics apply to all groups (so these lessons will be of use outside of CAP), no matter what the situation, be it a flight, squadron, support staff, the cadet staff as a whole, a work crew, or whatever. These behaviors are observable in any given group.

Second, stages overlap, and they are not definite, as each group has its own unique variables. Groups can be in the performing stage for some tasks but still in the norming stage for others. Take the flight that is not doing well at drill, they may have some fighting and blaming as a result (still norming), but they may work really well together in volleyball or prepping for inspection (performing).

Third, as a leader or commander, you are not a failure if your group doesn't reach the performing stage for all tasks. The goal is to recognize the desired behaviors and actively encourage and reinforce those in your group. This is a learning experience for the staff as well as the basic cadets 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 may overshadow the fact that the group has actually reached the performance stage.

c. Personal Objectives

These are skills and techniques a person acquires at the encampment that contribute toward his or her own personal development. Examples of this would be self-confidence, self-reliance, and a better self-image. Encampment offers a unique opportunity to meet a challenge and personal growth. Creating an environment that calls for great effort from the cadets can be accomplished safely. 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.

d. 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.

3-3. 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 encampment.

a. Academics

These include most formal classroom material presented to the basic cadets as required by this manual and IAW CAPR 52-16. We will evaluate the basic cadets learning of material in this area through written quizzes and oral tests.

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 SOI and AFMAN 36-2203. This area includes both formal instruction and barracks practice or drill practice – the things that we expect the cadets to physically do to learn at encampment. The evaluation tools to use are quizzes, spot checks, and inspections. For those cadets with in-flight positions, timely feedback is essential, otherwise they learn little.

c. Personal Development and Counseling

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

3-4. Summary

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

Chapter 4 TRAINING GUIDE

4-1. General

Training in CAP is a unique situation. As an auxiliary of the Air Force, we follow certain customs that have evolved from the military; and we call the rules by which we operate, Regulations or Manuals. We wear a military uniform and have respect for discipline, image, bearing, and attitudes, like the military. 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. A leader must lead their subordinates from the front, not shove them from behind. The effective CAP leader must have the respect and followership of their subordinates or they cannot succeed at their task. Remember, we are leading volunteers.

In training 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 need to remember as members of the staff that it is easy to fall victim to the feeling of self-importance that comes with the 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 the 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 to us must be a reflection of the way we treat the cadets. We must earn the respect of the cadets at encampment and to train them effectively we must deserve their trust and confidence.

4-2. ATG Overview

The Air Force Reserve Officer Training Corps Training Guide (ATG) provides the exact direction that we need to apply at encampment. There are five steps to the ATG: Expectations, Skills, Feedback, Consequences, and Growth.

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 simply for their power over you. If you respect the person, you then feel committed toward that person and look forward to working for him/her again. However, if you only respect your supervisor because of their position's 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 people obey simply out of fear or obligation; and yet everyone can picture that other supervisor, the one that 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 take the position where they refuse to show any respect to the subordinate until the subordinate earns the respect. This is essentially making the person start at the bottom of the hill and work their way up; a much harder task than starting on the top of the hill and making sure you work enough to not fall off. The subordinate then works only out of fear or necessary obligation and mutual respect is never established.

A word of warning: don't take for granted that mentally agreeing with the mutual respect concept 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 for establishing mutual respect

- (1) Set the example. Portray the attitude "do as I do."
- (2) Avoid sarcasm. Sarcasm only breaks down self-esteem.
- (3) No profanity.
- (4) Corrections should be constantly consistent.
- (5) Physical discipline, such as PT for punishment, is not acceptable at any time, even if you do it with them.
- (6) Know the regulations.
- (7) Be serious. Treat hard work with respect.

d. Inappropriate training, as defined by the Department of Defense as hazing

(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 between staff and cadet.

(3) Verbal maltreatment

This is abusive language directed at the cadet that degrades or slanders the character, religion, sex, race, color, national origin, ethnic background, disability, or sexual orientation of a person or group.

(4) Maltraining

Maltraining is any training practice that is not designated to reach a training objective. Examples include unnecessarily embarrassing a cadet in front of peers, assigning remedial training that does not fit the discrepancy, and making cadets do degrading tasks. (Cleaning the bathrooms is not a degrading task unless used for punishment or threat; it is part of cleaning up after yourself and your team.) **Only do too them, what you would want done to you.**

4-3. Expectations

In the Expectations phase, you clearly spell out in advance what is required of your subordinates so they have every possible chance of doing the task correctly. When a leader does not state his/her expectations clearly to his/her 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 relation to your subordinate.

(2) Background

State your background and experiences. An example might be "this is my second year at encampment so I am familiar with what we will have to do to be successful. I have learned by experience some of the things that can help us come out on top."

(3) Values

It is important that the leader immediately convey to the subordinate his/her values to help that person appreciate the leader's perspective. For example, "I expect that you will make mistakes, and we can work with that, but I will not tolerate deception. If you have done something wrong, admit it."

b. Set a positive atmosphere

Much of a relationship is based on the first impression. They often last long after the initial behavior has changed. If the leader's goal is to establish a positive motivation to the subordinate, he/she needs to set a positive atmosphere at 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 (adapted from Dr. Dobson's *Dare to Discipline*):

I'm so glad we had a chance to get together. This is going to be a fun summer for you. You're going to like me and I'm going to like you and we'll have a ball." But the next day, Cadet Butch wants to know what everyone else is questioning. 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 Sergeant Peach wants is conflict, because he has hoped to avoid that 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 become 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 and another adaption from Dr. Dobson's book.

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 in 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 intentionally, and I want to be your helper. But, there is one thing you should know. If you choose to challenge me, I have ways to make you very unhappy. The commander has given me the responsibility of teaching you very important things this summer and I have to get you ready to perform them. That's why I cannot have interference with that objective. We have a lot to learn so let's get started." About two day 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 challenge Sergeant Justice. The flight knows that he is wiser, braver and more experienced than they are. He can loosen his control; the

flight can laugh together and interact. But when Sergeant Justice says "It's time to get back to work," they do it because they know he will enforce his expectations.

The message is clear. All supervisors must establish the correct atmosphere when establishing EXPECTATIONS with the subordinates. Here are some guidelines to help achieve that positive atmosphere:

- (1) "I will help you." It is important for the subordinate to know that you will support them. That is your job.
- (2) "I will not carry you." No matter how much you support them, it is still the subordinates' responsibility to perform.
- (3) Appreciation for the subordinate's strengths. As a supervisor, it is your task to find those strengths, recognize them and have the cadet apply them for the benefit of the team.
- (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 the 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 step down instead of being hypocritical.

c. State the obligations of the subordinate

There are certain obligations (expectations) that need to be clearly spelled out by a supervisor so the subordinates know in advance what is expected. We do this in several ways at encampment including the use of SOPs, instructional manuals, SOIs, and often the supervisor will provide his/her flight or staff with a welcome/expectation letter.

(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, but when all is said and done the subordinate must still do as he/she is told 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 you will be forgiven. However, if you ever intentionally break a flying regulation, I want you to know that I will do anything in my power to take away your wings." There was absolutely no doubt in that squadron about what the 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 the 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.

(1) Explain the future

Do not keep it a secret! A very quick overview at the start of the task puts people's fears (at least some of them) 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.

4-4. Skills

It is vitally important 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 the 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 be successful? Teachers can ramble 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. If the subordinate does not understand the

information you are teaching, do not assume the person is un-teachable, change the manner in which you are delivering the information. Be wary that nervous students may be reluctant to tell you they don't understand.

(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.

(4) Some people have a negative concept of the word training. That is very unfortunate because it appears that these people see training as equivalent to harassing. If a supervisor doesn't realize that training is nothing more than being committed to helping a 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 irresponsible supervisors have 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 that subordinate to improve, then you shouldn't be a supervisor.

(6) One other point that is worth mentioning along these lines, your initial intention should be to teach and train your subordinate, not to screen people out. 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 the process and make your initial intention to screen, then that subordinate will never learn the necessary skills. Your initial job as a supervisor is to do everything in your power to help them win! Teach and train first, then let the natural screening process take its 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 words.

4-5. Feedback

Feedback is incredibly important to people. Much of their future performance and self esteem depends largely on the feedback they receive. It is essential in leadership development that feedback is given over and over and over again. Supervisors have to be willing to take the energy to give both positive and developmental (also known as negative) feedback.

a. Rules for feedback

There are some guidelines that are useful when giving feedback whether that feedback is positive or developmental. **INPUT+** is an acronym that encompasses these rules for feedback.

I: Immediate

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 that immediately afterwards.

N: No Labeling

There are many 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 training guidelines, and harmful to the cadet.

P: Proper person

When you have some feedback to give, make sure it is directed towards the person that needs it. If you are an element leader in charge of 12 cadets and one cadet had a poor shoeshine, address the guilty cadet, not the entire group. There are other ways to encourage teamwork. 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? (There are other ways to recognize the person and encourage the team.) 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 to "Your arm swing is too large, shorten it to 4 to 6 inches." It does little good to tell someone that they have a bad attitude if that person does not specifically know what you want 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 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). There will be times when you really have to stretch your brain to find anything positive about your subordinate, but it is important that you do end on a high note. 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 the key**; most people can realize you're using this 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 when that subordinate does something bad. Here are 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 developmental 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 subordinate knows that if they aren't getting developmental feedback then everything is okay. By the 5th day of encampment the positive feedback should outweigh the developmental feedback.

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 subordinates in public. It does not have to be a formal ceremony with pomp and splendor. It can be as simple as the next time you have the entire group together, speak to your subordinate in a voice loud enough for the entire group to hear. It can be as simple as the next formation yell out, "cadet X great job on the memory work." Now everyone has heard about Cadet X and X feels proud of what he did.

(2) There is however, one warning regarding this principle. Be careful that your public praise does not pit your subordinates against each other. Don't say, "I want you to see how well Cadet X did, you all should be ashamed." Just think what will happen when the subordinates get together behind closed doors.

(3) Also note that a subordinate should not have to finish at "the top" to receive public recognition. It is a good idea to call attention to your middle of the road performers who can make a large improvement even if they didn't make it to 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 provided a new level for the subordinate to strive for, and challenges keep 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's take a look at how to appropriately give feedback for a negative behavior.

(1) INPUT+ needs to be given especially in the case of a negative behavior.

(2) Get the 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 and thought should be given to the way the subordinates are being taught, as the failure is usually on the part of the instructor. Will related problems should have consequences; the cadet had the knowledge but chose not to do it or didn't apply themselves fully.

(3) Ask what or how

The typical response to the why is, "No excuse, Sir." Absolutely nothing has been learned except that you have indeed trained someone to instinctively respond to a why question by stating, "No excuse, Sir." By using what instead of why you learn the real intentions of your subordinate. A good follow up question would be, "How 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 the pivot incorrectly while marching. Then give the subordinate the correct picture by modeling the correct way. Be careful not to mock the individual, especially in front of the group.

(5) Use the sandwich approach

Experimentally it has been shown that a person has a much better mental framework for accepting developmental feedback if it is cushioned with some positive feedback.

(6) Re-support

Most people feel detached from their supervisor when receiving developmental 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 re-emphasize that, although you do not like a person's behavior, you are still willing to support them. You cannot and will not 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, but simply a statement of fact.

(9) Game plan for improvement

If you have told a subordinate what is wrong and you have informed them of the consequences that will occur if the behavior continues, you still cannot be confident the behavior will be corrected unless you know what the subordinate's game plan for improvement is. A good place to start is, "What do you plan to do different next time? Then follow with, " How will you guarantee that I will see (insert desired result here)?" Now you can get some idea how your subordinate plans to fix this undesired behavior.

a. Does the plan satisfy you?

You should not come up with the game plan- have the subordinate do that. However, you can encourage questions and add your input to help shape the plan into something that will work.

b. Is it realistic?

It does no good to come up with an unrealistic plan that sounds good but that cannot be put into practice.

c. Is the subordinate committed to this plan?

If your subordinate is only showing a halfhearted willingness to carry out this plan, then it will surely fail. When you suspect your subordinate is not committed to the plan, then immediately confront them. For example, "Cadet you don't seem really 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 tremendous willingness at times to sacrifice self for the overall good. People can also be downright lazy if left on their own. If left unchecked, many tasks that need to be done wouldn't get done. As a supervisor you need to follow up your developmental feedback with a message that you will follow up on what you just talked about.

If you do not establish consistent follow up for your feedback, your credibility with your subordinates will soon erode and the subordinates will test you. The subordinate will start to gamble on whether you will actually check on them. The more they get away with, the more they will bet it is really not fair to give a subordinate "enough rope to hang him/herself," and then smack them with a big consequence.

4-6. Consequences

Much of the success you will have in instilling positive motivation in you subordinates will hinge on your ability to properly apply the consequences. The ATG starts by saying that you need to make your EXPECTATIONS very clear, next you need to teach and train the subordinate has the necessary SKILLS, 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. 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. The simple fact is consequences are not easily given. 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 them. Yet both rewards and punishments must be given. No matter how well you applied EXPECTATIONS, SKILLS, and FEEDBACK, you will fall short of your goal if you do not apply consequences. This chapter not only says that punishment can be given, but that it 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. In the alternative, punishment is a consequence that the subordinate sees as negative.

(1) Immediate.

Just like feedback, the consequence must be given immediately.

(2) Be consistent.

When applying consequences to a subordinate, be consistent in how you treat that person. If you know you will always get a specific punishment when you try something, then you stop trying (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, they may gamble on whether to clean it today. If they gamble because you were inconsistent and they are caught, whom do they blame? You, of course. They were the one that did the behavior but if you are the

one inconsistent then you are the one being unreasonable. This leads to resentment from the subordinate. You can get respect and results if you are consistent.

(3) Behavior produces a consequence

a. You want your subordinates to learn a very clear message that their behavior produces a 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 a behavior is when a supervisor reacts based on the mood they happen to be in. Have you ever seen a flight commander who happens to be in a terrific mood allow the cadets to relax and not follow the rules? Now, there is nothing wrong with relaxing for a moment if they have done some behavior to deserve it. However, your mood had nothing to do with their behavior and the consequence should not either. Consequences must be given, but only when they are related to the behavior. We are all human and sometimes separating emotions, moods, behaviors and reactions out can be difficult and you can expect to make mistakes, but we must start by being more aware of these issues.

(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 the biggest punishment he knew, the first time the cadet did anything wrong? What is the flight sergeant going to use for punishment if the cadet does something wrong again? How many cadets would we have at encampment if we sent them home for forgetting to salute the first day? 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 supervisors, and coming up with a wide list of possible consequences, both rewards and punishments, you can give. The C/CC heads the development of this plan, usually termed Disciplinary Policy or OI, with the assistance of Squadron Commanders and Flight Commanders. When it is complete, have it approved by the CoC and/or CC so that your consequences are "sanctioned from above." This will 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 of punishment: it must be relevant from the subordinate's viewpoint. Be wary if a subordinate complains that a punishment is unfair, make them justify their reasoning, usually they just don't want to accept responsibility for their actions.

b. Sometimes a supervisor will think they are giving a strong punishment, yet the subordinate is not fazed by the punishment. A word of advice to supervisors: put yourself in the subordinate's shoes, learn to read their non-verbal signals, and see what is important to them. Sometimes supervisors forget which consequences were really meaningful to them when they were subordinates. Instead they keep giving their subordinates consequences that would have meaning for them now. Consequences do not affect all people the same way because we all

have different personalities and are at different developmental levels. Before choosing a consequence, look at it from the subordinate's point of view.

(6) Provide it!

a. Consequences absolutely must be provided! It is a part of life and happens to every one of us every time we make a decision. In training people, it is not sufficient to say that the absence of punishment is reward enough. If a supervisor does not have the courage to provide a reward when one is needed or warranted, then he or she will eventually have a very unmotivated subordinate. Likewise, it is an immature supervisor that thinks 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. People offer a variety of reasons for why consequences are not given. "It hurts too much. I don't want to be too tough. I don't want to be too soft. My supervisor doesn't treat me that fairly. I don't have any rewards to give. I don't have any punishments to give. It's okay just to keep telling them over and over what they're doing wrong, they'll change eventually. Present policies won't allow me to provide consequences. I'm not in the habit of giving rewards and punishments." None of these excuses is acceptable for not providing consequences to behavior. One of the easiest ways to become a failure is to not apply the consequences fairly.

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 still have provided the appropriate consequence so that it is relevant and sanctioned by your supervisors. It is important for higher-level supervisors to allow the lower supervisors a degree of flexibility in which they can be creative. As a high level supervisor, you need to outline which rewards each supervisor has the authority to give. Usually for big rewards, the lower level supervisor can recommend a subordinate up the chain for a reward. So be creative. You might be surprised 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 that a subordinate makes for the better. If a supervisor doesn't pay attention, they may miss small steps of improved performance.

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 the person demonstrates the perfected desired behavior. 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 should be given only if the desired behavior is maintained. Once maintained, the rewards can increase incrementally. 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 by it. Many people never evaluate why punishment is given out in the first place. Anyone who uses it in a manner that produces respect knows there is a real purpose behind why they went to the trouble of giving that punishment. Here are some 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 get back at the subordinate, then the subordinate may give in and fix the 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 the supervisor is not out to get them, but just out to fix the incorrect 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 to 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 reasonable for the first consequence of tardiness. The verbal counseling was the appropriate consequence, if that cadet arrives on time in the future. However, if the cadet continues to be tardy in the future, then a verbal counseling will not be appropriate. The punishment needs to be increased this time, but this second form of punishment should teach the 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 the same behavior. You want to keep this from happening.

b. Some people only view punishments as something that hurts people. Indeed, it can hurt, or at the very least be extremely uncomfortable, at the time it is given. If it is not unpleasant then it is probably not a punishment. None of your subordinates are going to like the punishment you give them at the time it's given. If it's so unpleasant, why do we give it? **BECAUSE YOU INTEND TO HELP YOUR SUBORDINATE.** You want to help the subordinate or help the situation and that is what makes you provide punishment.

c. If a cadet breaks a standard, it is easy to just give feedback. That is why so many people refuse to give punishment the first time a standard is broken. Yet how many supervisors have you seen that never provide a punishment? The sad paradox is that the more a supervisor tries to help the subordinate, the more the subordinate is hurt in the long run. The subordinate is getting set up for a big fall somewhere along down the line when he/she gets a supervisor that does punish.

d. A person who allows another person to go unpunished is like the good friend that doesn't have the guts to confront his friend that has a drinking problem. Good friends try to help.

e. If your intentions are truly to help, it is important to respond instead of react with punishment. It takes self-control to punish with patience and instruction, instead of 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 is a normal emotion but take the time to think the situation through.

(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 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 is 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 your development." You also said 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?

4-7. Growth

In the GROWTH phase, you try to set 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. 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 (barring any physical or mental disability). 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 correctly. When boredom sets in, watch out! The subordinate's performance will most likely slip if realistic challenges are not provided.

Once a challenge is given, the cycle is started again. You are back to establishing 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) 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 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 low self-confidence. Without that confidence, the tendency is to be dysfunctionally shy, timid, and hesitant to make their opinions known. Lack of self-confidence can also make someone overcompensate by becoming dysfunctionally aggressive, loud, pompous, and belligerent. Because of these factors, people with positive self-esteem tend to be more assertive and tend to rise to the top in performance.

(3) Positive self-esteem also promotes more initiative. An unconfident person is less likely to voice an idea for fear that people will think it is a really stupid idea. If you reward initiative in your subordinates while shaping their behavior, 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. For most people, as much as we try not to, 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, and then gradually build the subordinate back up, piece-by-piece. In fact, this is how most of military academies still function. The fallacy in this thinking is that the supervisor also wants the subordinate to perform well even though the subordinate no longer has any self-esteem. It just does not work. It forces the subordinate to resist breaking down but act as though they have, to satisfy the supervisor, a very difficult task at best. 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 to 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 these areas, their self-esteem may take a big hit. We make someone feel special due to the physical attributes they were born with. We forget that physical attributes take no skill at all, but merely a set of genes.

b. Failure

If a person consistently believes other people see him or her as a failure, that person will eventually believe they are a failure. Sadly, once that individual believes they are a failure, then the more likely their performance will soon start justifying that belief. For example, take a cadet with a strong background and self-esteem. He is told by someone in CAP that he is lousy and doing no good. He will, at first, 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 up to par because he does not yet have all the CAP skills, then he might actually begin to question his self-worth. If this process with the supervisor continues, it won't take long until he is a failure.

(3) No win situations. Have you seen this before? An immature flight sergeant is having a hard time teaching a cadet to drill. So instead of providing the cadet with the proper feedback, he gets the other flight sergeants to play "ring around the cadet," and no matter what the cadet does, it will always be wrong. One of those flight sergeants can always find something wrong to make the

cadet look foolish. It doesn't take long for a cadet in a no-win situation to give up trying to do anything right since it will just be wrong anyway. This also occurs when a supervisor tries to always find something to correct no matter how good the overall result was, like the best bunk at encampment still has one tiny wrinkle. This nullifies any good feeling the cadet had about their performance.

(4) Labeling. Remember in the FEEDBACK phase when we talked about INPUT+? We said that labeling is very damaging to the 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 when they 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 any changes just to do it your way or to show who's boss. Try to make changes small and a few at a time because every change causes stress and stress causes the crisis of competence. However, change is sometimes desperately needed!

(6) Public ridicule. There is a simple axiom that say "praise in public, punish in private." Public punishment can destroy the mutual respect and unnecessarily embarrass the cadet. As a supervisor, if you must publically correct some wrong behavior, to keep other people from making the same mistake, talk only about the behavior without mentioning the person. Sometimes this is impossible. If that is the case, get the person's permission to talk about it and thank them for being an example from which others can learn.

c. Actions that increase self-esteem.

Just as there are actions that can break down a person's self-esteem there are plenty of actions that will 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 states that a person's self-esteem is largely formed around the feedback a person receives about his or herself. Don't neglect the virtues that positive feedback provides, a person's positive self-esteem is tied to it!

a. Public praise. Remember the axiom, "praise in public, punish in private"? Well, a subordinate's self-esteem can soar by doing that. Public praise is easy to provide, often overlooked, and very important to someone's self esteem. Supervisors would be wise to make use of it.

b. Success. Just as a subordinate's self-esteem is torn down by perceived failure, so can the self-esteem grow with perceived success. The 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 the perfectionist might perceive himself or herself to be a failure even though the evidence shows otherwise). The key lies in the making the subordinate believe they are a success.

For example, pretend you're a bowler who averages 190. When compared to all people, a 190 is well above average and something to be proud of. But a bowler feels like they aren't good because they happen to be in a smaller group of bowlers with averages of 200. The difference lies in the comparison group. The key to success lies in the ability to keep from defining

success as having to be number one. There are many other ways to establish success besides being number one.

(2) Focusing on strengths. A person seeing him or herself a success 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 in 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 gives us an immediate evaluation of our performance. Just think of how you feel when you take a multiple choice test, "I am sure this one is A, now I am not sure about this one so I'll try B, but I bet it's wrong." All of these are examples of self-talk that occur. You couldn't stop it 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. Another guarantee is that your self-esteem will respond to your self-talk. Therefore the only thing you can control is whether your self-talk is going to be positive or negative. You can actually train yourself to praise yourself and talk optimistically about what you just did. Likewise, you have the ability to stop any negative self-talk. Positive self-talk can definitely keep you focusing on your strengths, which will in turn, increase your self-esteem. You can teach this process to your subordinate as a method for improving their self-esteem.

(3) Development of a niche. As a supervisor, it is important for you to determine your subordinate's niche. Focusing on, encouraging, and praising 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 can always maintain enough energy to pursue your niche. For instance, you may not get captain of the football team or make the dean's list, but you can shine shoes better than anyone else in your flight. No matter what your niche is, it is a source of pride and comfort for you.

(4) Your support. Of 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 by establishing positive self-esteem we can support the system of GROWTH we desire in a 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. It involves the subordinate budgeting their time so that the task is satisfactorily completed, without having to constantly look over your subordinate's shoulder. 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 want to follow to help establish performance goals.

(1) Know your own goal

Before you decide upon the performance goal with your subordinate, you should know what your foundational goal is. The foundational goal is composed of those requirements that you will absolutely not be satisfied if they are not accomplished.

(2) Subordinate's responsibility

Make sure your subordinate understands they are responsible to help establish this performance goal. Having them take ownership of the task puts them in charge of their own GROWTH. This will help develop mutual respect.

(3) Unified decision

After the subordinate feels responsible for this performance goal, then you need to arrive at unified decision about the specifics of this goal. Don't compromise any of your foundational goals but encourage the subordinate 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.

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. If your challenge is too long term the subordinate may lose interest. Break down long-term goals into short-term smaller goals.

(2) Not a have to – it becomes an order if it is a "have to." A challenge is better if it is something above and beyond the bare minimum expectation.

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

(4) Fraternal rites of passage. There exists among some cadets a belief that trainees must go through some rite of passage before completing encampment. We must recognize that there is a distinct difference between a rite of passage and training. The word training is not a catchall for sanctioning any activity. It is not acceptable to rationalize that you are doing something because it "builds character," and anyone that questions is told "you will not appreciate the relevance until you have been to a couple of encampments." If this is the case, you need to rethink your training.

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

(6) 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 training but did not like the actions they had to do in order to complete it. The actions and pride produce a cognitive dissonance. Soon the person will resolve the cognitive dissonance by rationalizing 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 those actions on the next trainees, even though they disliked it when they went through it.

(7) Resistance to change. Many people will resist change, even if they agree that the current way is not good. Part of this is fear of the unknown we spoke about earlier but there are more reasons. They invested a lot of energy in the old way and if it is changed, it causes concern. For example, one might think "I turned out good so the old way must be okay." The problem is that often people turn out good in spite of their previous training.

(8) Many trainees can recall how much they hated being treated with disrespect. Yet, as time distances the person from the experience, a surprising thing happens. That person loses the feeling that the experience was unpleasant (they don't want to keep feeling those negative emotions associated with it). Sometimes they swear they will never treat someone they way they were treated; yet they are the worst offenders. Just as child-abusers are usually former victims, they just don't know how to create change.

4-8. 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 an honor to work with a supervisor that 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 5 ACADEMIC INSTRUCTION

5-1. 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, Civil Air Patrol and particularly, the CAP Cadet program.

- Air Force Fundamentals – 10 hours
 - Structure and Mission
 - Aerospace power
 - Aerospace heritage
- Civil Air Patrol Fundamentals – 10 hours
 - Emergency Services
 - Aerospace Education
 - Cadet Program
- Leadership & The Cadet Ethic – 16 hours
 - Moral Leadership
 - Physical fitness
 - Drill & Ceremonies
 - Creative Thinking
- Aerospace Career Exploration – 4 hours
 - Career Opportunities
 - Career Requirements & Counseling

Reference CAPR 52-16, Chapter 9 for a more complete list of required instruction. Upon completion of this instruction, the cadet will have a standardized foundation upon which to build his or her later experience.

5-2. Teaching Methods

Instruction is best accomplished by involving the 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 is to complete mastery of the material you intend to cover. You should be 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, or know where to find the answers, 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 simply a matter to get their attention, because there is already a high level of interest. With these cadets you must generate or enhance a desire to learn. Consider telling a joke, providing a challenge, or showing a video are some examples of this. This can also be accomplished with positive incentives.

(3) Examples of incentives include:

- Immediate recognition of progress.
- Small rewards (candy, tokens for bigger rewards).
- Special privileges within the flight.
- 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 classroom.
- Plan an appropriate amount of material for the time allotted.
- Present an exceptional personal appearance.
- Allow time between drill or class period to allow the cadets to "digest" the material.
- Encourage discussions on the subject material amongst the flight.

(5) You must remember that motivation and 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 good explanation are:

- The explanation is clearly stated in simple, understandable English.
- It is illustrated, wherever possible, using charts, diagrams, and illustrations 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 presentation of the facts and uses simple demonstration materials. During the explanation stage, the effective instructor will guard against assuming that all the cadets will be aware of why the presented material 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 4). 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 the slowest cadet to observe the procedures involved. However, it must remain lively enough to prevent boredom or apathy for the faster learning cadets. Lastly, demonstration must be well executed. To summarize, the instructor must plan and rehearse their demonstrations. By doing so, 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, something that they may have 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 or her. This stage coincides with the skills step in the ATG (Chapter 4). In certain training situations, each cadet will perform a particular skill, maneuver, or technique individually. 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 has been taught. Third, 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. The properly controlled performance period provides each cadet with a feeling of accomplishment. Repetition is the key for retention of the skills or facts presented.

(2) The cadet must leave the first performance period with a feeling that he or she 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 in 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 him or herself into a position to back track 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, as opposed to 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 dependence upon the instructor by the cadets in their charge.

e. Evaluation

(1) The fifth and last stage of 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 4). As with 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 of instruction were originally defined.

(2) A common misperception among those who have never instructed is that telling equals teaching. An instructor is always more than a teller of tales. They teach 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 a 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. The instructor should be completely familiar with all parts of the material he or she intends to cover, and he or she should have some background in related fields.

5-3. 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 training offered. Testing should be formatted to gauge understanding more than rote memorization. Two tests may be administered, but are not required, during encampment:

a. Pre-test.

A pre-test 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 can also use it to identify areas needing improvement. The difficult part of this is that it may be too time consuming to change instructional plans that have already been set up for the encampment.

b. Final.

The final exam should generally contain questions covering the same material as the pre-test. The purpose of this exam is to measure the academic achievement of the students from the beginning of encampment. In addition, the effectiveness of the instruction program can be accessed from the test result patterns of the final exam. This exam can also be used in determining any encampment academic awards.

Chapter 6 DISCIPLINE

6-1. 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 mental or moral 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 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 a 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.

6-2. 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 where there is no time to explain or discuss 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 what the situation.

6-3. Purpose

Discipline is required for any activity where people work together towards 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.

6-4. 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. 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. Many years ago, emphasis was placed on discipline or drill, so that greater firepower might be obtained from cumbersome weapons like muskets. At the same time, emphasis was placed on a 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 machine-like 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 definition, the one that suits our purposes, is quoted from Army Regulation 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 substance to the above paragraph. The first few sentences are often used as memorization knowledge in many wings. You have been provided with the entire text in the hope that you will read it and reread it carefully. Note that it explains how a well-disciplined unit behaves and appears to others rather than what to do about people who misbehave. 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.

6-5. Maintaining Discipline

a. To have a well-disciplined organization, it is important that all officers and NCO's be well disciplined. They must constantly keep in mind that the principle of example is one of the best methods for influencing people. They must themselves have that "mental attitude and state of training." 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 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 permanent; 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 tips are described below. These can be integrated into the tools described in paragraph 6-6.

(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 sub-standard 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 his/her communication skills and how well people understand you.

(5) Enforcing standards

In a timely manner, consistently and continually correct any subordinate who are 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 to expect. You gain commitment from cadets when they are a part of a system they believe in, feel is fair, and understand.

6-6. 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 instinctive under all conditions. Ceremonies have added value of appealing to the cadet's pride in himself and the organization.

b. Customs and Courtesies

The observance of proper customs and courtesies are some of the most obvious signs of a well-disciplined organization. Thoroughly explain them to all cadets. The proper observance should be made a point of pride. Officers and NCOs 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 the appropriate time. 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, usually has superior morale to that of a unit that is lax in these matters.

6-7. 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 or her to understand how to build discipline in themselves and their unit. For those reasons, the importance of setting a good example, of developing and maintaining a well-disciplined organization and helping cadets to understand how discipline affects 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 7 ACTIVITIES and SCHEDULING

7-1. Opportunities of Locations

Each host facility offers Civil Air Patrol its own unique opportunities. These are rare, unique opportunities for each CAP member to learn about a new environment. Staff members must encourage the basic cadets to explore and have fun. Tours are to be relaxed but controlled. The staff should not discourage anyone from asking questions, provided they do so politely and at the proper time. When asking or responding to questions: Stand, give your grade, name then your question/response. Don't make statements disguised as a question.

The flight staff must anticipate the needs of the basic cadets on tours and other activities, before their departure. This includes outer garments, sunscreen, workbooks, cameras, etc. The flight staff is encouraged to delegate authority to their element leaders, especially if the flight must split up. At a minimum, one flight staff member and one Tactical Officer will accompany the flight on all activities. Staff members should take notes and ask questions of the basic cadets upon the tour completion. This will insure that they pay attention to their hosts. Safety will be in the foremost of everyone's minds. At each stop, the staff must get an accurate count of everyone before moving on to the next section of the activity. It is easy to leave someone behind in the bathroom! The cadet staff may need to remind cadets that at the end of the activity they are expected to return to encampment structure and behavior as defined by the SOI. The C/PAO will send a thank you note(s) to each speaker, docent or other relevant hosts.

7-2. Suggested Optional Activities

a. Firing range

The host facility may have an active firing range that may be available for a demonstration for the cadets. In rare cases we can get permission for cadets to handle any weapons. If permission to work on a range is granted, the staff should be at peak awareness for horseplay and dangerous activity. Training will always be in accordance with CAPR 52-16, Chapter 2, paragraph 2-11.b. It is important that the cadets are relaxed and in control when handling a weapon. Insure that all cadets pay attention to and obey the range personnel. Safety violations can result in being removed from the range. If allowed to fire, cadets must realize that the goal is to familiarize them with weapon safety and not for qualification. Cadets not wishing to fire will not be forced to fire. The complexity of firing range safety will require that all staff members attend to assist with control.

b. Motivation run

The motivation run is usually conducted on the last full training day of encampment and is the culmination of the PT program. The motivation run should be one mile in length, and gives the Group/Wing a unique situation for establishing *Esprit de Corps* and unit identity 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 led by the cadet officers and is run in formation.

c. Graduation social

One option is to conclude the encampment with an evening of socialization and relaxation. This can be a rather informal, fun event. The staff is encouraged to participate while maintaining supervision of the cadets. It can include a dance, outdoor games, bowling, etc.

f. Emergency Services Training

Usually at least a half-day is dedicated to ground emergency services training. This can include: first aid, a practice ground search, compass course, etc. Be creative in the activity used to practice skills for emergency services.

g. Aerospace Education

Aerospace related instruction can include orientation flights on small craft or C-130s, tours of military flying units, gliders, or model rocketry practice. These would probably be half-day activities at the very least.

7-3. 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, travel time, and other scheduled activities. The plan must also be flexible to allow for the inevitable schedule change or weather problem. The daily flight plan is an example that can be used by the rest of the staff.

7-4. Scheduling

A successful encampment offers the cadets a full range of activities including formal classroom training, tours, barracks activities, and drill. The schedule is planned to permit the cadet to experience many different areas of training. If the cadets are to get the most benefit of 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 CC or designated representative. Schedule changes shall be in writing whenever possible.

a. Master schedule

The statements above refer to the encampment block schedule that will be created prior to encampment. Each day the training staff will publish a daily master schedule, based on the block schedule, ideally with few changes. This master schedule covers major activities that affect 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 adhered to.

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. It is the Flight Commander's responsibility for planning and scheduling this time. It can be used to conduct classroom training, practice drill or volleyball, prepare for inspection, or allow in-flight leaders to perform their duties.

c. Squadron training activity

It is the Squadron Commander's responsibility for planning and scheduling any squadron training time, if necessary.

d. Personal time

There are also blocks of time set aside for the cadet's personal use. This is usually the last half hour of the day, just before lights out. The cadet's can do what they choose such as see the Chaplain, read their SOPs, shine their shoes, etc. The cadet staff will not infringe upon this time but they will monitor cadet behavior for safety and adherence to lights out. The flight staff is responsible for insuring that flight activities are completed before personal time begins. Personal hygiene time

usually occurs prior to the personal time where cadets shower, brush their teeth, and have blisters cared for.

7-5. Daily Flight Plan

This form is intended to help the flight staff to plan and organize the training day as well as break down the allotted flight time into manageable increments. It is not intended to create extra paperwork, or to be a requirement (unless dictated by the C/CC), but 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.

7-6. 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, to address problems that need immediate attention and prepare for the next day. The encampment staff will conduct meetings as frequently as needed, with the staffs that are needed. At the C/CC's discretion he or she can meet only with the support staff and SQ/CCs after the SQ/CCs have met with their Flt/CCs or all of the staff can meet together. The meetings usually are held during cadet personal time or immediately after lights out. The support staff can also meet in the mornings at the start of the business day if the C/XO chooses.

Chapter 8

CADET ENCAMPMENT STAFF SELECTION ACTIVITY (CESSnA)

8-1. Purpose

The purpose of CESSnA is to select the cadet staff for each encampment. This chapter will provide some options for the CoC and C/CC in selecting staff for encampment.

8-2. Guidelines

a. CESSnA can be 1-3 days in length, either a one day selection or a weekend long selection and training. It should be held at a minimum 2 months prior to encampment. The exception to this is the C/CC should select the command staff at least one month prior to the CESSnA so he or she will have help in planning and selecting the staff.

b. Flight and squadron staff (Line staff) applicants should be evaluated in the following areas:

- (1) Drill and ceremonies appropriate for the position
- (2) Oral communication
- (3) Encampment skills (tasks you find mostly at encampment, ie. locker arrangement, bed making, etc.)
- (4) Wear of the uniform
- (5) Basic CAP knowledge

c. Support staff (see chapter 1) applicants should be evaluated in the following areas:

- (1) Encampment experience
- (2) Knowledge of position applying for (i.e. first aid for medics, picture taking for PAO)
- (3) Willingness to perform duties
- (4) Professionalism (including uniform wear)
- (5) Plans and ideas about duties
- (6) Related situational problem solving

8-3. Selection Environment

The line staff selection shall be administered professionally. This environment will set the tone of how the staff works with the basic cadets. Harassment and undue stress are not necessary. Environment will be conducted in accordance with CAPR 52-10. Pressure to perform is acceptable as encampment will be stressful and staff must be able to perform in that environment. Experience has shown that successful candidates will display a disciplined bearing and mature attitude throughout the evaluation.

a. Conduct

Applicants should conduct themselves as if they are in a job interview. The secondary goal of staff selection is to familiarize cadets with a selection process that they may encounter later in life.

b. Mentoring

The mentoring process begins at CESSnA. If the senior mentor for each position is available, they can offer their experience and knowledge in aiding the cadet to begin their work. All staff positions require intense planning and preparation, and the seniors are there to help the cadet supervisors do that. See Chapter 12 for more on mentoring.

8-4. Evaluation Procedures

a. Command staff applicants

These applicants are usually selected prior to CESSnA. Command Staff are selected at the discretion of the Cadet Commander (may choose from cadet commander applicants). It is very important that he/she be involved in the selecting of those people that they work closest with. An option for this is, after the cadets have applied, the C/CC can visit their squadrons to see their performance and get some feedback from others that work with them. During this process, the Cadet Commander will receive input and advice of the senior staff as they will approve the final decision.

b. Line staff applicants.

The applicant's proficiency in drill of the flight, PT procedures, command presence, encampment skills (if a suitable facility is available) 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; and he or she should be assisted by the C/DC, C/XO, C/SET CC, C/DOT and a senior for Support staff applicants and assisted by the XO and CoC for the line staff. Applicants can also be evaluated on their knowledge of this ETM (if they have not been staff previously they will receive a copy of this manual prior to CESSnA), their ability to delegate, and how well they can implement the principles of the ATG.

(1) Drill

This procedure is for evaluating applicants during practical exercises on the parade ground. Applicants should be evaluated in the following areas:

- Drill of the flight or squadron.
- Command voice.
- Methods of drill instruction.
- Knowledge of environmental safety.
- Knowledge of AFMAN 36-2203 appropriate for their level (flight commanders do not need a strong knowledge of a squadron commander's role in squadron drill, but squadron commanders should have a strong knowledge of flights drilling individually and all roles in squadron drill). If someone other than the C/CC evaluates this section then the team leader will be present at the final evaluation meeting.

(2) Encampment skills

Initially, each line applicant may receive encampment skills refresher training if the facility is available. If that is done, then applicants should be evaluated in these areas. Each applicant may be asked to implement a portion of the SOI or inspection OI relating to barracks arrangement and general housekeeping. Things for the evaluation team to note include:

- Team building skills
- Initiative
- Response to limited resources
- Time management skills

(3) Written knowledge exam

Each applicant will complete a written exam designed to assess his or her knowledge of relevant portions of:

- CAPM 39-1
- AFMAN 36-2203
- CAPR 52-16

- Leadership: 21st Century
- Encampment Training Manual
- Encampment SOI and SOP

The scores of this exam will be available at the final evaluation meeting.

c. Support staff applicants

The Support staff applicants will be orally interviewed for the position they are primarily interested in as well as their secondary choice. Criteria in 8-2 c. should be used.

d. Uniform wear

All applicants will be evaluated on their appearance and wear of their blues and utility uniform (BDU). The inspector may use the standard rating form. The final score will be available at the final evaluation meeting.

e. Oral interview board

The board will consist 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. Applicants will be questioned on job preference, encampment preparation, and qualifications.

The C/CC has the option of holding a group interview board to see how the candidates interact as a group and who stands out as leaders. Groups of no more than 6-8 cadets are recommended.

8-5. Final Evaluation Meeting

At the end of CESSnA, the evaluators will assemble for the final evaluation meeting. The objective scores will be tallied and applicants will be placed in rank order for the desired position. Additional considerations might include, but are not limited to, personnel compatibility and encampment needs. Once the final placement is agreed upon, the team must then match flight sergeants to flight commanders, first sergeants to squadron commanders and flight commanders into squadrons according to their strengths and weaknesses. Make sure personnel complement each other!

8-6. Results

The C/CC will announce the final staff roster as soon as possible after the final evaluation meeting.

Chapter 9

PROPERLY INSTRUCT & PREPARE ENCAMPMENT [Staff] for READINESS (PIPER)

9-1. Purpose

Once the staff has been selected, it is likely that the command staff will have some idea where the staff members' weaknesses are. The purpose of PIPER is to further identify areas needing development and strengths that can be capitalized on for encampment. It gives cadets a chance to get to know their team better and get some of the storming of group dynamics out of the way. It is also intended to give the cadets a refresher to encampment skills and environment.

9-2. Guidelines

PIPER can be thought of as one activity divided clearly into two distinct parts. The first part of PIPER is held on a weekend sometime between CESSnA and the beginning of encampment. A list of classes is in paragraph 9-3. Additional curriculum can be designed by the command staff according to the needs of the selectees. It is preferable that the first section of PIPER be at the host location for encampment, if at all possible. Prior to this training event, the staff has probably been assigned homework for them to complete by this time. The supervisors can use this training to follow up on the projects for encampment. Homework may include a reading of a leadership scenario and the writing of a response to the leadership scenario as well as developing plans for flight time.

The second section of PIPER is really the beginning of encampment for the staff. The staff arrives at the encampment location prior to the basics and spends their time getting familiar with the locale and doing final preparations. The goal is that they have finished their storming stage and are heading into norming stage before the basics arrive.

9-3. Post selection/pre-encampment training

Some of the courses that should be taught at PIPER are:

- (1) Positions: roles and responsibilities.
- (2) Encampment objectives.
- (3) Encampment specific training procedures
- (4) Cadet Protection Policy and Required Staff Training
- (5) Health & Safety issues.
- (6) Encampment formations.
- (7) Encampment skills refresher
- (8) Drill

Chapter 10

HONOR FLIGHT & SQUADRON COMPETITION

10-1. Overview

a. The competition for Honor Flight and Honor Squadron may involve the following elements on a daily basis (Tracked by Command Staff and SET team):

- (1) Barracks inspection
- (2) Uniform inspection
- (3) General knowledge inspection
- (4) Drill evaluation
- (5) Bonus points for teamwork, motivation, etc.
- (6) Or subtract points for substandard performance

b. The inspections are coordinated and performed by the Standardization and Evaluation team (SET). Selected staff can judge the other activities. Encampments may add other competitions such as a search and rescue attempt during an exercise or flying competitions if flight simulators are used.

10-2. Barracks Inspection

a. The barracks inspections will be performed on a daily basis by the SET team. The inspection can be done while the cadets are attending classes or training, or with the cadet in the room. SET will leave post-it notes by items that were inspected to provide feedback to the cadets. The SET team will determine scoring. Any staff member inspecting a cadet's personal property will respect the cadet's property and not disturb it unnecessarily.

b. To save time and enable the SET team to complete the inspection in a timely manner, they can elect to spot check or inspect a select number of cadets from each flight, usually 3 to 4. The SET team should note which rooms are inspected and which cadets are inspected.

c. Common use areas should also count towards Honor Flight points. It is up to SET, along with command approval, to determine scoring of common areas for each flight.

Note: Do not flip over mattress

10-3. Saturday Morning Inspection

The Saturday Morning Inspection can be conducted as a standby inspection. The final inspection should contain the same events that are inspected daily.

- a.** The Stan/Eval team will conduct the inspection.
- b.** The C/CC will designate the uniform, usually summer blues.
- c.** Judging team should be three to four people.
- d.** Scoring forms should be the same as the daily inspections.

10-4. Honor Flight

The Honor scores are calculated in similar manners. The command staff will decide with the approval of the commandant of cadets.

a. Daily Inspection. The Honor Inspection Flight competition should be based simply on the sum total of each of the daily inspections. For Honor Inspection Squadron, emphasis should be on common use areas for each squadron. The score is determined by adding all the flights' scores plus the common use areas. Runner up Honor Flights and Honor Squadrons should also be announced. When two flights or squadrons are within a few points of each other the tie-breaking factors should be the amount of teamwork displayed during the various activities. For example, if a flight really pulled together during inspection or volleyball but they still didn't win, they may be better candidates for Honor Awards.

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 and all the competitions, then ranking it will provide a recommendation list. Honor flight is based on more than inspection scores, it should include volleyball, sports competition, and other teamwork oriented contests as determined prior to encampment by the Command Staff. Based on this recommendation, the command staff, SET, and the CoC can select the Honor Flight.

Chapter 11

PHYSICAL FITNESS TRAINING

11-1. Physical Training

Physical training (PT), 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 the participants. This is one of the reasons we do not use PT as punishment, as we do not want people to associate healthy exercise with a negative feeling, discouraging exercise. The primary purpose of PT is to increase fitness levels, emphasize the importance and necessity 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.

11-2. Conduct

The cadet NCO staff conducts PT. Cadet Officers will participate in the formation, leading by example, encouraging participants, and correcting performance. Perform PT in the following sequence: formation, warm-up, stretching, aerobic activity and/or activity, and cool-down. Cadets will bring their water bottles or canteens to this activity. Cadets will wear the approved PT uniform.

11-3. Formation

Use the following sequence of commands to form into double-arm interval for PT. The First Sergeant will direct, after being released by the SQ/CC to conduct PT:

- (1) Open Ranks, MARCH**
- (2) Ready, FRONT**
- (3) Extend to the Left.** The flight put both arms up and moves apart until interval is obtained, element leaders do not move.
- (4) Do PT in this formation.** Add a **Half Right, FACE**, for activities in the push-up position. Then return with a **Half Left, FACE**.
- (5) Once finished do Dress Right, DRESS** and
- (6) Close Ranks, MARCH.**

11-4. Warm-ups

After the flight is prepared for PT, the 1st Sgt begins warm-ups. Warm-ups are designed to begin the stretching of the tendons, ligaments and muscles, as well as start increased blood flow to those areas. These activities should take place in an organized manner without regimentation. In order to warm-up the joints, the warm-ups should start small and increase to large motions. Begin by having the cadets jog in place for 2-3 minutes. Conduct the exercises in sequence from head to toe: neck, arm & shoulders, hip & waist, ending with knee& ankle.

11-5. Stretching

Flexibility is an important component of fitness and can assist cadets in performing PT while preventing injuries. 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 foot and use only static stretches. Conduct stretches in an organized fashion with regimentation. Hold each stretch for 10 counts. Stretch all major muscle groups. Provide personal stretching time. Among the encampment cadet staff you will probably find many athletes that can also provide some guidance on stretching.

11-6. Aerobic Activity

Aerobic activity is conducted in a regimented fashion by the 1st Sgt and is designed to increase the heart rate and prepare for more intense aerobic exertion. During the first PT period the 1st Sgt should demonstrate all the activities and ask if there are any questions. After cadets are familiar with the exercises the 1st Sgt needs only to say what the exercise is, command cadets to the start position and have them begin exercising in cadence. Recommended exercises are: side straddle hop, squat bender, knee bender, push-up, and mountain climber.

a. Sequence. Bring the unit to attention and say the commands as follows:

- (1) **The first (next) exercise of the day is the [exercise].** Cadets echo the exercise name.
- (2) **It is a # count exercise.** Most are four count and stretches should be 10 count.
- (3) **We will do # number of repetitions.** For stretches, the number of repetitions is usually two, one for each side. For four count push-ups, the cadets are actually doing two push-ups 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, (cadence count) and the cadets will finish with 1 (repetition count).
- (5) **Start position is** [at attention, in the front leaning rest, etc.].
- (6) **Start Position, MOVE.**
- (7) **Ready, BEGIN.** Counting commences as described 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. 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 cadets should return to the position of attention while giving motivating cheers or yells like "hoorah." Otherwise the 1st Sgt can deny permission to recover by simply moving on to the next exercise.

b. Instruction. You can instruct aerobic exercise in various ways, but the key is to remember to make it fun and motivating. The more procedural and structured the better – it enhances unity. Original or copied chants or sayings are highly recommended. The 1st Sgt can shout "We love PT!" and the cadets can echo. Confidence and projecting voice enhance the PT experience, even if the exercise isn't tough for everyone.

11-7. Activity

After the aerobic warm-up, the 1st Sgt should direct further aerobic activity. This time can be used for a group run or some other activity. A common technique is for the 1st Sgt to direct flights to run together initially then as a squadron, etc.

11-8. Cool-down

Never suddenly stop aerobic activity. This can cause pooling of the blood and can lead to medical problems. At the very least, this will teach a bad habit regarding PT. After the exertion, have the cadets walk and move to slowly return the heart to its normal rate then finish with some stretches. This will also reduce soreness the following day.

Chapter 12 MENTORING

12-1. Overview

The mentoring program is a method for seniors to use to guide the cadets along in their development. In New Hampshire/Vermont, we strongly believe that the cadets should run the program but we also acknowledge that young people do not have the decision making capability prior to age 21, that adults do or the many years of trial and error that seniors benefit from. This chapter is to guide seniors in developing and applying the mentoring program.

12-2. Recent History

In early years, most encampments did not have a cadet Support Staff, those positions were held by seniors. The addition of the cadet Support staff has provided a wider range of opportunities for cadets to participate in and more available positions. It provides the cadets with a better understanding and appreciation of what level planning and preparation are required to successfully run an Encampment. The end result: better equipped senior members (and young adults) and people more aware of the importance of support staff.

12-3. Implementation Suggestions

a. What is mentoring anyway?

(1) Mentoring is the process of applying the principle stated in 12-1: to have the cadets run the encampment. This means that the senior, once having done most of the support functions of encampment 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 CAP vans or negotiate with the host facility. But outside of those the cadets are responsible for just about everything. The role of the mentor is to assist them in learning the job.

(2) The mentor role involves helping the cadet plan for activities before the encampment starts, and then acting as a helping hand. You as a mentor, like a TAC officer, don't tell the cadet what to do, except in safety situations, but instead offer plenty of feedback after the cadet has tried their plan. If the cadet is floundering, ask them if they'd like some advice, and then guide their thought and decision making with careful questions. When you help, it is critical that you do not begin to take over.

b. Reactions when it begins

It is initially very difficult for seniors to pass the buck. After all, these are just kids and they won't know what to do. Opponents to this program will see cadets make mistakes and reinvent the wheel and assume that we have failed. This is not the case. We must remember that encampment is part of the leadership laboratory and it is okay to make mistakes and reinvent the wheel in order to facilitate the learning process. Of course, it is okay to learn from years past as well.

c. Why should we implement this?

It is amazing what cadets can accomplish if we let them and challenge them to do so. We are doing them a great disservice if we do not promote a cadet run program. In Texas, this has become increasingly necessary as fewer and fewer seniors are available for positions. It is easier for fewer seniors to mentor the cadets while letting them run the program. It would be impossible for the few seniors to do all the work without the cadets!

d. What does the Senior Member do during encampment?

(1) The senior member is responsible for providing a safety net for the cadets. It may be difficult for seniors to resist telling the cadets, "This is the way it is supposed to be done." The senior is there to offer assistance and direction for the cadets. The Cadet Officer in Charge (OIC or NCOIC) is the person responsible for the actions of their staff department. Offer guidance and suggestions for the cadets. Avoid telling them what to do unless they are not fulfilling a regulatory requirement, violating safety, or not able to finish their work by the end of encampment. Use the positions descriptions in Chapter 2 for guidance.

(2) During the encampment the senior is there to offer a helping hand, but they should not do the cadet's work for them. They should answer any questions the cadet has about the job and offer counseling for their role in the staff. They need to guide the cadet through solving the problem and avoid solving the problems for them or providing the solution.

e. Matching mentors to mentees

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 related to the cadet's duty. The mentoring structure does not mean that the cadet can break the chain of command and use the mentor to get his or her complaints heard higher up. It is the responsibility of the mentor to recognize that and make the suggestion that the cadet go through his or her cadet chain of command.

f. When does mentoring occur?

Mentoring is a continuous process that happens through the duration of encampment. At least once every two days, if the cadet does not initiate conversation, the senior should speak with him or her. Availability is the most important aspect. If the cadet feels the senior is not available, then mentoring will not work.

12-4. Conclusion

Mentoring is a wise step in the development of the cadet program. Easily applied at encampment, mentoring can be extended to the home unit. The Air Force promotes its own mentoring system. The main point is for the mentor to offer assistance and be available. The TAC officers have applied these methods for many years and it has worked extremely well.

Chapter 13 AWARDS

13-1. Purpose

The awards program is designed to recognize achievement at encampment. Each staff member should remember that the mission of encampment is the training of CAP members, not to win awards. These awards should be used merely as a guideline and can be modified to fit the needs of the encampment and at the discretion of the commander.

13-2. Flight Awards and Criteria

a. Honor Flight – Daily

(1) Each day before the evening formation, the SET team will add up the results of their inspections, 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 of the day. Drill, uniform, general knowledge, and barracks are scored on a standardized scale. The command staff can add predetermined bonus points for the following areas: flight motivation (cadence calls, chants, spirit during sports and PT), *Esprit de Corps*, teamwork, and performing acts above and beyond the normal without help from flight staff.

(2) The SET team will report their results to the C/CC. She/he will immediately inform the CoC of the results, before evening formation. The C/CC determines what privileges the honor flight will receive. Usually this means, first in line for meals and dessert is allowed. It could also include allowing the cadets to talk at meals. A 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 will make the Honor Flight decision as a committee. Commanders should actively solicit input from the TAC officers prior to meeting for the selection. The decision will be based on the ranking of the flights by total score for the whole encampment, appropriately weighting a final inspection (double or triple). Start by providing a list of the top 25% of the flights by score to the reviewing panel. The panel will weigh the differences in scores along with the following outside factors: workbook scores, level of teamwork, attitude, and customs & courtesies.

(2) The C/CC has the final say who is the Honor Flight. A streamer will be presented to the honor flight during pass-in-review. It will also state on their graduation certificates that they were members of Honor Flight.

d. Inspection Categories

A streamer may be presented to the first place winner in each daily competition category to display on their guidon pole.

13-3. Individual Awards and Criteria

a. Encampment Honor Cadet

Selection of the Encampment Honor Cadet must be done carefully and without prejudice.

(1) The basic criteria can include:

- Appearance
- Attitude

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

(2) The Honor Cadet should be the best cadet the encampment has produced. It is important to remember the age factor in the decision. The flight staff should look for the individual that 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 squadron commander's review board. The Squadron Commander selects one other cadet staff member and a senior to sit in on the board. The board decides who the best candidate from the squadron is and recommends them to the cadet commander's board.

(4) The C/CC's board will consist of the C/CC, CoC, C/DC and CC. The criteria are the same as previously listed.

b. Academic Excellence Award

The Academic Excellence Award is awarded to the cadet with the highest final exam scores. In lieu of the exam, the CC may opt to use other criteria or not use the award at all. A tie can be broken with a review board.

Chapter 14

HEALTH and SAFETY

14-1. General

The first responsibility of all staff members is the health and safety of all their fellow members at encampment. The structured environment of encampment can be stressful and can reduce a cadet's ability to care for his/her personal hygiene and bodily functions. Staff members are there to help fill the gap. Cadets may use the excuse that they feel sick to get out of uncomfortable situations. This may be okay for the first two days, staff must watch for behavior patterns that suggest the cadet is not ready for this type of activity. In the alternative, we do not want cadets to fail to tell staff when they are sick for fear of missing something. A good balance must be struck.

- a.** Cadets will be observed closely during inspections. They should be reminded not to lock their knees, and should sit down if they feel sick.

- b.** Cadets should have time to care for their personal needs. Staff must remember to allow for bathroom breaks. Do not force a cadet to ask to use the latrine.

- c.** Living together in close proximity requires good personal hygiene. Staff will remind their cadets to shower everyday and brush their teeth.

- d.** Bunks should be arranged head to toe.

- e.** Cadets will shower daily. Showers will not be timed or used as a training tool. Personal time and/or shower time may need to be allotted depending on how many cadets are trying to use the showers at the same time. If there are 12 cadets in the flight sharing 6 showers, a half-hour is more than adequate for personal hygiene time. Time should be structured just enough that cadets don't have enough time to dally and horseplay.

- f.** Each flight should discuss the evacuation procedures posted in each building before the first evacuation.

- g.** While drilling, the flight should be given 5 minutes of rest per every 30 minutes of drill. Stops for drinks should be more often if it is extremely hot, refer to the current hot weather policy. Drilling consumes bodily fluids that must be replaced. The flight staff will watch for swaying cadets while at attention as this can mean they are locking their knees and not getting enough blood supply to the head or they may be suffering from heat exhaustion. Each staff member will review the encampment safety OI for specific facility considerations. All staff will be on alert for any health and safety concerns. Any Support staff member should feel free to tell a flight commander if one of his/her cadets looks sick or in need of assistance. Remember a sick cadet will not learn very much.

- h.** During cold weather, watch out for cold weather injuries such as hypothermia, frostbite and dehydration. Be sure everyone has warm clothes on and is drinking plenty of water. To reduce the risk of hypothermia, exposure to the cold will be kept to a minimum.

- i.** Things to remember:
 - (1)** Allow adequate bathroom and water breaks every hour.

- (2) Allow for a bathroom break before PT in the morning.
- (3) All cadets should drink one 8oz glass of water or sports drink at each meal before consuming other liquids. Fluids are important, however, cadets with small stomachs should not be forced to drink more than they need, look at relative body size. A “two glasses of fluids at each meal” rule does not work for every cadet.
- (4) Cadets will shower daily and remind them to use deodorant.

14-2. Meals

- a. Cadets will be briefed on the encampment SOI for dining procedures prior to their first meal. Remember, set the behavioral expectations. Cadets may be excused from eating meals by a TAC officer, the CoC, CC, or MED officer.
- b. Seating and line flow will be the responsibility of the 1st Sergeants.
- c. One member of the flight staff should eat first (usually the Flt Sgt) so that they are available to greet the cadets at the end of the meal.
- d. Encourage each cadet to eat a balanced meal with vegetables, meat and grains.
- e. No food will be removed from the dining hall.
- f. During meals, the cadets should not be disturbed other than the necessary corrections to keep them from talking or gazing around the room rather than eating.

14-3. Laundry

The flight staff is responsible for insuring that laundry is done as necessary. Time in addition to personal time should be included in the schedule. A load of laundry can be done during inspection preparation, for example. Some cadets may have only one uniform and limited underwear. It is the flight staff's responsibility to help ensure that the cadets have and wear clean clothes. Here are some laundry suggestions:

- a. Wash whites each time they are worn.
- b. Mark items prior to washing.
- c. Wash dark and light clothes separately.
- d. Wash BDUs in shifts, they take a long time to dry.
- e. Caution with the blues pants and skirts, some are only dry clean-able. Read the label!
- f. Do not iron wool clothes. Again read the care label!
- g. Suggest washing while on tours or activities and then dry when in the building. The faster you remove fresh clothes from the dryer, the less ironing is necessary.

14-4. Personal time

Personal time is the cadet's time. Each night, 30 minutes before bed that cadet's may get ready for the next day, help each other, shine shoes, iron uniforms or go to bed early. There will be no training during this time. However, staff must watch for horseplay and dangerous activities.

14-5. Building Evacuation Procedures

Building evacuation routes are usually posted in each building. For building evacuation during the day, cadets will proceed quickly to the nearest exit and assemble in the pre-designated area. For evacuations

during the sleeping hours, cadets will put on athletic shoes, tie them, and proceed quickly without running to the nearest exit and on to the assembly point.

14-6. Other Emergency Procedures

Every cadet should note any warning signal instructions posted on the bulletin board. Find out what the procedures are. If in doubt, have all personnel proceed downstairs and remain in the hallway with doors closed and wait for further instructions. If unknown people are seen in buildings, unaccompanied by CAP personnel, alert the nearest Senior Member to their presence. Do not confront the person yourself!

14-7. Road Guard Procedures

It is important to remember that the purpose for road guards is to ensure safe crossing of streets. A Senior Member will accompany any marching unit and will monitor stopping of traffic at intersections. Be certain that the road guard procedures are being followed and that the roads guards are safe. See the SOI for reference.

14-8. Medical Problems

a. The staff's responsibility is preventative 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. The medical staff is responsible for providing the TAC officers notification of any medical problems a cadet might have upon arrival. The MED staff will also organize medications for the TACs by flight for ease in administration. During in-processing each cadet is asked for any medications that they take and if they have the appropriate amount available for the duration of encampment. The MED staff will bag and tag all medications for the TAC officers. Inhalers and epinephrine pens should remain on the cadets at all times. Know who should have inhalers and epinephrine pens and remind them to have them.

c. Keep in mind basic emergency procedures:

- (1) Identify the problem.
- (2) Immobilize injured individual.
- (3) Call for help on the radio, phone or runner.
- (4) Provide immediate first aid.
- (5) Provide care only up to your level of training.

14-9. Common Medical Problems

a. Heat Exhaustion

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

- (1) Symptoms: normal body temperature, pale and clammy skin, profuse perspiration, tiredness and weakness, headache and cramps, nausea and/or dizziness, and possible fainting.
- (2) Treatment: move to shade, loosen clothing, and apply cool wet cloths while fanning the victim.
- (3) Prevention: drink plenty of liquids, liberal amounts of salt used in food.

b. Heat Stroke

Heat stroke is an immediate life threatening emergency for which medical care is urgently needed.

- (1) Symptoms: high body temp; skin is hot, red, and dry (sweating stops); pulse is rapid and strong; and unconsciousness.
- (2) Treatment: medical attention immediately, see heat exhaustion.
- (3) Prevention: see heat exhaustion.

c. Hyperventilation

Hyperventilation is a condition brought about by over breathing. Usually it is associated with anxiety, tension and emotional distress. It can begin without the person being aware, until decreased carbon dioxide is depleted, causing symptoms more frightening to the victim.

- (1) Symptoms: dizziness, faintness, numbness, rapid breathing, tingling, pounding of the heart, spasmodic muscle cramps.
- (2) Treatment: provide a relaxing environment, reassure the patient, help with slow and measured breathing.
- (3) Prevention: watch stress level.

d. Laryngitis

Inflammation of the larynx or voice box is known as laryngitis. Simple acute laryngitis is usually caused by infection or over use.

- (1) Symptoms: hoarseness, voice cracks, unable to speak above a whisper.
- (2) Treatment: rest voice.
- (3) Prevention: voice exercises, proper use of diaphragm, drink small amounts of water many times when speaking or using voice.

e. Sprain

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

- (1) Symptoms: pain with motion, swelling, tenderness, discoloration.
- (2) Treatment: immobilize, apply ice pack, anti-inflammatory and pain medication (with caution and consultation).
- (3) Prevention: don't run, jump or be active. Seriously, use caution when exerting the body.

f. Strain. Strains are injuries to muscles from over exertion. The fibers are stretched and sometimes torn. Strains often accompany sprains. Back strains are the most common, caused by improper lifting.

- (1) Symptoms: swelling, tenderness, pain with motion, discoloration.
- (2) Treatment: immobilize extremity, apply moist heat, and refer to medical.
- (3) Prevention: see sprain.

g. Blisters

Blisters are encampments most common ailment. By the end of encampment everyone should be an expert on blister prevention and care. They are caused by friction from shoes or boots and appear on heels, toes, and tops of feet. If all pressure can be relieved until the fluid is absorbed, blisters are best left unbroken.

- (1) Symptoms: limping, problems running, timing off when drilling, red "hot" spots on feet, cadet complains of blisters.
- (2) Treatment: cushion with moleskin (band-aids is a second choice), keep clean; refer to medical if open.
- (3) Prevention: check feet daily (teach the cadets about this), cushion red spots with moleskin, wear properly fitting shoes, keep shoes firmly laced, wear multiple pairs of socks.

h. Sunburn

- (1) Symptoms: redness or blisters on exposed skin, mild swelling and pain.
- (2) Treatment: for minor redness treat with a cooling preparation such as aloe vera gel, for blistering seek medical attention.
- (3) Prevention: wear plenty of sunscreen with UVA and UVB protection minimum SPF 15.
- (4) Sunscreen should be applied once after every meal to exposed skin.

Chapter 15

CADET STAFF OPERATING INSTRUCTIONS

15-1. General

In the final analysis, it is the cadet staff that makes the 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.
- b.** All staff members have the extra responsibility to set an outstanding example for the basic cadets. Their quarters, personal grooming, uniforms, hygiene, customs and courtesies, their attitude must meet or exceed the encampment standards at all times.
- c.** All staff members, other than the cadet's immediate superiors, will not interfere with a cadet's performance of duties. The exception is cases where injury may result or violation of regulations. An example is when the infraction is immediate in nature, such as a failure to salute. Good judgment is necessary by all staff members. All violations and infractions not of an immediate nature should go through the chain of command.
- d.** All CAP personnel share the responsibility to ensure that the property of CAP and the host facility is respected, properly maintained and accounted for. Items that are broken or appear in substandard repair should be reported to Logistics as soon as possible for documentation.

15-2. Dining Hall

- a.** Members of the staff may not arbitrarily cut into the dining hall line. When it is necessary, it shall be done only between flights.
- b.** Cadets are not to be disturbed by staff members while eating. The cadet staff is responsible for supervising cadets in the dining hall and will enforce the dining hall procedures. The dining facility is not a social hall.

15-3. Quarters

Support staff 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 (at the discretion of the C/CC), except when changing clothes. When occupying any room with a member of the opposite sex, the doors will remain open at all times. Command Staff and the CoC will perform spot checks of staff barracks to ensure compliance. One of the privileges of being on staff is having extra snacks available in their rooms. This must be kept well hidden from the basic cadets and staff will carry the wrappings and trash out themselves.

15-4. Cadets Staff Personal Time

Cadet staff personal time begins. Staff members may do the same things as the basic cadets during that time. It is not to be used for training, meetings or classes. Video games are not permitted. The C/CC has the discretion to further restrict any activities based upon the maturity and behavior of the cadet staff. He or she may also consult with the CoC for permission to relax any restrictions as a form of reward.

15-5. Sleeping

Cadet staff members will sleep starting at staff lights out, ending at the prescribed staff reveille. In order to limit the negative impact of sleep deprivation, cadets must sleep as much as possible. Naps may be approved by a supervisor but do not count on being able to take them.

15-6. Private Vehicles

Cadet staff members will park their vehicles in the designated parking areas and turn in all keys to the Senior Staff. Leaving the encampment without permission is grounds for dismissal.

15-7. 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 any cadets injure themselves.

15-8. Behavior

a. Integrity

Cadet staff will adhere to the Cadet Honor Code and Cadet Protection Policy at all times. Noncompliance will result in expulsion for encampment and possible termination from CAP.

b. Fraternalization

(1) Description. Fraternalization can be described as undue familiarization. When fraternization occurs, it undermines good order and discipline.

(2) Undue familiarization. A key to understanding fraternization is knowing that it is not necessarily a romantic relationship. A female flight commander who is overly friendly with a member of her flight or another flight, is potentially guilty of fraternization.

(3) Good order and discipline. The supervisor and subordinate becoming too friendly contradicts good order and discipline by opening up the possibility of favoritism in a group. Even the perception that playing favorites is occurring is destructive to unit morale. Staff needs to practice the art of detachment.

(4) Any romantic relationship on any level, gone unchecked, is contrary to good order. The individuals may concentrate on one another and how they are going to sneak around to see each other. Mental energy is diverted from the task at hand to each other. Encampment is a professional environment and pre-existing relationships will be kept private and discrete and should not interfere in capacity with the nature of the Encampment.

(5) Senior Members will also follow these guidelines as the effects are the same. Senior Members are also responsible for setting the example for the cadets.

c. Alcohol, Tobacco, and Drugs

The use of alcohol, tobacco, and drugs by staff is prohibited. Failure to comply with their standard will result in immediate dismissal from encampment. Ref. CAPR 52-16, Chapter 9.

d. Unsafe or Inappropriate Orders

If a cadet receives an order or directive from another CAP member that is perceived as illegal, inappropriate, unsafe, or creates potential liability for the Civil Air Patrol, the staff member receiving the order will bring that order or directive to the attention of the issuing member's supervisor. By no means should a person follow an order that is illegal, inappropriate, unsafe or not in accordance with CAP regulations. Members will not be punished for failure to execute such an order.

Chapter 16

THE TACTICAL OFFICER

16-1. General

Tactical Officers are Seniors of CAP who have been specially selected and trained for their role at encampment. Although many of them are former cadets, there is no requirement for a TAC Officer to have been a cadet. Ideally, one trained TAC Officer is assigned to monitor each flight. Assistant TACs may be assigned if available. The TAC Officer's most important function is to be an excellent observer. A TAC should be aware that they are an example to cadets. This impression will set the future relationship with Senior Members. TAC stands for Teach, Advise, and Counsel, which gives you a general idea how the TAC mentors the cadet staff. The TAC should have full knowledge of uniform wear and customs and courtesies, fully abiding by the manuals and regulations. A TAC should also become familiar with drill and general barracks procedures.

16-2. Assignments

It is important to recognize that the TAC is not in the cadet's chain of command. Even though the cadet must comply with a directive from a TAC, if possible this should be deferred to the cadet staff. The TAC must reinforce chain of command with the basic cadets, referring appropriate questions back to the cadet staff. TAC Officers are selected by the CoC with final approval of the Encampment Commander. They are directly subordinate to the Chief TAC.

16-3. Exclusive responsibilities

a. The following functions are exclusive responsibilities of TACs. They may not be delegated to the cadet staff.

- (1) Custody of barracks facility.
- (2) Initial shakedown and search for contraband.
- (3) Custody of contraband articles and vehicle keys (usually labeled then stored in a central location).
- (4) Supervision of cadet telephone calls to home.
- (5) Monitoring of all medication administration.
- (6) Personal counseling and Chaplain referral.
- (7) Custody and release of CAP personnel to authorized persons.
- (8) Supervision of basic cadets.

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

16-4. Shared Responsibilities

The following responsibilities are shared between the flight staff and the TAC Officers:

- a.** Safety of all personnel.
- b.** General welfare of cadets, including heat exhaustion observation/prevention, fluid intake, availability and use of the bathroom.
- c.** Observation and correction of customs and courtesies.

16-5. TAC Officer/Cadet Staff Relationship

TACs are the mentors for the cadet flight staff. Their job is to teach, advise, and counsel the cadet staff in leadership decisions. While doing this, caution must be exercised in avoiding interference with the cadet chain of command. Problems of a safety nature should be corrected immediately when the judgment of

the TAC Officer dictates. The TAC Officer is encouraged to share feedback on the flight development with the appropriate personnel. Matters of concern dealing with other cadet staff should be referred to the CoC.

16-6. Preparation in Encampment Training

a. In addition to their general duties, TAC Officers may be assigned to specific training assignments at the discretion of the Training staff or the CoC.

b. At the flight level, TAC Officers are the assigned mentors of the flight staff. They should participate in squadron meetings and are constantly mentoring the flights and flight staff in regards to performance. Cadet staff members should be considered a valuable resource for training feedback. Often, TAC Officers have years of experience either at encampment or with life challenges in general, and can provide solutions. The TAC Officer should be seen, not heard. The objective of the TAC Officer should be to let the staff problem solve on their own first, but remain available to offer advice as needed.

16-7. TAC Officer's Tasks

a. Flight Training Staff Meeting

Each evening review the schedule for the next day, discussing with the flight staff anything they might need from the TAC. Discuss with the flight staff procedures for medication, blister checks, and safety drills.

b. Building Security

Any time the flight is not in the building, all lights should be out, windows closed, and building doors locked. All items of value should be locked in the cadets' locked personal drawers or lockers. The last flight out of the building will be responsible for checking this.

c. Cadet Interview

On the first evening, have the flight staff set a time for the TAC to introduce him or herself and explain the TAC's role. Find out if cadets need to call home to let their parents know they got to encampment safely. Find out how each cadet plans to return home. If there are any medical concerns for cadets that the MED Officer has briefed the TAC on, it is appropriate for the TAC to speak with that cadet individually and discuss how their medical condition may affect their performance at encampment.

d. Shake Down Inspection

Collect all money, credit cards, transportation tickets, car keys, electronic devices (cell phones, mp3 players, etc.) weapons, candy, etc., during in-processing. Paper or plastic bags should be used to keep everything separate. Make sure all collected items are stored safely. Collect all medication, including non-prescription, if that is the policy. Find out what pain relievers the cadet uses at home, if possible.

e. Walk-through

At least once each day, walk through the building to see the progress on bunks and rooms. Note any unreported broken equipment or safety hazards. Check bathrooms and supplies.

f. Medication

Usually all medication is collected during in processing of the cadets. This is done to be sure that the cadets are using their medication properly and not abusing it. The TAC officers make sure cadets have access to the medical staff who then distributes the medicine as necessary. If the Commander chooses, a policy may be made to have the cadet retain the medication. This can be discussed with

their parents at in-processing. The benefits to allowing the cadet to retain and be responsible for their own medication include the TAC not having to monitor the medication and the cadet feels that we are treating them more like an adult, being responsible for him/herself. It is also beneficial to find out at in-processing, what type of pain reliever the cadet uses at home. Often there is a headache or minor pain that needs to be addressed. If you know what they normally take then stick with that and check their medical file for allergies.

g. Blister Check

Each evening, preferably right after showers and before personal time, check for blisters and hot spots. Get moleskin and bandages from the medical staff. Teach the flight staff to do this for you.

h. Laundry

Ensure that the flight staff coordinates laundry of flight t-shirts for the cadets. This is often an interesting time management challenge for the cadets.

i. Honor cadet

Assist in the selection for honor cadet for the flight. The strongest candidates should be evident by the end of the second to last day. A squadron selection is usually made late that day or the next morning. A review board may be held to aid in selection.

j. Special Cadets

Occasionally opportunities arise for selected cadets to receive special privileges such as orientation rides. Be prepared to help select cadets for these honors. Selection should be made based on performance, attitude, etc.

k. No Credit

Watch for possible no credit cadets; this means cadets that do not participate at a satisfactory level; they don't seem to be trying to apply themselves. Also these include cadets that have not taken part in 80% or more of the activities. Sometimes cadets will sit by and not participate. Try to identify these early and counsel them at the earliest opportunity or refer them to the Chaplain if necessary.

l. Basic Cadet Evaluations

By the next to last day of encampment, you should be reviewing the cadet evaluation forms with the cadet staff, helping them with observations. The flight staff should be reviewing the form with each cadet before the banquet on the last evening. The forms should be turned into ADM for distribution.

m. Workbooks

If workbooks are used, ensure that the flight staff has reviewed each cadet's workbook for completeness and accuracy before the end of encampment.

n. Possessions

Ensure that the cadets can retrieve their personal contraband items when checking out at the end of encampment.

o. Check out

Review checkout procedures. By the second to last day, the ADMIN staff should have provided an out-processing briefing. This will include the check in of logistic items, returning furniture to original location, and cleaning requirements.

p. Clean Up.

Ensure that the cadets clean up and restore the building. The building will be returned to the host facility in original condition or better. The TAC staff will take a very high profile in this endeavor to make sure the buildings are cleaned prior to departing encampment.

g. Graduation

Check with the CoC regarding the TAC's role in graduation.

r. Debriefing

Debrief along with the exit interviews. Discuss with all cadets what went well and what they can apply at their home units.

s. Sign Out

Ensure that the cadets coordinate with ADM staff to verify transportation home. It is important that the staff understand how each cadet is getting home and who has taken the responsibility. Get a signature from the person taking the cadet home. ADM will provide sign out sheets. An organized out-processing plan will be provided by C/XO in conjunction with the Senior Executive Officer.

t. Departure

Do not leave the facility until released by the Encampment Commander, Commandant or the Chief TAC Officer. Do not forget to turn in your building keys. The job of the TAC officer is not done until all cadets have left the area and your building has been secured. Usually there will be a staff debriefing at the very end of encampment.

Chapter 17 SENIOR STAFF

17-1. Uniforms

a. The Senior staff sets an example for the cadet staff and basic cadets. IAW CAPM 39-1, all senior officers that are working with the cadet program, must be in a CAP uniform. Senior staff uniforms must be neat and clean and must fit properly. It is essential that uniforms be in accordance with CAPM 39-1, which includes the proper uniform combination for height and weight standards.

b. The duty uniform is established by local policy based on the environment and activities. The CC will establish rules for seniors at each encampment. The duty uniform is worn from PT in the morning to after basic cadets' lights out. Outside those hours appropriate civilian attire may be allowed. Bring as many uniforms as possible to avoid laundry.

17-2. Living Quarters

The Senior Member staffs' quarters must be kept neatly. Often it is necessary to conduct business in these quarters. Keeping barracks standards is not required but keeping neat and orderly is.

17-3. Legal Responsibility

a. These days we cannot afford to ignore our exposure to liability. The following is a lay person's interpretation offered as a basis for your understanding of the legal responsibilities as a Senior Staff. Any questions should be directed at the Wing or National Legal Officer.

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

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.

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 formal course of events in CAP, this area does not 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 circumstances so as not to expose others to an unreasonable risk of harm.

17-4. Standard of Care

In a world full of 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 authority and expertise, regardless of whether or not we actually possess such expertise.
- b. Considering the case of the 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 he or she actually possesses such expertise. This is why, through this manual and training, we strive to give you that expertise.

17-5. 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 cadets from damage, both physical and mental. We are responsible for the physical, emotional, and psychological well-being of the cadets.

- 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. Who else would take a week off of work or retirement to run around with a bunch of teenagers!
- b. Responsibility to protect the cadets from physical damage is obvious. The Senior Member will always be aware of potential environmental hazards or other situations that could result in injury. Less obvious is 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 on our actions and the actions of others on 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 paragraph 15-8 b in this manual with regards to fraternization. Seniors have a responsibility to set the example at the encampment.

17-6. Counseling

The TAC Officer has an important job as a counselor both to the basic cadets and the cadet staff. The role of the TAC Officer as a counselor is that of a mentor. See chapter 12.

a. Environment

Arriving at 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 demanding, and requires 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 members commonly have issues with success and failure at their job, and also questions about purpose. 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 their problem. This is best done using active listening techniques such as the following:

- Eye contact
- Open body language,
- Reflective questions ("What I hear you saying is... Is that correct?")
- Questions that explore feelings or concerns.

(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 Members, especially Chaplains. We are not professional counselors, nor are we here to experiment with counseling skills. Another perspective might be helpful.

Chapter 18
REFERENCES and RESOURCES for FURTHER STUDY

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CAPM 39-1 *Civil Air Patrol Uniform Manual*

TAC Officer's Handbook