

MINNESOTA WING CADET ENCAMPMENT

ENCAMPMENT TRAINING MANUAL

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Cadet Programs Directorate, Minnesota Wing
United States Air Force Auxiliary
Civil Air Patrol

Previous editions are obsolete

Foreword

Welcome to the wonderful world of encampment! You are about to become part of an activity that has the ability to be one of the most life affirming and altering events in a CAP cadet's life. What we do at encampment is train. We train in leadership, followership, physical readiness, and many other areas. But most of all we strive to teach the cadets that when they work as a team they can accomplish anything. Encampment is the greatest single CAP cadet activity, but encampments are only as good as the staff whom dedicate their time and efforts to making the dream become a reality. So thank you for joining in this adventure as we make this *"the most significant week in our CAP cadets' careers."*

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Official revisions, changes, or modifications to this manual must be done with the express permission of the Minnesota Wing Cadet Programs Directorate. Special recognition is given to the efforts and contributions of the California Wing Cadet Programs Directorate in the creation of this manual. All staff should check with their immediate supervisor or the encampment website for official changes to the current edition of the MNWG Encampment Training Manual.

Chapter One INTRODUCTION

1-1. General. We are provided with certain tools and constraints to assist us in carrying out the mission of encampment. National Headquarters provides us with a curriculum 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. Every participant must strive to meet and fulfill the objectives and goals of the encampment.

1-2. Purpose of Encampment.

a. National Headquarters. As stated in CAPR 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. Minnesota Wing. The goals of the encampment program in Minnesota Wing are:

- (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 Minnesota Wing.
- (6) To challenge each cadet to accomplish tasks and ensure they succeed.
- (7) To develop skills in time management and teamwork amongst basic cadets.

1-3. Philosophy. Encampment can be the most significant, worthwhile training experience in a CAP cadet's career. Training is what encampment is all about. Cadets are trained. Staff members, cadet and senior, are trained. Each person at encampment is constantly learning and teaching. To achieve the overall goals, a positive attitude is essential. Each staff member has an obligation to learn as much as they possibly can and to offer the highest quality of training possible to others - subordinates and superiors alike. The staff must remember at all times that their first duty is to the members of the basic flight. Each staff member must concentrate on providing the best possible training to the cadets in their charge.

1-4. Authority. The Cadet Training Group is charged with conducting the encampment training for cadets throughout Minnesota Wing. The group is an organization of its own, with its own internal structure. It exists at the direction of the Commander, Minnesota Wing, and the Director of Cadet Programs. The Director of Cadet Programs, or a designated representative appoints the commander each year. The commander of the CTG is appointed on a wing personnel authorization, subordinate staff members may be appointed on CTG personnel authorizations. The CTG is a cadet organization, subordinate to the Wing Commander, Director of Cadet Programs, and senior staff at encampment.

1-5. History. The Civil Air Patrol Encampment program traces its lineage to the basic training concepts of the United States Army. Prior to World War II, the common practice was for soldiers to join their unit of assignment and receive their initial training there. During World War II, basic training for Army personnel was consolidated into numerous training units for "Basic Training". Personnel who were selected to follow a set training curriculum conducted this training. The training was somewhat similar to the type of training given to West Point Cadets, although the program was changed to suit the needs of enlisted soldiers. At the conclusion of this training, soldiers were assigned to their units. Another contributor to the encampment program was the "Aviation Cadet" program. This system selected candidates for flight training. Since the majority of pilots in the U.S. Army Air Corps (after September 1941 the U.S. Army Air Forces) were commissioned officers, training was also provided in military skills. Flight training in the Aviation Cadet program frequently took advantage of the availability of civilian flight instructors. To assist with military training, active duty officers were assigned to training centers. Frequently, these officers had only recently been commissioned themselves. Their purpose was to teach customs and courtesies, drill and ceremonies and other military skills, including military tactics. This concept had originally been used at West Point, which had assigned officers to teach cadets. Both at West Point and in the Aviation Cadet program, these officers were known as "Tactical Officers". This title has been retained in the CAP encampment program, even though the USAF no longer refers to similar positions by that title.

The military training programs now used by the U.S. Army, Navy, Air Force and Marine Corps is still similar to the type of training provided during the 1940's and 1950's. Training philosophies have changed placing more emphasis on preparing trainees to be able to acquire

future skills and less emphasis on strict discipline for the pure sake of discipline.

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

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

In the 1960's and 1970's, encampment training was modified to accommodate more teenagers with summer jobs and also to adapt to changing Air Force training

needs. The Vietnam War occupied the attention of the Air Force, while modernization projects eliminate more WWII facilities. Since the Air Force had standardized basic training to one facility (Lackland AFB, Texas), there was no longer any need for "Troop Housing" of the type adaptable to CAP training needs.

The encampment program of today manages to encompass realistic training goals in a well-organized, but compressed time frame. Encampments may be held on military facilities of any service and even on non-military facilities if the need arises.

1-6 Minnesota Wing CTG History. The Minnesota Wing Cadet Training Group was founded in 1999 with its first encampment at Grand Forks Air Force Base. The CTG model was adopted experimentally at first by Minnesota Wing Cadet Programs and modeled after successful programs being run in New York and California Wings. The first CTG encampment was highly successful and the model was adopted for use in later years.

Chapter Two ORGANIZATION

2-1. Cadet Staff General. To establish an effective working environment, it is necessary that relationships between the various participants be outlined. The CTG is organized as a group with two or more subordinate cadet training squadrons. These squadrons have subordinate cadet training flights. All cadet members at encampment are assigned to the Cadet Training Group. Positions may be modified or added to by the Cadet Training Group (CTG) commander, with the approval of the Encampment Commander. (See figure 2.1)

2.2. Recommended Grade Structure. Encampment is a controlled leadership laboratory environment in which the optimal structure is important. The following table outlines recommended grade levels for the corresponding staff assignments. Nothing in this manual should be interpreted as restricting any staff position to any specific grade:

CTG Commander	C/Col
CTG Deputy Commander	C/LtCol*
CTG Executive Officer	C/LtCol
CTG HQ Staff	C/Maj
CTG Staff Officers	C/1st Lt
CTG Command Chief Master Sergeant	C/CMSgt**
CTG Duty NCO	C/TSgt
(Squadron Size Encampment)	
CTS Commander	C/Maj
CTS Executive Officer	C/1st Lt
CTS Staff Officers	C/2nd Lt
CTS Staff NCO	C/TSgt
(Group Size Encampment)	
CTS Commander	C/Capt
CTS First Sergeant	C/MSgt***
Flight Commander	C/1st Lt
Flight Sergeant	C/TSgt

*Position only authorized at group level encampments

**This position only exists in Minnesota Wing CTG. A special position identifier is worn. This person is addressed as "Command Chief Master Sergeant"

***A diamond is worn with the grade insignia. This person is addressed as "First Sergeant"

The CTG Commander will be appointed/promoted by a Minnesota Wing Personnel Action. The balance of the CTG Staff and CTS staffs will be appointed by CTG Personnel Action. Each cadet staff member will enter into a contract with the Commander, CTG.

2-3. Selection of Cadet Flight Positions. Within each flight, the Flight Commander, with concurrence of the Tactical Officer, will appoint cadets to the following flight level positions: Guidon Bearer, Element Leaders, Knowledge Specialists, Standardization Specialists, and Assistant Element Leaders. Cadets will be appointed to these positions in recognition of their performance in all encampment activities. Flight commanders are encouraged to take advantage of these positions carefully in training their flights.

2-4. Cadet Position Descriptions. The following are position descriptions for staff members of the Cadet Training Group. They are presented to give a general direction and background of each cadet staff position. Cadet Support Staff positions will use the Senior Staff position descriptions as modified by the Cadet Executive Officer. The position descriptions are divided into the common functional groups.

Functional Group: Cadet Executive Staff

a. Cadet Training Group Commander.

(1) Overview. The commander of the CTG is responsible for the implementation and conduct of the encampment program as conducted by Minnesota Wing. He/she is responsible to the Director of Cadet Programs or his/her designated representative for the overall encampment program. The Commandant of Cadets is the senior advisor to the Group Commander.

(2) Objectives. The CTG Commander will:

- Provide focus and direction to the officers of the CTG, to ensure proper implementation of the encampment program..
- Assist in the selection of qualified cadets for service at the group staff level..
- Ensure the maintenance and consistency of training standards throughout the wing encampment program..
- Serves as a role model and example for all the members of the Cadet Training Group..
- Provide an appropriate forum for feedback and criticism of the encampment program..
- Foster cohesiveness, teamwork and unity of purpose within the unit thereby creating the Cadet Training Group..

(3) Examples of tasks:

- In consultation with appropriate senior staff, the selection of the Cadet Deputy Commander and the Cadet Executive Officer..

- .Approve the Cadet OI and it's supplement(s) for each encampment..
- .Conduct the group inspection at all Minnesota Wing encampments..
- .In consultation with appropriate senior staff, assist in the creation and content of the encampment schedule.
- Select CTG staff
- Create performance benchmarks for staff .to meet during week

b. Cadet Deputy Commander.

(1) Overview. The Deputy Commander is primarily responsible for coordinating, controlling and directing the **training** activities of the Cadet Training Group. The Deputy Commander is directly responsible to the Group Commander for the training and performance of all line personnel at the encampment. *Note: Authorized at group level encampment only.*

(2) Objectives. The CTG Deputy Commander will:

- Ensure quality training of all Command Staff personnel at the encampment..
- Directly supervise and evaluate the performance of the Cadet Squadron Commanders. (*Group Level encampments only.*).
- Adhere to the established cadet training schedule..
- Comply with the established encampment academic, physical fitness and training program..

(3) Examples of Tasks:.

- Review the schedule with the Squadron Commanders each evening for the following day..
- Conduct the Group Training Meeting (GTM) and discuss training progress, the schedule or particular problems within the squadrons..
- Monitor exams, physical fitness, and training events in order to define the level of effectiveness of training. Advises Squadron Commanders on areas needing additional training and meeting of benchmarks.
- Assist in selection of Command Staff.

c. Cadet Executive Officer.

(1) Overview. The Executive Officer is primarily responsible for coordinating, controlling and directing the **support** activities of the Cadet Training Group. The Executive Officer is directly responsible to the Group Commander. **Error! Bookmark not defined.**

(2) Objectives. The CTG Executive Officer will:

- Ensure quality training of all the cadet Support Staff personnel at the encampment..

- Directly supervise and evaluate the performance of the Support Staff members..
- Adhere to the established cadet training schedule..
- Comply with the established encampment logistic, administrative and training program..
- Examples of Tasks:
- Oversee the generation of the CTG Personnel Authorization..
- Conduct personnel evaluations providing feedback of performance..
- Assist in the selection of support personnel..
- Develop training and supervise OJT for Support Staff cadets to ensure maximum efficiency.
- Establish an in-processing plan for basic cadets.
- Establish an out-processing plan for the encampment..

d. Cadet Command Chief Master Sergeant.

(1) Overview. The Cadet Command Chief Master Sergeant is responsible for ensuring the cadet noncommissioned officers of the Cadet Training Group are thoroughly familiar with their duties and responsibilities. *Note: Authorized at group level encampment only.*

(2) Objectives. The Cadet Command Chief Master Sergeant will:

- Maintain and reinforce the finest ideals and performance of the NCO..
- Ensure successful administration of the encampment physical fitness program..
- Provide feedback to the Group Staff regarding the effectiveness of the NCO's of the CTG.
- .Provide feedback and counsel to the Squadron First Sergeants regarding their effectiveness and performance as NCO's. .
- Relieve the Group Staff of any routine administrative or informational tasks.
- Ensure implementation of the Dining Facility SOP and efficient use of the Dining Facility.
- Supervise the execution of the Physical Training Program..

(3) Examples of Tasks:

- Personally supervise the execution of the Physical Training Program..
- Reinforce the image and performance of the NCO at all times..
- Takes notes during all Group Inspections..

- Organize the CTG Volleyball Competition..
- Serve as Chief Judge during the CTG Volleyball Competition..
- Perform all formation/ceremony duties with flawless execution.
- Assist CTS First Sergeants with organizing Volleyball Competitions.
- Serve as an “adjunct” member of the Stan/Eval Team.
- Ensure that the encampment CPFT is completed.
- Organize, brief, and conduct oversight of the Charge of Quarters (CQ) program, if no Duty Officer position exists.

Functional Group: Cadet Command Staff

e. Cadet Squadron Commander.

(1) Overview. The Cadet Training Squadron Commander is responsible for the coordination, control and direction of, the encampment program within the Cadet Training Squadron. This includes academic, physical fitness and general training objectives.

(2) Objectives. The CTS Commander will:

- Evaluate the effectiveness of the training within the Cadet Training Squadron assist Flight Staff with necessary adjustments..
- Coordinate necessary support for the Squadron..
- Plan the activities of the CTS in accordance with established Group training requirements..
- Foster cohesiveness, teamwork and unity of purpose within the unit thereby creating a Cadet Training Squadron..

(3) Examples of Tasks:

- Conduct the Squadron Training Meetings (STM) each night in order to review and evaluate the effectiveness of the training..
- Participate in the selection and recognition of outstanding personnel at the Squadron level (Squadron Honor Cadet etc.).
- Evaluate the performance of the Flight Commanders..
- Evaluate the performance of the flights in order to establish level-of-training within the squadron..
- Counsel with the Flight Commanders to assist them in organizing and preparing their Flights’ implementation of the encampment training program..
- Provide leadership and guidance to the Flight Commanders to ensure a coordinated effort between flights under his/her command.
- Conduct squadron level academic instruction to include Customs & Courtesies; Uniform Wear; and Honor Code at a minimum..

f. Cadet Flight Commander.

(1) Overview. The Flight Commander is primarily responsible for the direction and implementation of the encampment program to the basic cadets within the flight and his/her flight staff. The Flight Commander reports directly to the Squadron Commander.

(2) Objectives. The Flight Commander will:

- Foster cohesiveness, teamwork and unity of purpose within the unit creating a Cadet Training Flight..
- Complete all flight-level classes and instruction during the encampment. Proper completion requires that the training be heard, demonstrated, practiced, and evaluated.
- Familiarize the flight members with all rules and procedures as outlined by the Cadet Standard Operating Procedure (SOP)..
- Measure proficiency of all drill movements and procedures, ensuring successful execution of drill competition and formation/ceremony formalities..
- Adhere to all required customs and courtesies by the basic cadets and flight staff under his/her direction..

(3) Examples of Tasks:

- Ensure completion the Cadet Workbooks to satisfy the academic requirements..
- Constantly train and review memory work..
- Personally conduct instruction on the proper method of folding/rolling of the T-shirt, etc. Follow-up attempts are solidified with reinforcement..
- Instruct flight members on the proper execution of reporting procedure..
- Practice the Command Sequence (54 commands) with the flight on a regular basis.

g. Cadet First Sergeant.

(1) Overview. The Cadet First Sergeant is responsible for ensuring that the noncommissioned officers of the CTS are familiar with their duties and responsibilities. The Cadet First Sergeant reports to the Squadron Commander and receives advice and instruction from the Cadet Command Chief Master Sergeant. The First Sergeant does not exercise direct authority or supervision over the squadron’s Flight Commanders. However, the First Sergeant will carry out the directives and instructions of the CTS Commander.

(2) Objectives. The First Sergeant will:

- Maintain and reinforce the ideals and performance of the NCO..
- Implement the Cadet Training Squadron physical fitness program..

- Provide feedback to the Squadron Commander regarding the effectiveness of the NCO's of the CTS..
- Provide feedback and counsel to the Flight Sergeants regarding their effectiveness and performance as NCO's. .
- Relieve the Squadron Commander of any routine administrative or informational tasks..

(3) Examples of Tasks:

- Personally execute the squadron's morning PT routine..
- Reinforce the image and performance of the NCO at all times..
- Serve as Chief judge during the squadron volleyball competition..
- Perform all formation/ceremony duties with flawless execution .
- Forward schedule changes for acknowledgment to all Flight Commanders.
- Assist the C/CCMSgt with monitoring adherence to the Dining Facility SOP and efficient use of the Dining Facility..
- Assist in the training of the Flight Sergeants..

h. Cadet Flight Sergeant.

(1) Overview. The Flight Sergeant is directly responsible for the personal implementation of the encampment training program. The Flight Sergeant reports to the Flight Commander and also receives advice and instruction from the First Sergeant and the Cadet Command Chief Master Sergeant.

(2) Objectives. The Flight Sergeant will:

- Implement the flight-level academic, physical fitness and training programs.
- Instruct and reinforce the Cadet Standard Operating Procedures..
- Satisfy the daily training goals and objectives established by the Flight Commander..

(3) Examples of Tasks.

- Teach the various drill movements..
- Constantly reinforce the immediate tasks at hand (e.g. the right way to fold a T-shirt)..
- Constantly quiz the flight members on their assigned memory work..
- Practice drill and ceremonies..
- Enforce customs and courtesies ("yes sir" and "no ma'am")..

i. Element Leader.

(1) Overview. The Element Leader is responsible for the supervision of the members of his/her/element. The Element Leader reports directly to the Flight

Sergeant. The Element Leader is selected from the membership of the flight.

(2) Objectives. Element Leaders will:

- Implement assignments and tasks delegated by the Flight Staff..
- Assist the element members to accomplish the mission..
- Provide additional assistance and instruction to the element members having difficulty..
- Personally contribute to the motivation, teamwork and esprit de corps within the element..
- To develop leadership skills within the more advanced basic cadets.

(3) Examples of Tasks:

- After the standard amount of instruction, provide an element member with firsthand demonstration of how to make a rack..
- Quiz the members of the element on memory work..
- Coordinate the barracks routine to maximize effectiveness..
- Lead songs and/or jodies while marching to and from locations.

j. Standards Specialist

(1) Overview. This cadet (or cadets) is responsible for assisting the flight for barracks and uniform inspections. Initially it may be a good idea to use a more experienced cadet in this role.

(2) Objectives:

- Intricate knowledge and understanding of the SOP as it relates to standards and inspection
- Assist flight staff with barracks and uniform inspection preparation
- Meet with the Inspection team during the feedback process.

(3) Examples of Tasks:

- Meeting daily with Inspection team at pre-designated time
- Assisting with and coordinating barracks preparation for inspection
- Providing one-on-one assistance to cadets who need extra instruction

k. Current Events Briefer

(1) Overview. The Current Events Briefer provides the flight with a daily update of aerospace and related news events in the world outside of the encampment.

(2) Objectives:

- Receive newspaper daily from Training staff
- Brief flight daily on pre-selected or pertinent current events information

- Review with flight members key concepts from previous day's current events to ensure they are able to answer questions
- (3) Examples of Tasks:
- Brief the flight on the day's current events during the Flight Commander's designated times

l. Knowledge Specialist

- (1) Overview. Quizzes flight on knowledge in the SOP and any extra knowledge as required.
- (2) Objectives:
- To relieve flight staff of constantly quizzing the flight on knowledge
 - To assist slower cadets on a one-to-one basis with required knowledge
- (3) Examples of Tasks:
- When flight is waiting for class, in line at the Dining Facility, or resting momentarily quiz the flight members (with permission) on daily knowledge requirements
 - To memorize required daily knowledge as far ahead of time as possible, in order to be able to teach it to other cadets

m. Guidon Bearer

- (1) Overview. The guidon bearer represents the flight during formations and ceremonies. He/She carries the flight's standard and keeps the standard in good condition.
- (2) Objectives:
- Carries the guidon, observing proper procedures; making sure it is stored correctly and cared for.
 - Always marches in the proper guidon positioning relative to flight.
 - Performs correctly in Pass-In-Review ceremony.
- (3) Examples of Tasks:
- March with guidon during drill.
 - Participate in parade practices.
 - Master "manual of the guidon" as outlined in AFMAN 36-2203

Functional Group: Cadet Support Staff

n. Cadet Administration Officer

- (1) Overview. The Cadet Administration Officer is responsible for providing administrative support for the CTG. This cadet will work closely with the Senior Administration Officer.
- (2) Objectives: The Cadet Administration Officer will:
- Provide fast and efficient service for administrative requests
 - Ensure a fully functional administrative area is available and operating
 - Provide a full range correspondence, drafting, and other services

- Examples of tasks:
 - Create and fulfill a list of basic office supplies
 - Draft and prepare thank you letters
 - Draft and prepare a CTG Participation Letter
 - Design and produce graduation certificates

o. Cadet Logistics Officer

- (1) Overview. The Cadet Logistics Officer provides support by supplying, procuring, and tracking necessary materials. This cadet will work closely with the Senior Logistics Officer.
- (2) Objectives: The Cadet Logistics Officer will:
- Design and implement a system for receiving and filling supply requests
 - Track and account for all CTG property
 - Anticipate and fulfill logistical needs of CTG staff
- Examples of tasks:
- Network with flight staff to get basic need items for flight members (soap, sunblock, etc)
 - Operate a Logistics Box selling small uniform accouterments
 - Issue property to CTG staff
 - Ensure accountability and return of all property issued (clipboards, radios, etc)

p. Cadet Public Affairs Officer

- (1) Overview. The Cadet Public Affairs Officer works continuously with the Senior Public Affairs Officer in providing public affairs products for the encampment. Unlike other Cadet Support Staff positions, the Cadet Public Affairs Officer does not only concentrate on CTG related matters.
- (2) Objectives:
- To work with the Senior Public Affairs Officer and develop a public affairs strategy and plan
 - To implement the public affairs plan during the week
- Examples of tasks
- Coordinate with CTG staff to get articles, quotes, etc
 - Take action photos of the encampment
 - Write articles and digests for encampment newsletter

q. Cadet Duty Officer/NCO

- (1) Overview. The Cadet Duty Officer/NCO provides assistance to all members of the Cadet Support Staff. This cadet works closely with all support staff members, cadet and senior.
- (2) Objectives: The Duty Officer/NCO will:
- Assist other staff areas when duties exceed available manpower

- Ensure constant monitoring of communications during official duty hours
- Ensure proper management of Current Events Briefing program.

(3) Examples of tasks:

- Develop a plan for 24 hours staffing of the Orderly Room for incoming communications
- Develop, implement and monitor the communications plan for efficient radio usage
- Three times daily retrieve, broadcast, and post weather conditions
- Deliver daily briefing on current events to Current Events Briefers from each flight NLT 0800 hours daily.
- Assist other staff as requested

r. Cadet Standardization/Evaluation Officer

(This description also applies to the Stan/Eval Assistant)

(1) Overview. The Stan/Eval Officer, and his/her assistant, is responsible for supervising and executing the encampment's inspection and standards programming. The Stan/Eval Team reports to the CTG Executive Officer, but works closely with the CTG Deputy Commander in setting standards. During inspections the Command Chief Master Sergeant and the Cadet Leadership Officer will serve as "adjunct" members of the inspection team.

(2) Objectives. The Stan/Eval Team will:

- In conjunction with the CTG Deputy Commander, develop specific and precise standards for the basic cadets to meet.
- Design and implement an inspection program that is efficient, quantitative, and accurate.
- The education of flight staff of the appropriate standards.
- Serve as a reference tool for staff with questions about inspection standards.
- Ensure standardization of drill and drill instruction

(3) Examples of Tasks:

- Conduct all inspections
- Meet with Stan/Eval specialists from flights to assist them in correcting deficiencies.
- Post inspection results within one-hour of the conclusion of inspection.
- Assist the Leadership Officer with instructing the Pass In Review as needed.
- Develop the pre and post-tests for the Academic Excellence and measuring purposes.
- Monitor drill and drill instruction, correct deficiencies immediately

- Conduct random walk-through inspections

s. Cadet Leadership Officer

(1) Overview. The Cadet Leadership Officer is responsible for ensuring that all staff meet the uniform and behavior standards expected of staff members. This cadet is also charged with planning, coordinating, teaching, and execution of the Graduation Parade. During inspections this cadet will serve as an "adjunct" member of the inspection team (see Stan/Eval description).

(2) Objectives:

- Establish benchmarks to ensure mastery of parade commands and maneuvers by staff members
- Maintain a high level of professionalism amongst cadet staff members
- Monitor flight level drill for proper execution

(3) Examples of Tasks:

- Create/Distribute parade script prior to encampment
- Teach specific parade maneuvers
- Arrange squadron and group drill competitions
- Monitor staff rooms for compliance with Staff SOP

t. Commander of the Guard

(1) Overview. The Commander of the Guard is responsible for the operation and function of the Charge of Quarters, physical security of encampment personnel and assets, and serves as the Cadet Safety Officer. Overnight supervision of the CQ staff is required of this position.

(2) Objectives:

- Establish a fair, equitable and operational CQ system
- Devise plans to safeguard the safety and well-being of personnel
- Maintain a high-level of discipline and professionalism amongst CQ cadets
- Provide a staff presence overnight

(3) Examples of Tasks:

- Create a CQ roster and schedule
- Establish and implement patrol, reporting, and information collection functions within the CQ
- Develop and implement emergency plans for fire, severe weather, and other contingencies
- Serve as the emergency point of contact overnight
- Supervise the CQ staff in person and continue to enforce the encampment standards

2-5 Senior Staff Position Descriptions. To establish an effective working environment, it is necessary that relationships between the various participants be outlined.

a. Assistant Tactical Officer. An Assistant Tactical Officer is a senior member or Phase IV cadet who may be assigned to each flight at an encampment. As with the Tactical Officers, the Commandant, with the approval of the Commander, selects the Assistant Tactical Officer for a pool of qualified applicants. The Assistant Tactical Officer position is often considered a training position. The Assistant Tactical Officer is responsible to the Tactical Officer. Assistant Tactical Officers are responsible for assisting the Tactical Officer in:

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

b. Tactical Officer A Tactical Officer is a senior member assigned to each flight at an encampment. The Commandant of Cadets, with the approval of the Encampment Commander, selects tactical officers from qualified applicants. Tactical officers are responsible to the Commandant of Cadets at the encampment. The Tactical Officer or Assistant Tactical Officer will accompany the flight at **all** times. Responsible for:

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

c. Senior Tactical Officer An experienced Tactical Officer may be selected from each Cadet Training Squadron to serve as Senior Tactical Officer. In addition to responsibilities as a Tactical Officer, the Senior Tactical Officer provides guidance and assistance to the Squadron Commander and First Sergeant. He also serves as a communications channel between the Chief Tactical Officer or Commandant and the Tactical Officers in that squadron.

d. Chief Tactical Officer An individual with extensive Tactical Officer experience may be selected by the Commandant to supervise the tactical staff. The duties include training and evaluating Tactical Officers and Assistant Tactical Officers. The Chief Tactical Officer is responsible for orienting individuals selected as Assistant Tactical Officers that are new to the Minnesota Wing Encampment Program. The Chief Tactical Officer may be delegated the task of conducting the daily Tactical Officers meeting.

e. Administration Officer The Administration Officer is responsible for ensuring the smooth operation of all administrative matters for the encampment. This includes at a minimum:

- In-processing of all cadets
- Distribution of all MSA's
- Completion of participation letter
- Flight Rosters
- Schedule distribution

f. Chaplain The Encampment Chaplain serves all members of the encampment. Any encampment participant that requests to see the Chaplain will be immediately allowed to do so, unless safety or other reasons make it impossible to do so. However, the request must be honored as soon as it is possible to do so. The Chaplain shall also be responsible for arranging and monitoring necessary religious services.

g. Logistics Officer The Logistics Officer will be responsible for the following tasks:

- Arranging all transportation issues prior to encampment.
- Ensuring that daily vehicle inspections are completed prior to opening formation.
- Inventory and accounting of all CAP and USAF property used by the encampment.
- Other duties as assigned.

h. Public Affairs Officer The Public Affairs Officer will be responsible for:

- Producing a daily encampment newsletter
- Preparing press releases for each participant
- Photography
- Creation of content for website

i. Training Officer The Training Officer will ensure that all areas of academic instruction are covered and that instructors have all necessary tools. The Training Officer will focus on the completion of the curriculum as outlined in CAPR 52-16. The Training Officer will be responsible for generating the daily schedule. Schedules for the following day will be completed no later than 1500 hours the day prior. The Training Officer will report to the Commandant of Cadets.

j. Professional Development Officer The Professional Development Officer will be responsible for holding either a Corporate Learning Course or a Squadron Leadership School during the encampment (or both if time permits). In addition the Senior Member Aerospace Examination should be made available with the appropriate resources.

k. Finance Officer The Finance Officer is responsible for holding the encampment checkbook and

distributing funds in accordance with CAP regulations. The Finance Officer will also create a final financial report at the close of the encampment for the Encampment Commander. All reimbursement requests during encampment are the responsibility of the Finance Officer.

l. Medical Officer The Medical Officer is responsible for manning the Medical Room and monitoring the health of the encampment personnel. These duties include, but are not limited to:

- Ensuring sufficient staffing of Medical Room
- Educating staff on preventative medicine such as foot care and heat illnesses.
- Logging time spent in Medical Room by cadets.
- Interacting with base and local medical providers to ensure seamless treatment options.
- Maintaining sufficient supply of medical equipment.
- Logging and safekeeping all medications brought by cadets.
- Monitoring proper usage of medications.

m. Safety Officer The Safety Officer will monitor training conditions at all times to ensure the safe and efficient conduct of training. He/She shall immediately report any unsafe conditions and /or direct personnel to immediately cease activity if a serious safety threat is posed. The Safety Officer shall also be responsible for compliance with safety regulations, base safety requirements, and mishap reporting.

n. Commandant of Cadets The Commandant of Cadets implements, controls, and evaluates training activities for cadets.

Responsible for:

- Implementation of the encampment curriculum prescribed by National Headquarters and Minnesota Wing. Reference CAPR 52-16.
- Selection of the encampment Tactical Staff to include the Chief Tactical Officer, Senior Tactical Officers, Tactical Officers and Assistant Tactical Officers.
- Select the CTG Deputy Commander and any other positions deemed necessary for the encampment, in consultation with the CTG Commander
- Coordinate with encampment staff to prepare standing operating instructions to accomplish cadet training.
- Organize cadet activities not prescribed by National Headquarters.
- Supervise and manage subordinate staff officers.

o. Executive Officer The CAP executive officer assists the commander in the administration of the encampment. The executive officer relieves the commander of supervisory details and performs duties assigned by the commander.

- The principal responsibilities of the executive officer are:
- The proper administration of the encampment and its personnel to include supervision of: Personnel Authorizations, Military Support Authorizations, and other administrative requirements deemed necessary by the commander.
- The efficient operation of the encampment, to include supervision of: communications, transportation, tours, and military sponsored activities, and other operational responsibilities deemed necessary by the commander.
- In consultation with the Cadet Group Commander, selection of the Cadet Executive Officer for the encampment.

To this end, the executive officer will select, organize and supervise a headquarters staff to accomplish these duties.

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

- Selection of key senior member staff at least 90 days prior to encampment.
- Coordinating administrative and operational matters with appropriate installation authorities prior to, during the operation of, and at the close of the encampment.
- Supervision of the preparation of the encampment training schedule.
- Appointing and supervising staff personnel as necessary.
- Completing encampment reports described in CAPR 52-16 at the close of the encampment
- The Encampment Commander may elect to add or remove staff positions from the above list depending upon the needs of the encampment.

If, during the encampment, neither the Wing Liaison Officer nor Wing Reserve Assistance Coordinator are available, the commander will effect direct coordination with the base liaison officer regarding all encampment requirements.

Chapter Three ENCAMPMENT MODEL

3-1. Introduction. The title of this chapter may be a little confusing. As you read this, you may be asking what encampments have to do with models, and why are we worried about it anyway? Probably the best example we can give is “George.” George was the anatomical model in a seventh grade biology class. Every time there was a question relating to human anatomy, George would literally “spill his guts.” Seriously, George was there so that we could see how things worked inside the human body without the necessity of sacrificing one of our classmates. He was easy to take apart, was slightly “larger than life,” and had all of his parts conveniently labeled. He made it simpler for students to see what the parts were and how they related to each other. To help with understanding how encampment works, we have built a model. Like George, the model is just a representation of what encampment is about: it defines terms, identifies the various parts, and shows how they relate to each other. Our model is a tool to study encampment, find out how it works, and help you to be comfortable with it.

Our encampment model has objectives, phases, and a training plan instead of bones, a thyroid, and a brain. Like bones, objectives give structure and support to the “body;” they support encampment by giving us direction and telling us where we’re going and what we need to do. The thyroid gland regulates growth and development in the body, just as our phases regulate or pace our training program. The training program includes the material we teach at encampment. This program is really the “brains,” containing the body of encampment knowledge. To carry the comparison almost too far, understanding the various “organs” of our encampment model and their relationships is necessary if we are to “operate” as competent professionals at the encampment.

3-2. Objectives. “It’s pretty difficult to know that you’ve reached your destination if you have no idea where you’re going.” Probably nobody will argue with this sentence; it’s just common sense. That being the case, it’s important that YOU, as a staff member, have an idea of our encampment “destination.” A statement of destination is often called a “goal,” or “objective.” Statements about how to get there are called “strategies.” Before we can begin to establish and understand objectives for encampment — that is, to agree on where we’re all headed as the Cadet Training Group, it’s probably worthwhile to have a short discussion on what objectives are, and how to build them.

Our “destination,” at encampment is where we’re headed with our training... what it is we’re trying to accomplish through our training. Another way of looking at this idea

is to define the results of our training. The difference is an important one. If we look at what we’re trying to accomplish, we might ask, “Did we follow all the steps? Have we covered all the bases? (Did I teach the class? Did I inspect the barracks?)” If we look at the results, we ask, “Did the *cadets* get their workbooks completed correctly? Can the flight execute a column maneuver correctly? Did they *learn* the basic concepts in the class that I taught? Do they *know* how to make a rack (And can they show me?).” One kind of objective focuses on what the staff is supposed to do. The other on the skills and knowledge the cadets take with them from encampment. Since the most important part of encampment is what the basic cadet accomplishes, let’s develop our objectives according to the second idea.

Notice that when we asked ourselves questions about the cadets’ accomplishments, we asked about things that the cadets could *do* as a result of their participation in training. Our objectives should be phrased in the form of a statement that tells what a cadet can do (or do better) as a result of training. This statement should describe something that we can see, and if possible, measure (so that we know how much learning took place). Words like “describe, demonstrate, perform, make, and recite,” should be used rather than words like “know, learn, ‘be aware of,’ or ‘be familiar with.’” “(How do we know if a cadet “is familiar with the SOP”)? We ask her questions about specific points, and she answers them. The objective then should include “be able to answer questions about...” Psychologists and teachers call this kind of objective a “behavioral objective”, because it describes an observable, measurable behavior we would like the individual to be able to do as a result of training.

As you will see, it is not always possible to define an objective that describes the particular result that we are trying to achieve. For example, if our training mission were “to have the cadets learn the multiplication tables”, a reasonable objective might be:

“At the end of training, the cadets will be able to perform multiplication of any two given single digit numbers, arriving at the correct product.”

This is a clear, complete statement of what we expect the cadets to be able to do, including a measurement (“arriving at the correct product.”) But what is a good behavioral objective for the training goal: “To develop esprit de corps in the flight, develop a sense of flight identity, and flight interdependence”? You can see it is difficult to define the behavior “interdependence,” or “esprit de corps.” We have difficulty in watching people do “esprit de corps!” We know when they have it

however, because we have learned that people in a group with “esprit” will behave in certain ways: they will help one another voluntarily, they will take responsibility for the group as well as themselves (picking up the barracks when not assigned to do so, cheering for their teammates in a volleyball game), they will spontaneously begin to make NOISE (jodies, etc.) in the barracks. We may not be able to observe “esprit de corps” as a behavior, but there are things that we can watch people do that will tell us they have it. These things are called “indicator behaviors” behaviors which we can observe, and which through experience, we have learned are indicative, or demonstrate that an individual has achieved a certain training objective.

It should be clear now that objectives are important because they tell us what we are to accomplish and also give us an idea of how to tell if it has been accomplished. Objectives establish the basic framework for our model. They help us to decide what things need to be done in order to accomplish our mission effectively. In the case of encampment, objectives define the behaviors we expect from the cadets as a result of our training program. They help us to set training strategies or plans, and to make all of the day-to-day decisions necessary in carrying out our training mission.

The encampment provides a real challenge in terms of objectives however: trying to define them! It seems that there are countless opinions about what encampment is for, what training is most important, what should be taught when, and so on. The reason for this is that encampment trains on many different levels, and with many different objectives. At this point then, rather than trying to provide you with an exhaustive list of objectives, it might be more productive to understand the kinds of objectives that there are at encampment to help you in creating your own list. This process of defining or discovering objectives and then determining and implementing strategies to accomplish them is really what your job as a staff member at encampment is all about. Let’s begin to build our model (or establish your reference for decision making) by looking at the kinds of objectives at encampment.

a. **Encampment Skills Objectives.** The first group or category of objectives we need to understand relates to those things we expect cadets to be able to do to succeed in the encampment environment. We provide a detailed set of behaviors (things to do) for cadets in the Basic Cadet Standard Operating Procedure (SOP). The SOP, along with the *Cadet Program Regulation* (CAPR 52-16), the *Uniform Regulation* (CAPM 39-1), the Drill & Ceremonies Manual AFMAN 36-2203, and the *Beyond textbook* 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’re calling this category “encampment skills,” many of these objectives also relate to a cadet’s regular training at his/her home unit; some are rather

unique to encampment. As examples, objectives in this category will relate to:

- (1) Performance of drill and ceremonies precisely, and in accordance with definitions and procedures outlined in AFMAN 36-2203 and the encampment SOP.
- (2) Maintaining individual quarters and gear in accordance with the encampment SOP.
- (3) Behaving with proper decorum in accordance with the SOP in the dining hall.
- (3) Wearing the CAP uniform in accordance with CAPM 39-1.
- (4) Participating in encampment activities on time and in proper uniform.
- (5) Attending academic classes at the encampment.
- (6) Learning (and being able to demonstrate that learning) the material presented in those classes.

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

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

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. These objectives can be thought of as describing the results of the process where the individuals in the flight get to know, respect, and relate to each other as members of the same 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’s more difficult to measure and assess their achievement objectively. As there is no standard scale for “teamwork” or “group

interdependence,” we have to rely on the indicator behaviors we spoke of earlier to help make evaluations about how well the members of the flight are doing at forming a good, cooperative group. We mentioned some examples of these behaviors earlier when the topic of indicator behaviors was introduced: voluntary or spontaneous cooperation during FTA time, and even spontaneous singing while drilling. Staff members will want to look for indicators of pride, high morale, and respect between members of the flight in assessing flight objectives.

The important thing to know about flight objectives and their indicator behaviors is that the identity of the group must come from within the flight itself as a result of the individual cadets’ experience in our training program. The point here is that these objectives cannot be “forced” by the flight training staff. The objectives will be met as a result of the cadets’ feelings of accomplishment and pride in their flight as they become more and more proficient in the tasks associated with encampment objectives and are recognized for their achievement. Flight objectives cannot be met by having the flight training staff “order” the flight to become a team.

c. Personal Objectives. The last category of objectives we will consider is probably the most important. Personal objectives are those which refer to the personal skills and techniques a person acquires at the encampment which contribute toward his/her or her own development. Included in this list would be self-confidence, self-reliance, and a better self-image. The reason that we say these are the most important is that achieving these objectives makes a contribution to the person himself and offers something of value that the cadet can not only “take home” from encampment, but from CAP as well. Encampment offers a unique opportunity for meeting a challenge and growing personally. Creating an environment that calls for a great deal of effort from the cadets, but in which “reaching for that goal” can be accomplished with safety (psychological as well as physical), in which the cadets have the support of the staff and more importantly their peers, and in which there is a high probability of achieving success, is our job in preparing the cadets to meet their “personal objectives” at encampment.

Assessing and measuring achievement of personal objectives is a job that is really beyond what we can do at encampment. Real, valid measure of an individual’s personal growth is a job for professionals. What we can do however, as staff members is to be alert to the behaviors of the cadets in the flights. We need to look for indications of attitude; think about how we expect a cadet with a good attitude to behave at encampment. We expect cadets to try very hard to succeed; we expect them to be courteous and carry themselves with good military bearing; as time goes on, we expect them to be happy in their flights; we expect enthusiasm. These indications of

good attitude mean that we have built an environment that will help the cadets “grow in themselves,” achieving their personal objectives. Where we don’t see indications of a positive attitude, serious attention needs to be given to the training methods or program in the flight, or perhaps for the individual affected.

d. Definition of Encampment Objectives. We said earlier that it might be more useful to define categories of objectives than to just make a list. There are really two reasons for this. One is that trying to create such a list would take too much space in this manual; there are literally hundreds and hundreds of objectives we try to meet at encampment. The other reason is that not every basic cadet or staff member’s “list of objectives” will be the same from encampment to encampment. For these reasons, defining objectives and devising and implementing strategies to accomplish them is not something that can be accomplished here in a manual. These tasks fall on the individual flight training staffs at encampment. What we have tried to do in this section is to provide the background necessary to define those objectives, and to give you ideas about how to actually create them. Flight training staffs are encouraged to develop and revise their own objectives before and during the actual encampment. The Squadron Commander and Squadron Training Meetings are excellent resources for this process.

3-3. Program of Instruction. The training program at encampment includes material in three different areas: Academics, Encampment Skills Instruction, and Personal Development and Counseling. Most of the objectives we can define for encampment will be based on material found in the training program. This is to say that the job of the flight training staff is to set their own specific objectives as they determine how and when the material in the training program is to be presented to their flight. The training program defines what we need to do—setting objectives describes how we are going to do it.

a. Academic Instruction. These include most formal (classroom) material presented to the basic cadets as required by CAPR 52-16. This would include material on the CAP-USAF Relationship, the functions of an Air Force Base, (i.e. tours, briefings, and orientations by host base personnel), the CAP Emergency Services mission, etc. We expect that all of the material in this area of the training program will be presented by lecture, seminar, or where appropriate briefing/tour. We will evaluate the basic cadets learning of material in this area through written and oral tests and quizzes.

b. Encampment Skills Instruction. These are skills that are closely related to the Encampment Objectives we talked about in the previous section. The primary sources for this material are the encampment Standard Operating Procedures and AFMAN 36-2203. This area includes both formal instruction and “barracks practice” (or “drill field practice”, for that matter), of the things we expect cadets to DO to succeed at encampment. Evaluation in

this area will be accomplished through written and oral quizzes, “spot checks” and inspections.

c. **Personal Development and Counseling.** These are areas of the encampment training program devoted to the individual cadet, his/her character, and maturation. Any counseling, guidance, or personal instruction given to the basic cadets will fall into this area. Included in this area would be seminars on Attitude and Discipline, the Cadet Honor Code, etc. In addition, any individual work by the Tactical Officer or other staff members with an individual cadet that contribute to his/her or her personal growth would be included in this area. Evaluation in this area is very difficult. As mentioned earlier, measuring the growth and maturation of an individual is very difficult and requires professional skills. We can provide instruction here, but aside from certain indicators, evaluation is simply not possible for the most part.

d. **Encampment Training Program.** The actual content of the training program may vary from encampment to encampment. Cadet Training Squadron commanders are responsible for defining the training program for their flight commanders and working with them to develop objectives, specific plans, and schedules to implement the program within their squadrons.

3-4. Training Phases. The last part of our model of encampment describes the order or sequence in which training takes place. By now you should have a good idea of what kinds of objectives we try to accomplish at encampment, and what areas of instruction we try to cover. The framework that holds these pieces together is a phased training schedule. In this section, the word schedule doesn't mean a specific list of dates and times that things are to take place, but rather a definition of the relative order in which things happen. A “phase” is a set of objectives, instructional areas, and training techniques that are grouped together according to the way in which they will be presented to the flight. This order is important because it helps to make sure that the cadets at encampment have all of the “pieces” they need to “build” a successful encampment experience. Just as we cannot start to put the roof on a house before it has a foundation, nor paint on the walls before there are walls, we have to present our classes and challenges to the basic cadets at encampment in careful order.

For purposes of this discussion, the ORDER of phases is important, the timing is not. This means that it is not critical how long each phase takes, (remembering that we only have a week or so to cover all of them). We should not expect to complete the first phase no later than the end of the first day, the second phase by the end of the second day, and so on. Different groups, or even different individuals within a group, will learn at different rates and progress at different paces. The phasing of our program will vary then from flight to flight and perhaps even from element to element within the flight. Keeping in mind the “flexibility” necessary in our phases, let's

take a look at what they are and why we've defined them that way.

To draw once more on the image of building our house, we can think of our training as needing a good foundation, some structure to hold it together, some protection from the elements, and decorating and landscaping to help the new owners feel “at home” and proud of their home. Our phases follow along the same idea as this “plan.” We have four training phases at encampment, pictured here:

Another way of looking at our phases parallels an old principle of training:

Tell ‘em what you’re gonna tell ‘em...

Tell ‘em

and Tell ‘em what you told ‘em.

This means that we need to explain what our training program is about, present the material, and then be sure that each cadet understands the material presented. Our phase one corresponds to “Tell ‘em what you’re gonna tell ‘em, phases two and three to “Tell ‘em,” and phase four to “Tell ‘em what you told ‘em.”

a. **Phase I - Introduction.** The introduction to encampment is where we “lay the foundation” for the basic cadet's successful experience. There are two parts to the introduction: the first is a careful explanation of what the cadet will be expected to learn and accomplish; the second is having individual cadets make a personal commitment to actually reach the goals set for them. Both of these parts are necessary. The explanations are important for the reasons we outlined in our discussion about objectives: “you have to know where you're going if you're ever going to get there.” The personal commitment is important because if the encampment is to be successful for the individual, he or she must be successful because of an individual commitment. The staff cannot “carry” a basic cadet to his or her own success.

Staff members should be aware that the expectations or “goals” set for the basic cadets during the introduction include mostly general statements of encampment skills and simple flight objectives that the cadets are expected to accomplish. Note that they are given, and commit to, only things that we believe they can actually accomplish while at encampment. In this way everyone begins with common ideas about what we will be doing and expected to accomplish over the course of the encampment.

The introductory phase of training has the most clearly defined “boundaries.” That is, it has a very specific starting and ending point. The introductory phase begins as soon as possible after a basic cadet arrives at encampment, and concludes with the end of the briefing and the signing of the cadet's personal commitment statement.

b. **Phase II - Primary Training.** Once the introduction is completed, the flight training staff begins instruction and training in areas included in “Encampment Skills” objectives. *The flight commander and the flight sergeant become the primary instructors for the flight during this primary training.* The Flight Staff provides most of the classroom, barracks, and drill field instruction for the flight; sets performance standards and provides feedback to the members of the flight, and to the flight as a whole. This will be the primary source of motivation for the flight and its members during the primary training.

There is a great deal of information and a large number of skills to be developed during this phase of training. For this reason, the flight training staff will usually create an atmosphere of tension or stress as the training environment for the flight. This subject is discussed more thoroughly in Chapter 4, “Training.” The important thing to remember about this phase is not the stress or “pressure” that characterize the training however, but the fact that the flight training staff, especially the flight commander and flight sergeant are the primary instructors and motivators for the flight.

Primary training begins immediately after the introductory phase is concluded; hopefully within an hour of the time a basic cadet arrives at encampment. This phase will continue, to some degree, almost to the end of

The flight becomes the most important source of motivation and direction for its members. To be successful, the flight must adopt the training goals of encampment as its own and strive, as an organization, to meet them. The job of the flight training staff during this phase of training is to guide the flight both as a whole, and through the emerging basic cadet leaders within. The Flight Staff builds on the flight’s internal strengths, and supports it as it works as an organization to overcome its weaknesses. It is important to recognize that secondary training is dependent on the flight recognizing itself as a whole. The flight training staff must guard against individual members being excluded from the group. The “wholeness” of the flight and shared responsibility by its members must be emphasized during this phase.

If the flight training staff has been successful in giving the flight a good foundation, and has helped the flight members to master the encampment skills in the Standard Operating Procedure, individual members of the flight will begin to feel competent. Flight members will not feel that they are “doomed to a week of misery,” but rather that they CAN meet the challenges presented to them and achieve the goals set for them at the introductory briefing. This foundation and attitude of competency can be nurtured to grow into a sense of pride in the flight as members begin to respect the skills and competencies of others and share their talents in support of one another.

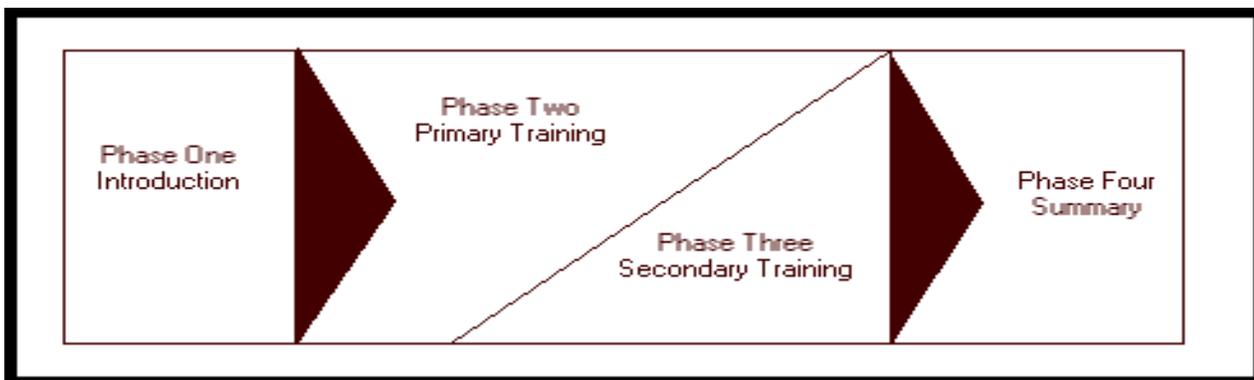


Figure 3-1. Encampment Training Phases

the encampment exercise, because there will probably always be some portion of the training or instruction for which the flight training staff is the primary instructor or motivator. The diagram in Figure 3-1 shows this by having the segment called Phase II continue (although in smaller and smaller measure) all the way through the mid-portion of encampment.

c. **Phase III - Secondary Training.** Secondary training is directed and motivated by the flight as a whole.

When the members of the flight have achieved a satisfactory level of individual mastery of encampment skills the flight training staff has taken an opportunity to begin to foster an organizational pride and identity in the flight, the process of secondary training begins.

The diagram in Figure 3-1 shows phases II and III of the program overlapping. This is because the transition from “staff directed” (external) to “member directed” (internal)

training does not happen at one specific time. *Remember that before phase 3 training can take place, two important things must have happened. First, individual members of the flight must have mastered a particular skill (at least to a satisfactory level). Second, members of the flight must have begun to recognize the mastery and competency of other members of their flight.* You should note, as we mentioned earlier, not all members of the flight will learn and achieve at the same rate. Does this mean that all members must master the training program before phase 3 training takes place? Absolutely not! When enough cadets have mastered a task or skill that they can share it with the flight, they should be encouraged to do so. “Rack-making teams” are a good example of a “core” of competent cadets within the flight sharing their skills in this way. Ideally, these teams will “spring up” of their own accord within the flight, but practically speaking, the flight training staff may need to “nudge” them into being. Also of note is that at some time during the third phase of training, the motivation and direction that comes from within the flight may not be correct or sufficient. It may happen that the flight as a whole becomes over-confident and “cocky” or perhaps under-confident and discouraged. In these situations, the flight training staff must assume responsibility for motivation and direction for the training of the flight, get things back on course, and hopefully return responsibility to the flight when it is again ready. This interplay between phases II and III is the reason for the overlap in the diagram. You should notice though that our goal is to have mostly phase 3 training (training that is motivated and directed internally, by the flight itself) going on by the end of the encampment exercise.

d. **Phase IV - Summary.** The last phase of training consists of the Parade, Graduation and a debriefing. The purpose of the summary phase of training is to create an intense and positive feeling of accomplishment and high self-esteem within the individual members of the flight by reviewing their specific accomplishments. We do this by taking into consideration the goals that were set for them during the introduction at the beginning of encampment. The timing of this review is important, because we are trying to create a link for the cadets between their positive feelings and their specific knowledge of what they have accomplished. We are trying to get them not only to feel good and proud, but also to know why they feel good and what they are proud of. This linking will serve to make sure that the cadets remember the lessons they learned at encampment for a long time, and that they are able to put those encampment skills to use at their home units. Of course, we must remind the cadet that encampment and their home unit are different entities that operate on different levels. What works at encampment may not be appropriate for a squadron. However, the skills they learned as members of a group, and the things they learned about themselves as individuals can be put to good use in their home squadrons and their lives in general.

The key to the summary phase is the flight level debriefing. The briefing should be conducted by the flight commander, and should include specific instances where the members of the flight and the flight as a whole were successful in meeting the goals laid out in the introductory briefing. Recognition of specific achievements or contributions of individuals, and the highlights of the flight’s growth and achievement as a group is important. The goal of this briefing is to ensure that each member of the flight understands what he or she learned and accomplished at encampment. The guideline for this discussion is the commitment that each cadet made at the beginning of encampment. The result of this discussion should be a specific understanding of how that commitment was met.

3-5. Summary. This model is designed to help the staff understand the encampment’s purpose, how the process is structured, the training’s content, and how we go about putting all the pieces together. We began with George, talking about bones, brains, and a thyroid. There is one important organ that we’ve not mentioned in our discussion. The dedicated staff members who make it their primary duty and responsibility to assure the personal growth and development of the basic cadets who come to encampment in Minnesota Wing represent this organ in our model. This organ is the one that keeps everything alive, keeps everything moving, and circulates enthusiasm and experience, the life’s blood of encampment to every part of our “body,” to every individual cadet in attendance. Our staff is the heart of encampment.

Chapter Four TRAINING

“The reason for problems is to overcome them. Why, that’s the very nature of man... to press past limits, to prove his/her freedom. It isn’t the challenge that faces us, that determines who we are or what we are to become, but the way we meet the challenge, whether we toss a match at the wreck, or work our way through.”

-Richard Bach
Nothing by Chance

4-1. General. Encampment can be the one of the most significant, worthwhile training experience in a CAP cadet’s career. Training is what encampment is about. Each person at encampment is constantly learning and teaching. The basic cadet relies on his/her flight training staff to provide him with guidance and direction to help him or her meet the goal of achieving a meaningful, worthwhile, and fulfilling encampment experience. At the same time he or she offers and contributes something of him or herself to the training exercise. In the same way, each staff must learn as much as he or she possibly can, and even more importantly, must offer the highest quality of training possible to everyone, subordinates and superiors alike.

Training in CAP is a unique situation. As the Air Force Auxiliary, we follow certain customs and courtesies that have evolved from the military. We wear a military uniform and have the military’s respect for discipline, image, bearing, and attitudes. By the same token, we are **NOT** in the service. We have no **LEGAL** right to enforce our orders; our subordinates are volunteers. This makes the responsibility of leadership and training in CAP an even bigger challenge than it is in the military service. The effective CAP leader must have the respect and “followership” of his/her subordinates, or he simply cannot succeed at his/her task.

In training the basic cadets, staff members need to remember that we do not tolerate inconsiderate driving of subordinates, making arbitrary decisions, or forgetting that importance of the contribution that each person on the team makes. As staff members, we cannot fall victim to the feeling of self-importance that comes with responsibility in this organization. **Often, staff members forget that to serve and train the basic cadets is their purpose,** 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 allows us to accomplish our mission at encampment. **Our authority as staff members comes directly from the courtesy and respect of the basic cadets.** That respect accorded us must be a reflection of the way we treat the cadets. Staff members should always remember that people do not join CAP to have their feelings hurt or to have their

egos abused. ***To train cadets effectively we must deserve their trust, their confidence, and their respect.***

4-2. Training Methodology. Different training methods are used at encampment depending on the material presented. Classroom instruction, laboratory and field exercises, and even discussions while on a bus can be training. Before discussing how we actually implement training though, let’s first investigate some of the tools or methods we have available to us.

a. Reinforcement and Punishment.

Reinforcement is an increase in a desired behavior when the behavior is immediately followed by a consequence that may be positive or negative. Punishment is a decrease in an undesired behavior when the behavior is immediately followed by a negative consequence. Reinforcement and punishment are tools we can use in order to manage a person’s behavior. There are positive and negative ways to apply both reinforcement and punishment. The chart in Figure 4.1 gives examples of this.

	Positive (presenting to the cadet)	Negative (removing from the cadet)
Reinforcement	<ul style="list-style-type: none"> • Present verbal praise (desired) for doing good work (desired behavior) 	<ul style="list-style-type: none"> • Seat belt buzzer turns off (the buzzer being on is undesired) when you put your seat belt on (the behavior we desire)
Punishment	<ul style="list-style-type: none"> • Present grounding (undesired) for violating curfew (undesired behavior) 	<ul style="list-style-type: none"> • Remove television privileges (undesired) for not cleaning room (desired behavior)

Figure 4.1 Positive/Negative Reinforcement & Punishment

The first method is known as *positive reinforcement*. This is doing something that the individual finds pleasant or desirable *when* he or she begins to exhibit the desired behavior (doing what we want him/her to do). This reinforcing act may be telling someone they did a good job, or may mean we award her honor cadet for the flight

Negative reinforcement is removing something unpleasant or undesirable *once* the cadet begins to exhibit the desired behavior. In any case, we use at encampment to teach people to DO something, to encourage a certain behavior or action. For example, the engineers that designed your car desire that you wear your seatbelt. Hence the engineers installed an annoying buzzer that does not turn off until you put your seatbelt on. This is negative reinforcement because the engineers are removing something (the buzzer) ONCE you do the desired behavior (putting your seatbelt on).

Another tool we have available is punishment. Punishment can be positive or negative, like reinforcement can also be. Positive punishment is doing or presenting something unpleasant or undesirable when a person exhibits an undesired behavior. For example, a parent may ground their child when the cadet comes home after curfew. The grounding is an undesired consequence because the child performed an undesired behavior (coming home late). The other side to this coin is negative punishment. This is removing something the individual finds pleasant or desirable once the person exhibits an undesired behavior. For example, a parent may take away television privileges from a child because the child has not cleaned his room. Watching television is something the child desires, and failing to clean his room is an undesired behavior.

Most of us remember an unpleasant experience or two from our childhood when we were caught doing something our parents didn't want us to. They punished us to make us stop doing what they didn't want us to do. *The important difference between reinforcement and punishment is that reinforcement helps people to learn or continue TO DO things.* Punishment, on the other hand, teaches people to stop doing things, or NOT TO DO them. **Our best tool remains reinforcement because our greatest concern lies in getting basic cadets to execute their responsibilities correctly.**

Remember that the major differences between positive and negative reinforcement are that positive reinforcement is usually pleasant, negative is usually unpleasant. Furthermore we give positive reinforcement *when* a desired action or behavior occurs, and negative reinforcement is removed once a

desired action or behavior occurs. To help you understand these concepts here are two examples:

The first involves a situation where a cadet is trying for the first time to make her rack. The class has just been completed, and the cadet was paying very close attention to the instruction. With a little bit of practice she has been able to make very good hospital corners, and although some work on the collar is still needed, the rack is much better than would be expected for the first attempt. The flight sergeant notices the work on the rack and the unexpectedly good results. Seeing an opportunity for the cadet to share her skill, the flight sergeant calls the cadets from the neighboring rooms to look at the rack, noting especially the superior hospital corners. He asks the cadet who made the rack to explain and demonstrate how she made the rack. The Flight Sergeant complements her work and encourages her to share her skills.

The second example involves a cadet who is having difficulty in getting his/her locker in order. The cadet attended the class taught by the flight commander the first day, and the flight sergeant and Tactical Officer have both reviewed the SOP with this cadet to be sure he understands what is expected of him. Satisfied that the cadet understands the importance of putting his/her locker in order, the flight commander and flight sergeant decide on a plan of action. First they call the cadet into the flight commander's room and tell him in no uncertain terms that he needs to comply with the SOP in putting his/her locker in order. They give him a period of time to do so, promising him "close supervision" in performing this task if he cannot do it on his/her own. As soon as the time is up, the flight sergeant comes into the cadet's room and inspects the locker. Assuming it is not satisfactory (if it were, the process would stop here), the flight sergeant proceeds to direct the cadet firmly and directly, step by step in cleaning and arranging his/her locker. The cadet does not enjoy nor appreciate this special attention. In an effort to reduce the "pressure" he feels the cadet decides to keep his/her locker in inspection order.

In the first example, we see the flight sergeant use positive reinforcement to make the cadet feel good about the work she has done and encourages her to do more of the same. In the second example, we see the flight sergeant use negative reinforcement because the cadet wanted to avoid more "special attention" which he found unpleasant, and decided to keep his locker straight. *Notice that in both cases, the cadets were urged TO DO something.* In the second case especially, the cadet was not punished for a messy locker. Instead he was provided with an incentive to meet the standards of the SOP. The emphasis was on doing what was needed, not stopping what wasn't.

That last point is an important one. Often times in a training situation, we will want to stop one behavior or action so that we can begin something more desirable. The tendency is to stop the undesired behavior,

horseplay in the barracks might be an example, through punishment and then begin instruction followed with reinforcement of the concepts taught. In practice, this would teach the cadets what not to do, then teach them to do something else, and then reinforce them when they do the new activity. A better use of the time might be to skip the first lesson and move right to the second. In other words, it is probably better to substitute a desirable activity for an undesirable one and reinforce the new behavior instead of punishing and then starting a new behavior. In the case of the horseplay example, perhaps the energy of the cadets could be better invested in polishing the hallway floors, by having someone sit on a blanket and dragging it across the hallway floor. This substitution would need to be handled well, as the cadets should not perceive that we are substituting a less interesting or pleasant activity for the behavior we want stopped. We don't want them to feel punished.

Staff members need to be constantly sensitive to what the cadets in their charge are doing and take every opportunity to reinforce behaviors that meet the goals set for the cadets during the introduction. The reinforcement may be positive or negative, depending on the situation, but the individual staff member must stay *focused* on those goals and reinforcing behaviors that meet them.

b. Performance Measurement and Standards.

Another tool we use in structuring and implementing the encampment training process is performance standards. Performance standards specify how well we expect someone to perform a given task or behavior. If we are going to have standards, we must have some way to measure performance. In academics performance measures are often called tests, and our measure is how many questions a cadet answers correctly. Performance standards are often specified as test scores. For example a passing score is 70% or an "A" is 92% or better. At encampment, we are interested in teaching people to do things, and to do them well, so performance standards are important. Examples of performance measures and standards at encampment might be:

We expect the wing patch to be sewn on the left sleeve within 1/32" of the correct location. We could call within 1/32" equal to 100% performance. If the cadets' patch were within 1/16 inch, or twice the amount allowed, we could call that 50% performance, and so on.

On the drill field, we might have the flight execute a series of flanking movements. Having all flight members pivot together, exactly 90°, and in the correct place, we could call 100% performance. If only three-quarters of the flight executed the movement correctly, we could call that 75% performance for the flight.

In the example above, if we called the movement 10 times and it was executed correctly six times, we could call that performance 60%.

If we were inspecting a room, we could look for the rack to be exactly 6" from the wall, or we could look for all racks in a barracks to be 6" from the wall. If we found one rack out of twenty to be three inches from the wall, and all others were at 6", we could say that one rack was placed with a performance of 50% (an error of three inches out of six), we could also say that the flight had an overall performance of 95% — one rack in twenty was in error.

From these examples, you can see that there are many different ways to measure performance. In discussing performance we will try to refer to goals and measures on a percentage basis. This way we can talk consistently about performance and standards. Staff members need to be sure that they understand what the percentage represents in each case and whether the performance of an individual or a group is being discussed. Squadron commanders will discuss performance measures and standards with the flight training staffs at squadron training meetings.

c. **Stress.** A psychologist named Malmö conducted a study to see if there was any relationship between someone's level of arousal or anxiety and their ability to perform a given task. The results of his/her study are shown in Figure 4-1. Consider the far left side of the horizontal axis, titled "Level of Arousal-Anxiety" to represent someone who is sound asleep. Notice their ability to perform is almost zero. People who are asleep cannot perform tasks they are asked to do. At the other extreme of the axis is the word

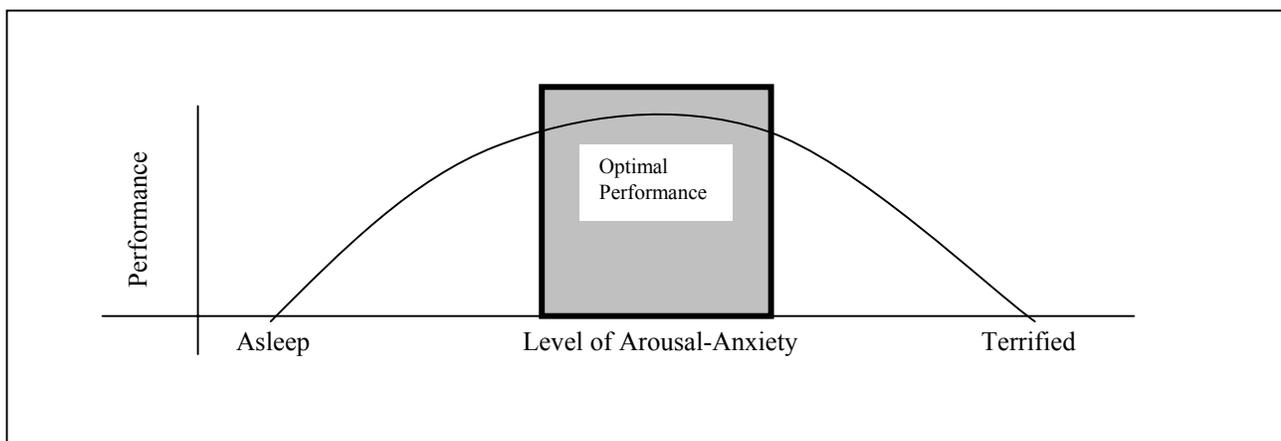


Figure 4-1. Malmö's Study

“Terrified.” Imagine someone trapped in a burning house or a car in front of an oncoming train. Someone in that situation would probably not be very good at solving equations or painting a picture. What we can conclude from Malmo’s study is that there is some level of arousal or awakensness necessary for someone to perform a task. There is a best or optimal level where the best performance will be achieved.

At encampment, we have many specific behaviors and tasks to teach basic cadets in a very short time. Remember that Encampment Skills need to be taught early in the week because the performance of those skills, both by individuals and by the flights as a whole, lays the foundation for the group and individual work that lead to the accomplishment of flight and personal objectives. In other words, we use encampment skills like drill, barracks maintenance, and uniform inspections to create an environment where the cadets can learn about the effectiveness of teamwork and develop their own self esteem. To teach these skills in a short time, we must establish some level of arousal or anxiety to get the cadets to perform at their best level. In the military, “pressure training” or “stress training” is used during basic training to teach recruits many skills in a short time. This environment also teaches people to follow orders and respond to superiors quickly without question. At encampment, we have adopted some of the military’s methodology to teach necessary skills quickly. In implementing this training however, it is critical that the staff remember that we deal with Civil Air Patrol cadets, not military recruits. We must keep in mind that the cadets are volunteers and we depend on their respect rather than law to have them follow and learn from us. Remember it is possible to have too much stress, anxiety, or pressure in a given training situation, and that cadets will be just as unable to perform in this case as if there was not enough pressure, maybe even more so! We will discuss the use of stress in the next section, Implementation of Training.

d. **Specific Performance.** Performance of a task by an individual is dependent on two things: motivation or desire and ability. Someone may want very badly to get to the other side of a river, yet lack the ability to swim. In that case, it doesn’t matter how much they want to get to the other side because without taking a raft or boat they’ll probably never get there alive. On the other hand, you may be the world’s greatest gymnast, but if you don’t want to compete in the Olympics you probably won’t win any gold medals there. For our training at encampment to be successful, the basic cadets must accomplish certain tasks and achieve certain levels of competence. They cannot pass the group inspection without the knowledge and ability to clean the barracks and arrange their gear and uniforms. They cannot win the group drill competition without the knowledge, ability, and practice of drill

movements in the Drill & Ceremonies Manual AFMAN 36-2203. Staff must remember to enable the cadets at encampment to be successful. We must train and develop their abilities, and we must motivate them to use those abilities once they have achieved them.

e. **Motivation.** Motivation is the property of creating a need or desire within an individual. The existence of motivation implies that there is a need or a “hole” that needs to be filled within us. There are several tools you have to create or foster this need in someone:

(1) Tension or Concern - This will help in creating motivation providing it exists only to a reasonable degree. Too much tension may take away some of the person’s learning energy.

(2) Feeling Tone - This is an expression used to describe the feeling or mood developed during the learning process. A moderate amount of pleasant or unpleasant feeling tone will increase motivation, while an excessive amount may decrease it. The complete absence of feeling tone or very neutral feeling tones tends to decrease motivation.

(3) Interest - The more interest we can generate, the more will be learned.

(4) Success - Unsuccessful effort, or tasks which are too difficult, are not motivating. Success and the right degree of difficulty will increase motivation.

(5) Knowledge of results - *The more specific feedback you give your students on their performance, the more motivation should increase.*

The abilities to train and motivate effectively are the key to being an effective staff member. Remember reinforce always and punish only when necessary. Set high standards and then measure the performance, using an appropriate level of stress. Motivate the cadets to perform and allow their specific performance to shine. As you progress through the encampment, your ability to use the tools discussed in this section will determine your success and more importantly, the success of the basic cadets in your charge.

4-3. Implementation of Training. When the basic cadets arrive at encampment, they are given a briefing, telling them about the things that they will be expected to learn and do during encampment. It is the job of the flight staff to structure the training process described in the introduction, and to set and enforce a performance standard within each flight. This means that the flight staff must understand the specific standards for cadets attending the encampment, be sure they set an appropriate example, and require the flight to meet the standards. The standards are deliberately set high enough that the cadets cannot meet them individually and must join together to be successful. It is the job of the flight training staff to ensure that this happens. Individuals failing to meet standards must understand where they failed and what must be done to succeed.

Learning to succeed is one of the most important lessons encampment has to teach. It is important that when a cadet meets a certain performance standard, or when the flight meets a given standard, they must be told about it and reinforced immediately. To be effective, reinforcement must follow desired performance as closely as possible.

In the early part of the encampment, most cadets will be unable to meet the performance standards. This is because the standard set for the cadets is not achievable using the resources of an individual cadet. Certainly each cadet has the ability, with enough instruction, to make a satisfactory rack. What he lacks however, is the time to do that. The performance requirements at encampment are such that the cadets must depend on one another to do everything that they have been assigned. They are even told this during introduction. The problem, at least early on, is that they don't really believe it and don't really know how to count on one another. The job of the staff in the first part of encampment then is to make sure the cadets understand how to do the things asked of them and that they want to succeed badly enough to come to trust one another quickly. The first task is achieved by conducting clear, understandable classes and training sessions, with plenty of time for questions and practice. The second task is accomplished in two ways. Making the cadets feel they are "all in the same boat" together, and also recognize individual abilities *and suggest that they be shared* within the flight.

In establishing the training situation throughout the encampment, the flight staff must demand performance from the flight. The staff must be clear and explicit in its requirements. The cadets should not be guessing what is expected of them at any time. They should know that the staff expects the cadet's best at all times. There are two things to remember in accomplishing this. First, the staff is never satisfied with performance that does not meet the standard. Effort is important, but merely trying does not meet the objective. Second, the staff must always be ready to point out where the standard has been reached so cadets understand that the staff is serious, consistent, and fair in their demands for performance.

During the first few days of encampment, negative reinforcement becomes the primary tool of the staff. When the basic cadet's performance does not meet the standard set by the staff, the staff members are expected to let the cadet know, in no uncertain terms, that the work that has been done is unsatisfactory. The most fundamental rule for establishing the learning situation early in encampment is that staff members must never lose respect for the cadets. As mentioned above, staff members must demand performance that the cadets understand is expected of competent basic cadets at

encampment. We demand the performance that our excellent cadets can deliver! That means that staff members do not call cadets names or personally degrade them in any way. **In all cases where there is a problem of poor performance or failure to meet a standard, it is the PERFORMANCE or BEHAVIOR that is criticized, NEVER THE INDIVIDUAL.** During this time it is also important to remember that sometimes cadets will meet the standard set. Staff members must always be ready to recognize and reinforce such performance. The focus in the early part of encampment then is on learning and practicing new skills to build on for a successful encampment.

As the cadets begin to achieve some competency in their encampment skills, the staff must reinforce them and urge them to share their talents with each other. **Develop the team.** Even when the flight begins to assume an identity of its own and has grown enough as a group to be responsible for some of its own training, some guidance and correction will still be necessary from the flight staff. Individual cadets may need help or direction, or the flight as a whole may try to undertake a task that it can't handle at the time. In these cases, appropriate corrective action must be taken. Cadets must be corrected as often as is necessary in order to obtain performance. Feedback is absolutely necessary to obtain improvement. Cadets must be corrected in an objective, impersonal manner. **Although we desire to create some degree of stress at the encampment, hazing and harassment are NEVER appropriate and will not be tolerated.** Staff members violating this procedure will be subject to corrective action that may include removal from their assignment or dismissal from the encampment. The staff must ensure the corrections offered to the "maturing" flight are designed to build the strengths of the individuals and of the group. "Hands off" when the flight begins to grow is just as dangerous as continuing to direct the flight's every action. The flight staff must assess the capability of the group and its individual members to give them freedom to grow and yet guide that growth.

a. **Late Encampment Training.** The Parade and the Graduation mark the end of encampment. The typical cadet feels about ten feet tall by the time these are over, and is convinced that he or she can probably "leap tall buildings in a single bound." This is as it should be. As we mentioned at the beginning of this chapter, encampment can be one of the most gratifying and rewarding experiences in a cadet's career. The cadets will have acquired new skills and overcome challenges they thought were impossible. They will have learned the value and power of a team, and have discovered inner strengths and competencies they might not have known were inside them. We must make the cadet aware of what he/she has accomplished, and the importance of it. During summary training, we want to

review with the flights what they have accomplished over the week, as compared with the training agreement they signed on the first day. The flight commander should review with the flight the specific objectives that the flight and its members met, giving as many concrete examples of individual and group performance as possible. Each person should know and feel how he contributed to the group's success as well as his/her or her own. Our objective is to ensure that each person knows what he or she did at encampment, what was learned, how they contributed to the mission and to each other, and to at least feel that they have grown inside themselves. We choose this time to make these points with the cadets, because we are trying to link the "high" (positive feelings) they have from the parade with the specific knowledge of what they accomplished at encampment.

The successful cadets from a Minnesota Wing encampment will not only feel successful they will also understand why they were successful and what they had to do to achieve that success.

4.4 Graduation Standards. To ensure that cadets have mastered all of the expected training, cadets must meet a minimum performance level to automatically qualify for graduation.

To automatically qualify for graduation a cadet must meet the following standards:

- complete 80% of scheduled training
- earn a 70% on the Final Examination
- earn a 70% on the CTG inspection
- receive a Satisfactory rating on their evaluation

Cadets who fail to meet these minimum standards must appear before a Performance Review Board. The Board shall be chaired by the Encampment Executive Officer and will be comprised entirely of senior members. The Board will review the cadet's performance records, interview relevant staff members, and interview the cadet. The Board will forward a recommendation to the Commandant of Cadets regarding whether encampment credit should be granted to the cadet. The Commandant is not bound by the Board's decision. The cadet may appeal the decision of the Commandant to the Encampment Commander. Should the Encampment Commander support the Commandant's decision, the cadet will still have the right of appeal as outlined in CAPR 52-16.

This Graduation Standard does not preclude the dismissal of a cadet for indifference to training or other infractions.

Chapter Five ACADEMIC INSTRUCTION & CURRICULUM

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, the Civil Air Patrol and particularly the CAP Cadet program. The academic program consists of the following units of instruction (Ref. CAPR 52-16):

- Introduction to Encampment
- USAF-CAP Relationship
- The Cadet Honor Code
- CAP Mission
- CAP Moral Leadership
- CAP Organization
- Attitude and Discipline
- Search and Rescue
- Customs and Courtesies
- Civil Defense
- Individual Drill and Ceremonies
- USAF Aerospace Doctrine
- Drill of the Flight
- Opportunities in CAP
- Squadron and Group Ceremonies
- Conclusion to Encampment

Upon completion of these units of instruction, the cadet will have a standardized foundation upon which to build his/her later experience.

5-2. Learning and Teaching. As a member of the staff of the Cadet Training Group you may be responsible for the academic training of basic cadets. At encampment, we have found that instruction is best accomplished by involving cadets in the learning process, rather than just presenting the material. Cadet staff members who are responsible for instruction at encampment should use the following system.

a. **Preparation.** The first stage in the system, *preparation*, involves two steps. The first of these is complete mastery by the instructor of the material he intends to cover. He should become so familiar with the material to be covered that he is capable of expressing its intent and content in clear, simple language without having to resort to technical terms and confusing or complicated explanations. He should be able to answer almost all questions from the cadets concerning the topic he is instructing as well as related subjects. The second step in the preparation stage is preparing the cadets to learn. This requires the instructor to arouse the interest of the cadets in the material to be covered. With some cadets who are highly motivated, this may be a simple matter because there is already a high level of interest. Others, however, may not be so motivated. With these cadets, the instructor must generate or enhance a desire to learn. This can be accomplished through the use of

positive incentives. Examples of such incentives include:

- Immediate recognition of progress.
- Special privileges within the flight; and.
- Assignment to assist other cadets with the academic material.

Preparation should include each of the following:

- Plan the work for the instructional period..
- Plan for the use of training aids.
- Plan for the use of training space..
- Plan an appropriate amount of material for the time allotted..
- Present an exceptional personal appearance..
- Allow time between drill or class periods for the cadets to think over and discuss the subject material among themselves..

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

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

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

The good explanation then, includes clear, simple, and emphatic presentation of the facts, and uses demonstration materials. During the explanation stage, the effective instructor will guard against assuming that all of the cadets are aware of the reason the subject being presented should be mastered, or assuming that simply 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. 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 afford each cadet an opportunity to observe the procedures involved. However, it must remain lively enough to prevent boredom or apathy. Lastly, the demonstration must be well executed. To summarize: the instructor must plan and rehearse his/her demonstrations. By so doing, he will never demonstrate too rapidly and will always know how to demonstrate what he has explained. He will always exhibit a positive, patient, and helpful attitude toward cadets who are learning for the first time what he learned long ago. The effective instructor may also make use of assistants to aid in his/her demonstrations.

d. **Performance.** The fourth stage in the system is called *Performance*. Each cadet is required to practice what has been explained and demonstrated to him. In certain training situations, each cadet will do performance of a particular skill, maneuver, or technique individually, and in rotation. In others, all of 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. The characteristics of a well executed performance period include: First, it directly follows the instructor’s demonstration. Second, the well planned performance requires every cadet to practice what he has been taught. Third, the performance period requires that the individual cadet achieve an acceptable level of ability. Thus, the performance period has the greatest potential for real learning. In drill, the cadet will take this opportunity to actually go out and physically practice the movements taught; in a more academic class, practice may consist of discussion which allows the cadets to really understand the concepts presented. A performance period characterized by rapid learning means that previous instruction has been effective. Fourth, the properly controlled performance period provides each cadet with a feeling of accomplishment. The cadet must leave the first performance period with a feeling that he is progressing. The performance step should not be started until the class as a whole has a basic understanding of the material to be practiced at a particular session. The performance period is one of mastery and improvement, not of basic instruction. Cadets should be well versed in the material before attempting it. The instructor should avoid putting himself in a position to have to backtrack or consistently repeat basic instructions during practice periods.

To execute the performance step properly, there are certain “pitfalls” to be avoided. 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

his/her criticism early in the performance stage. The instructor who impatiently offers corrections (rather than suggestions) to his/her cadets when mistakes happen early in practice is robbing his/her cadets of the feeling of progress so essential in enhancing their desire to learn. The best course of action is to recognize and emphasize that parts the cadet executes correctly and coach the parts that need improvement. Also, early interference is likely to create a sense of dependency upon the instructor by the cadets in his/her charge.

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

A common misconception among those who have never instructed is that telling is teaching. This is not true. The instructor is always more than a teller of tales. He teaches his/her 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, he must apply a methodical system to his/her instruction. Second, he should apply the principle of progressive training, arranging his/her subject matter from the simple to the complex, and following a carefully planned pattern of achievements in his/her instruction. Third, he should ensure that he himself is thoroughly knowledgeable in the topic. He should become absolutely familiar with all parts of the material he intends to cover, and he 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 the training offered. There will be two tests administered during the encampment:

a. **Pre-Test.** A pretest will be given to every basic cadet upon arrival at encampment. This test when compared to the final exam, will serve to measure the academic success of the training effort.

b. **Final.** The final exam should generally contain questions covering the same material as the pretest. The purpose of this exam is to measure the achievement of the students (basic cadets) since the beginning of encampment. In addition, evaluating overall patterns of test results on the final exam can assess the effectiveness of the instruction program. This exam is the basis of the Academic awards for encampment.

Chapter Six DISCIPLINE

“The arts of leadership and discipline are synonymous. No man is worth his/her salt without self-discipline.”

- John S. McCain Jr.

“Self discipline is that which, next to virtue, truly and essentially raises one man above another.”

- John Addison

6-1. Definition. According to the dictionary, discipline is:

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

b. Controlled behavior resulting from disciplinary training.

c. A systematic method to obtain obedience.

d. A state of order based upon submission to rules and authority.

e. To train by instruction and control.

Discipline is a learned behavior. It is much more than blind obedience and punishment. Rather, it is a state of order and obedience that is a result of regulations and orders. You must be disciplined to achieve your goals. Discipline is training that develops, molds, strengthens, or perfects mental faculties and character. It involves placing group goals above your own, being willing to accept orders from higher authority, and carrying out those orders effectively. It is a state of mind, a positive attitude. It is dedication and commitment. Part of your job as a cadet is to make your 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. Task discipline results from the challenging nature of the task. Group discipline is the result of peer pressure or pressure from within the group, and this type of discipline is on the bottom of the hierarchy. Although imposed discipline is necessary in some situations, it should only be used when other methods of discipline fail to control subordinates. The ideal situation is to motivate cadets to willingly discipline themselves, and

exercise self control and direction to accomplish the task.

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

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

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

6-3. Purpose. Discipline is required for any activity where people work together toward a common objective. The opposite of discipline is anarchy where each person does as he wants 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. Having established that discipline is a normal part of everyday life, what is the significance of “military” discipline? The term has gone through a variety of meanings and variations. It has meant the practice of drill at handling arms. (Fact books published during the seventeenth and eighteenth centuries with titles of “Military Discipline” are now called “Drill Regulations.”) While punishment played a large role in maintaining discipline, such usage was restricted largely to the church; military leaders knew that a man motivated by fear would not perform very well under conditions of battle. During the time of Frederick the Great, emphasis was placed on discipline or drill, in order that greater firepower might be obtained from the cumbersome muskets of that period. At the same time, emphasis was placed on sense of obedience, since prompt response to orders was necessary for each part of the firing “team” to function effectively.

With the improvement of weapons and the rise of citizen armies fighting for a cause in which they believed, there came a change in the character of discipline. Greater initiative was required on the part of junior officers, and there was less necessity for the machinelike regularity of performing the motions of

loading and firing. Military discipline was still required however, in order that a body of troops could act together and with one purpose.

Possibly the best definition for our situation is quoted from Army Regulations No. 600-10, 2 June 1942:

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

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

6-5. Maintaining Discipline. In order to have a well disciplined organization, it is of first importance that all officers and NCO's be well disciplined. They must constantly keep in mind the principle that force of example is one of the best methods for influencing people. They must themselves have "...that mental attitude and state of training which renders obedience and proper conduct instinctive under all conditions." All staff members must realize that they cannot expect respect and obedience from others unless they themselves are obedient and respectful to their officers and others in authority. When an order is received, the first and only thought should be to carry it out as quickly and carefully as possible.

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

expect discipline to be maintained. The most useful tools you have for this are described below.

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

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

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

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

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

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

b. Customs & Courtesies. Saluting and observance of proper customs and courtesies are some of the most obvious signs of a well-disciplined organization. The reason and history behind them should be thoroughly explained to all cadets and their proper observance should be made a point of pride. Officers and NCO's should be extremely careful in setting an outstanding example at all times, observing all CAP and USAF customs and courtesies, and rendering the salute at every opportunity. Cleanliness and neatness are other signs of an alert, well-disciplined organization. The morale of an organization that is

cleanly dressed and neat, with their equipment and facilities in good order, is always superior to that of an organization 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 to understand how to build discipline in the unit. For those reasons, the importance of setting of a good example, of developing and maintaining a well disciplined organization, and helping cadets to understand how discipline effects a group cannot be understated. A well-disciplined flight will develop as a productive team with high morale, and is key in establishing an educational, worthwhile encampment experience.

Chapter Seven ACTIVITIES/SCHEDULING

7-1. Activities.

a. **Tours.** Each host facility offers the Civil Air Patrol its own unique tours. This is an opportunity for each CAP member to learn about a new environment. Staff members must encourage the basic cadets to "look around" and have fun. Tours are to be relaxed, but controlled. The staff should not discourage anyone from asking questions, while maintaining proper courtesies. The Flight Training Staff must anticipate the needs of the basic cadet on the tours, prior to their departure. This includes outer garments, sunscreen, workbooks, cameras, etc. The flight staff is encouraged to delegate authority to their element leaders, especially when the flight is split up. At the minimum, one flight staff member and one Tactical Officer will accompany each flight on all tours. Staff members should take notes during tours and ask questions of the basic cadets upon the tour completion. At the end of stops during the tours, the staff must get a complete and accurate count of all cadets before proceeding on to the next stop. The cadet staff may need to remind cadets that at the end of the tours they are expected once again to conform to encampment structure. When tours do not interfere with position responsibilities, efforts will be made to ensure that all staff, senior and cadet, are included in tours if desired.

(1) **Bus Rides/Long Waits.** A bus ride is also a tour. Cadets should be allowed to "look around" and out the windows. Staff members may encourage songs and jodies with the permission of the vehicle's driver/commander. If the tour is not on time or the flight must wait for another flight to finish, the flight staff should make good use of this time. The flight can practice memory work, complete a section in the workbook, or review a fundamental class.

(2) **Flight Line.** When available, the host units may provide the encampment with a tour of the flight line area. This could include the flight service center, the control tower, fire station, and various static displays. Accountability during the flight line tour is most important, so know where the cadets in your charge are at all times. Cadets should be allowed to interact with other cadets and the host guides. Air Force regulations state that the flight line area is designated as a non-saluting area.

b. **Firing Range.** When offered by the host facility the encampment may visit an active Firing Range. The staff should be at peak awareness for any horseplay or dangerous activities. It is important that the cadets are relaxed and in control when handling weapons. Ensure that all cadets pay attention and obey all Range Safety/Block personnel. If allowed to fire, cadets must realize that it is to familiarize them with a weapon and may not be for qualification badges.

Cadets not wishing to fire, will not be forced to fire. The complexity of the range safety will require ALL staff members to attend and assist in its control.

c. **Swim Night.** Some encampments may have a swim night in lieu of one evening of PT. This activity will only be held at a base swimming pool or other public swimming area with adequate lifeguard staffing. Cadets who cannot swim will not be forced to, but must attend the activity. The atmosphere can be somewhat relaxed, but proper behavior should be maintained. Flight staff should check the swimsuits of their cadets prior to leaving for the pool. Any cadet that is wearing a suit that is deemed inappropriate (i.e. bikinis, "speedos", etc.) will be required to wear a T-shirt over the suit. If the pool is outside, special consideration will be given to sunblock. It is advised to attempt to place this event near the end of the week or to use as a reward/motivating tool.

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

e. **Graduation Party.** Most encampments conclude with a party for an evening of relaxation and fun. The party is for all the cadets to gather together in a social atmosphere. Uniform will be outlined by the Encampment Commander. During the party cadet and senior staff are encouraged to participate while still maintaining supervision over the basic cadets.

7-2. Time Management. A basic responsibility of all staff members is to manage their time effectively. This means that a plan should be established for every day. The plan must take into account training requirements meetings, meals and other scheduled activities. The plan must be flexible to allow for the inevitable schedule change.

7-3. Scheduling. A successful encampment offers the cadet a full schedule of activities ranging from formal classroom training and tours to barracks activities and drill. The schedule is carefully planned to permit the cadet an opportunity to experience many different areas of training. It is the delegated duty of each staff member to assist in ensuring that the encampment stays on schedule. Deviations from the published encampment schedule will be permitted only by a

schedule change approved by the Encampment Commander or a designated representative.

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

b. **Flight Training Activity (FTA).** Within the encampment schedule, there are blocks of time that are allocated to the Flight Training Staff for the purpose of flight level training. This block of time is denoted on the encampment schedule as a Flight Training Activity or FTA. It is the flight commander's responsibility for planning and scheduling this time. This time should be used to conduct classroom training, practice drill or volleyball, prepare for inspections, perform barracks maintenance, and other encampment activities.

c. **Squadron Training Activity (STA).** Within the encampment schedule, there are blocks of time that are allocated to the Squadron Commander for the purpose of squadron level training. This block of time is denoted on the encampment schedule as a Squadron Training Activity or STA. It is the Squadron Commander's responsibility for planning and scheduling this time. This time should be used to conduct squadron level classroom training to included Honor Code; Customs & Courtesies; and Uniform Wear at a minimum.

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

e. **Lights Out.** The 15 minute period before Lights Out is considered Call to Quarters. All cadets must be in their own rooms at this time and may not leave except for emergencies. At the designated time cadets will be expected to begin attempting to sleep.

f. **Charge of Quarters.** The Duty Officer will establish a CQ duty schedule. If no Duty Officer exists then the Command Chief will be responsible for a CQ duty schedule. Cadets are expected to be aware of this schedule and to participate in CQ. There will be no

special considerations made for CQ cadets (no naps, light duty the following day, etc.).

7-4. Daily Flight Plan. This form is intended to obligate the flight staff to plan and organize the Training Day as well as break down the allotted FTA time into manageable chunks. It is not intended to create added administration or paperwork. This form is not to be used as a "requirement". It should be completed before the STM for the following day. Flight staff will keep one copy on hand at all times for reference purposes. A copy of this form can be found in the Encampment Forms Directory.

7-5. 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 and once that purpose is met, the meeting is over. Too long or too many meetings is not an effective use of time.

a. **Group Training Meeting (GTM).** The CTG Commander, CTG Deputy Commander, CTG Executive Officer, Squadron Commanders, Cadet Command Chief Master Sergeant, and other invited guests will attend this meeting. This meeting is held to resolve problems, discuss the upcoming schedule, and to discuss each squadrons' Daily Progress Report. Daily Progress Report includes: progress in drill instruction; progress in barracks prep; evidence of teamwork; morale; personnel issues; general comments; awards selection.

b. **Squadron Training Meeting (STM).** The Squadron Training Meeting occurs each evening. It is a forum to discuss the progress made toward meeting the goals of encampment. CTS Commander, the CTS First Sergeant, the Flight Commanders, and the Tactical Officers for that squadron attend it. The CTS Commander may also invite guests, as appropriate. The CTS Commander chairs this meeting. Since the CTS Commander is consistently evaluating the performance of the flights, the STM provides an opportunity to give specific direction to the flight training staffs.

The major purpose of the Squadron Training Meeting is to plan the next day's training activities and goals. It is important that the CTS Commander *not* just "go over the next day's schedule". Setting goals and then analyzing the progress the flights have made is the key to a successful STM.

Detailing each flight's progress is best done by the Flight Commander and Tactical Officer. They are aware of what the flight has achieved and how cohesive the flight has become. They recognize the problems that have been encountered and the successes that have been achieved. This meeting allows the other Flight Training Staffs an opportunity to learn from these experiences. This meeting offers an opportunity for the

exchange of information. It also presents an opportunity for the exchange of information and for learning from experiences of the other flights. Additionally this meeting gives the Squadron Commander more information for making evaluations of progress. The following should be accomplished at the STM:

- (1) Review the next day's schedule/Flight Plan.
- (2) Evaluate the flights' progress as it relates to encampment standards.
- (3) Set strategies for flight improvement.
- (4) Exchange Information.
- (5) Provide feedback of CTS staffs' performance.
- (6) Review of the thoughts and concerns of CTS Commander.
- (7) Tactical Officers comments.

It is important that the outcome of each Squadron Training Meeting be a well informed staff with definite plans and objectives for the next training day.

c. Tactical Officers Meeting. The purpose of the Tactical Officers meeting is to discuss progress, problems, and plans for the current and following day. The Commandant or Chief Tactical Officer conducts the meeting. This meeting is traditionally scheduled during the basic cadet's personal time.

d. Support Staff Meeting

The purpose of this meeting is for the Executive Officer to review the results of the day, and plan with his/her staff to meet future encampment needs. All Support Staff will attend this meeting as will the CTG Executive Officer. Other staff will attend as invited.

f. Encampment Commander's Day Review.

The purpose of this meeting is to review the following

- (1) Next day's schedule

- (2) Review sick call report
- (3) Brief changes in block schedule
- (4) Review logistic needs
- (5) Review transportation needs
- (6) Brief on overall training by cadet & senior training staffs.

The meeting will consist of the following personnel: Commander, Commandant, Chief Tactical Officer, Executive Officer, CTG Commander and any staff member whose duties require their attendance.

g. 1500 Briefing.

This meeting will be held to review the next day's schedule as the Cadet Training Officer generates it. The Encampment Commander, Commandant, Training Officer, and CTG Commander will attend the meeting. The meeting shall be held at or near 1500 hours as the schedule for the next day is required to be completed at that time. This allows the Training Officer sufficient time to make adjustments and have a new schedule generated by the timeframe of the other staff meetings.

h Recommended scheduling.

Scheduling all of the necessary meetings can be a difficult task. It is recommended that commanders at each level keep their meetings to 30 minutes or less. Experience has shown that the following setup allows for maximum efficiency in training and time needs:

- Support Staff meeting occurs during Showers
- Tac Meeting occurs during Basic Cadet Personal Time
- STM's occur beginning at Lights Out
- GTM occurs simultaneously with Commander's Call
- ECDR occurs after GTM

Chapter Eight

STAFF SELECTION EXERCISE

8-1. Purpose. To select and train the staff for each Minnesota Wing encampment.

8-2. Summary. Selection may occur over a 1-2 day period of vigorous selection and training procedures. Applicants will be evaluated in the following areas:

- a. Drill & Ceremonies
- b. Oral Communications
- c. Leadership Skills
- d. Wear of the Uniform
- e. Basic CAP Knowledge

8-3. Environment. The Staff Selection Exercise shall be administered in a professional business like atmosphere. Harassment and undue stress will not be tolerated. SSE evaluators will demonstrate the professionalism demeanor expected of Cadet Training Group staff members. Experience has shown that successful applicants display a disciplined bearing and mature attitude through out the evaluation.

8-4. Evaluation Procedures.

a. **Drill & Ceremonies.** The applicants proficiency in drill of the flight, PT procedures, and command presence will be evaluated by a team consisting of a minimum of two qualified CAP members with a excellent understanding of AFMAN 36-2203. This team will observe applicants during practical exercises on the parade ground. Applicants will be evaluated in the following areas using the standardized form.

- (1) Drill of the flight.
- (2) Command Voice.
- (3) Methods of Drill Instruction.
- (4) Knowledge of Environmental Safety.
- (5) Knowledge of AFMAN 36-2203.

The Evaluation Team Leader, at the minimum, will be present at the Final Evaluation Meeting.

b. **Leadership Skills.** During this exercise, the evaluation team will note occurrences of:

- (1) Team Building Skills
- (2) Initiative
- (3) Response to Resource Limitations
- (4) Time Management Skills

The Evaluation Team Leader, at the minimum, will be present at the Final Evaluation Meeting.

c. **Written Knowledge Exam.** Each applicant will complete a written exam designed to access the applicant's knowledge of relevant portions of:

- (1) CAPM 39-1
- (2) AFMAN 36-2203

- (3) CAPR 52-16
- (4) Leadership: 2000 and Beyond
- (5) Encampment Training Manual
- (6) Encampment SOP
- (7) Aerospace Current Events

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

d. **Uniform Wear.** Each applicant will be evaluated upon their appearance and wear of the Blue Service and Fatigue Uniforms (BDU).

e. **Oral Interview Board.** The board will consist of a combination of cadet and senior evaluators who will interview each applicant. Applicants will be questioned concerning their:

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

During the interview, applicants will be evaluated on bearing, image, maturity level, communications skills, and general CAP knowledge. The Evaluation Team Leader, at the minimum, will be present at the Final Evaluation Meeting.

8-5. Final Evaluation Meeting. At the conclusion of the Exercise, evaluators will assemble for the final evaluation meeting. The objective scores from each area will be tallied and applicants will be placed in ranked order for the desired position. Additional considerations might include, but are not limited to: personnel compatibility, availability for training sessions and encampment needs. Only Evaluation Team Leaders may raise an objection to the rank ordering and must justify removing an applicant from an assigned list.

8-6. Results. The Cadet Commander will announce the finalized version of the cadet staff positions as soon as possible after the Final Evaluation Meeting.

8-7. Post Selection Training. At the conclusion of the selection portion of the exercise, the complete Cadet and Senior staffs will complete classes in:

- a. CTG Encampment Model
- b. Encampment Academics
- c. Encampment Objectives
- d. Specific Encampment Training Procedures
- e. Cadet Protection Policy
- f. Health & Safety

Chapter Nine

INSPECTION PROGRAM

9-1. Purpose. The purpose of the inspection program is to evaluate cadets progress in the implementation of basic encampment skills. Inspections will be conducted at the flight, squadron, or group level. There will be uniform inspections, room inspections, or a combination of uniform and room inspections.

9-2. General. The inspection program is a multi-faceted tool to be used by the cadet staff to monitor progression in the training phases. Nothing in this chapter should be construed to prohibit or interfere with flight or squadron staff from conducting impromptu or no-notice inspections of their personnel. In fact the Standardization/Evaluation personnel encourage such unannounced inspections as a way for flight and squadron staff to have first-hand knowledge of their cadets' performance prior to a formal inspection. In addition, Stan/Eval personnel will, as time permits, conduct walk-through inspections leaving notes of areas of concern.

a. The squadron cadet staff will evaluate each flight on encampment skills and how the flight is progressing toward the encampment standards by conducting daily walk through room inspections. Written comments are to be left for the flight training staff and progress notes to individual cadets are encouraged.

b. Five formal standby inspections will be conducted. The Stan/Eval Team will conduct the first four standby inspections on Days 2-5 and the fifth will be conducted on Day 7. The Stan/Eval Team will be comprised of the Stan/Eval Officer, Stan/Eval Assistant, Command Chief Master Sergeant, and the Cadet Leadership Officer. The level of interaction with the individual cadets during an inspection will depend on the size of the inspecting party, the time available for the inspection, and the level of interaction agreed upon with the chief inspector before the inspection. The first two inspections will focus exclusively on "flight level" mastery of the standards. In these inspections the squadron common spaces will not be rated. The next two inspections will occur on a "squadron level" whereby squadron spaces will be rated, and the squadron will receive a rating as a whole. The final inspection, the group inspection, will have all areas rated. At each level the inspection team will bring attention to the concept of working within the unit level to be successful.

c. The Stan/Eval Staff will rate each cadet, room, and area during the inspection. Results will be posted on flight bulletin boards for reference. After inspections are concluded and results posted, the Stan/Eval Team will make themselves available for instruction, comment, and advice on non-compliant areas. Flight and Squadron Commanders should utilize

their Standardization Specialists for gathering this information.

d. The Stan/Eval Team will be responsible for tracking inspection results. Noticeable indifference to training, consistent failure to meeting minimum standards, or other unacceptable performance levels will be referred to the flight and squadron commanders as well as to the CTG Executive Officer. These results will be used as part of the graduation standards system.

9-3. Monitoring.

a. **Tactical Staff.** The Tactical Staff will monitor ALL inspections. The tactical staff will generally participate in the flight level inspections. During squadron and group inspections Tactical Officers will observe the inspections in order to provide constructive criticism and feedback to both the inspecting party and the inspected cadets.

b. **Executive Staff.** A member of the Senior Executive Staff, or their designate, will be present for ALL Stan/Eval inspections. This authority may only be delegated to either the Training Officer or the Chief Tactical Officer.

9-4. Shakedown Inspection. Conducted by staff designated in the in-processing plan and supervised by members of the cadet and senior executive staffs. The basic cadet is required to process through a monitoring station. At a station the cadet will be required to open their bags and any other closed items for inspection for contraband. The inspector then looks through it for items that are not appropriate for encampment or items that may become lost or taken. Cadets with medications (including over the counter) will be directed to the Medical Station. At this station the Medical Officer will interview the cadet and prescribe a course of action regarding the medications. If the cadet has money in excess of \$20, the cadet will be directed to the Finance Officer. The Finance Officer will provide the opportunity for the cadet to store the excess money in a secured storage area. Other items including credit cards, bus or plane tickets, car keys, weapons, candy, radios, computer games, magazines, etc. will be collected and then issue receipts for the items collected. Items will be stored in plastic bags with the cadet's name written on them. All property taken will be recorded on a Member Property Log. Collected items will be stored in a secure place.

9-5. Barracks Inspection Procedure. The CTG Commander and Commandant will decide upon the uniform for each inspection with serious consideration given to the training schedule. Every effort should be made to have at least two inspections in blues uniform prior to the CTG inspection. All cadets will wear the

same uniform. As with an in-ranks inspection, the element, room, or bay that is about to be inspected will be at the position of attention when the inspection team arrives. Members of the unit not in view of the inspection team will be placed at parade rest. The tactical staff will observe all inspections in order to provide proper supervision and feedback. During all inspections, each staff member will monitor the cadets' stress and emotion level for problems. Cadet's personal equipment will not be thrown, torn, or damaged by any member of an inspection team. Cadet's personal property will be treated with respect at all times. The basic cadet Standard Operating Procedure (SOP) and its supplements will be the basis for these inspections.

9-6. Flight Inspection

The flight training staff will conduct inspections as required by each flight's training schedule. Using short inspections as a measuring device of the flight's performance is encouraged. Emphasis should be placed on encampment standards, roommate teamwork, and attention to detail. It is important to remember to talk to each flight member in terms of performance and not in terms of personalities. Factual feedback is essential.

9-7. Squadron Inspection

a. Squadron inspections should be conducted during Training Days 3-5. The training schedule and the encampment training staff will determine the time and number of squadron inspections. Emphasis should be placed on:

- (1) How well the flight worked as a team.
- (2) Individuals or articles which are superior.
- (3) Progression of the flight according to the encampment goals.
- (4) Major flight accomplishments.

Squadron inspections should be mostly instructional, unless major discrepancies are apparent.

b. All flights will conclude preparation for inspections at the same time. While a flight is not being inspected, the cadets may work on their workbooks. If workbooks have been completed, cadets will be allowed to work in small groups on motivational ideas or things not related to the inspection. (i.e.: jodies, chants, or yells). Cadets who continue to prepare for an inspection after the designated time will automatically fail the inspection. However, these cadets will be inspected so that deficiencies can be noted, but they will receive a "0" for their score.

c. Inspection time will be divided evenly between each flight in the squadron. The CTS Commander will determine the inspection order. Inspections **must** not run overtime because it is essential that all cadets have equal recovery time.

d. Daily walk through inspections by squadron staff are recommended. Notes left for the flight staff

can be very helpful. The squadron staff should use this tool to establish the progress of each flight.

e. Each Squadron Commander will determine inspection teams.

9-8. Group Inspection.

a. The Group inspection should be conducted during Training Days 5-7 or just prior to the end of encampment. This inspection is used both as a ceremony and as a final examination. It is the presentation of each flight's performance to the CTG Commander. The Stan/Eval team should precede the CTG Commander's team and conduct the actual inspection. The CTG Commander's team should do a basic walk through with a brief statement of congratulations for meeting the encampment standards.

b. All flights will conclude preparation for inspections at the same time. While a flight is not being inspected, the cadets may work on their workbooks. If workbooks have been completed, cadets will be allowed to work in small groups on motivational ideas or things not related to the inspection. (i.e.: jodies, chants, or yells)

c. Inspection time will be divided evenly between flights and squadrons. The CTG commander will determine the inspection order. Inspections **must** not run overtime.

d. While flights or squadrons are not being inspected, cadets may be involved in a flight activity directed by the flight staff.

Chapter Ten DRILL COMPETITION

10-1. General. The drill competition is to be conducted using the commands listed in paragraph 10-4.

a. Only standard drill will be conducted for the actual competition.

b. Innovative drill may be presented at the option of unit commander, however it will not be scored.

c. Emphasis will be placed on the performance of the flights and not on the flight commander's ability.

d. The Cadet Leadership Officer is responsible for ensuring that proper areas are set for all drill competitions. In addition, the Leadership Officer will ensure that the encampment host unit is not inconvenienced and that the areas are safe for team drill. The order of teams competing will be selected by coin toss. The general line of march and the sequence of commands are presented in figure 10-1.

e. The CTG Commander will select judges for the competition.

f. The CTG Commander will designate the uniform.

g. Judging staff should be comprised of at least three impartial senior members who have a working knowledge of CAP drill and the CTG commander.

h. The top scoring flight will be the winner of the "Group Drill Competition" title and will win the "Squadron Drill Competition" title for the CTS they are assigned to.

i. The top scoring flight out of the other CTS will be awarded "Squadron Drill Competition" title for that CTS.

10-4. Scoring. Each judge will use the Cadet Drill Competition Evaluation Form (found in the EFD) to record each flight's performance. These sheets will be collected and double-checked by the Chief judge. The Commandant of Cadets will confirm the results prior to any announcements of the results.

10-5. Rules. Flight Commander may refer to this list while giving commands. Boundaries are placed on the drill pad, but marching out of bounds will only be deducted in case of a tie. Judges are to evaluate the flight's drill performance of the commands below. Each section is worth 5 points for a total of 75.

10-6. Sequence of commands.STATIONARY MOVEMENTS*FACING MOVEMENTS*

Right, Face
 About, Face
 Left, Face
 About, Face
 Parade, Rest
 Flight, Attention

OPEN RANKS

Open Ranks, March
 Ready, Front
 Close Ranks, March

CLOSE MARCH

Right, Face
 Close, March
 Extend, March
 Left, Face

EYES RIGHT/PRESENT ARMS

Eyes, Right
 Ready, Front
 Present, Arms
 Order, Arms

COUNT OFF

Count, Off
 Right, Face
 Count, Off

DRESS & COVER

Cover
 Left, Face
 Dress Right, Dress
 Ready, Front
 Dress Left, Dress
 Ready, Front

MARCHING MOVEMENTS*SIDE STEP*

Left Step, March
 Flight, Halt
 Right Step, March
 Flight, Halt

COUNT CADENCE/CHANGE STEP

Right, Face
 Forward, March
 Count Cadence, Count
 Change Step, March
 Change Step, March
 To the Rear, March

FLANKS & COLUMNS

Left Flank, March
 Left Flank, March
 Column Right, March
 Forward, March

CLOSE MARCH

Close, March
 Forward, March
 Extend, March
 Forward, March

TO THE REAR

To the Rear, March
 Count Cadence, Count
 To the Rear, March

COLUMNS & FLANKS FROM A HALT

Column Right, March
 Forward, March
 Flight, Halt
 Right Flank, March
 Flight, Halt
 Forward March
 Left Flank, March
 Flight, Halt

HALF STEP/CHANGE STEP/EYES RIGHT

Half Step, March
 Forward, March
 Change Step, March
 Column Right, March
 Eyes, Right
 Ready, Front

HALF COLUMNS & COUNTER MARCH

Column Half Right, March
 Column Half Left, March
 Flight, Halt
 Counter, March
 Counter, March

CONCLUSION

Column Right, March
 Forward, March
 Flight, Halt
 Left, Face
 Present, Arms (Flt CC salutes Chief Judge)

Chapter Eleven VOLLEYBALL COMPETITION

11-1. Purpose. The encampment volleyball program is designed to encourage teamwork and sportsmanship. Competitive sports offer the flights an additional means of interaction. The program is made to relieve stress and stimulate motivation. Cadets should be made to feel that the teamwork they display is more important than winning or losing. Flight Training Staffs are encouraged to practice during any FTA time block. It is vital that each cadet participates with a feeling that they have contributed to the team effort. The Tactical Officer can only excuse cadets from play.

11-2. Squadron Competition.

a. Each squadron will have its own round robin tournament. Flights will play two games against each other flight. The flight with the best record wins. In the case of a two-way tie, a one game playoff will be held. In the case of a three-way tie, the Chief judge will add up the opponent's scores from each game. The two teams with the lowest number of points allowed

will compete in a one game playoff.

b. Chief judges for squadron competition are the First Sergeants.

11-3. Group Competition.

a. Each winning flight from all CTS's will proceed to the Group Competition.

b. Chief judge for the group competition will be the Cadet Command Chief Master Sergeant.

c. The Chief Judge will assign line judges.

d. Best Two out of Three will determine the Group Volleyball Champion.

11-4. Volleyball Terms.

a. **Field of Play.** The volleyball court is rectangular and measures 30 feet by 60 feet. The court is divided by a center-line that extends to infinity in both directions.

b. **Game Officials.** The official's responsibilities are to enforce the rules and to prevent fights. Their

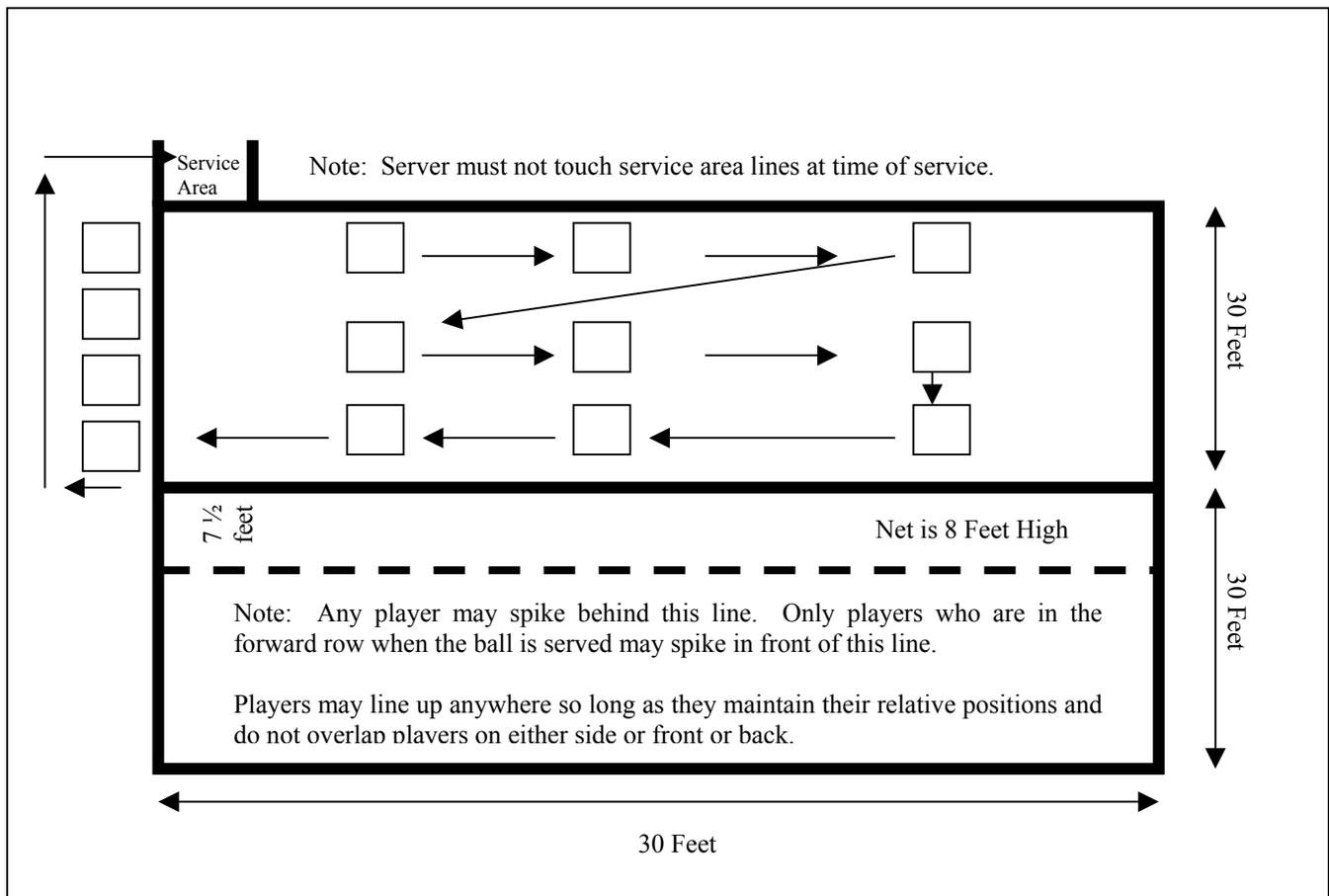


Figure 11-1. Volleyball Court

decisions are final.

c. **Number of Players.** There are nine players on each side of the net as play begins. All players must rotate during play.

d. **Time Outs.** Each team is allowed two one-minute time outs per game.

e. **Normal Play.** Prior to the start of a match, the Chair Official shall conduct a coin toss with the captains of the two teams to determine the choice of serve or playing area. The winner has the choice of serve or receive.

f. **Side Out.** A side out is a term that denotes loss of serve. When a side out is called, the serve changes from one team to the other.

g. **Dead Ball.** A ball is dead after a point, side out, or any other decision temporarily suspending play. A ball is not dead until a whistle has been blown or the ball strikes the ground or any other object outside the court. A dead ball ends when the ball is served.

h. **Game.** A game is won when a team scores 15 points, provided they have a two-point advantage at that time. If a team does not have a two-point lead, the game will continue until one team leads by two points, in which case that team will be declared the winner.

i. **Harassing.** Any action by a player, visible or audible, which interferes with an opponent's attempt to play the ball.

j. **Match.** A match is two out of three games.

k. **Play-Over.** A Play-over is the act of putting the ball in play again without awarding a point or a side out.

l. **Side Out.** A side out is a term that denotes loss of serve. When a side out is called, the serve changes from one team to the other.

m. **Unsportsmanlike Conduct.** Any player who makes derogatory remarks about or to opponents or officials, persistently challenges the officials, or commits acts derogatory to the officials or contests their decisions shall be guilty of unsportsmanlike conduct. Only the Flight Commander may appeal an official's ruling by approaching the official and requesting a discussion. The official's ruling is final.

11-5. Volleyball Rules.

a. The server must serve the ball from a position behind the end line and within the serving area. The ball may be struck with open or closed hand, under or overhand, or with any part of the arm.

b. After a side out, the team receiving the ball for serve shall rotate as indicated in figure 11-1 before serving. The player coming off the court shall enter the end of the rotation line. All members will rotate into play and no change of relative position in the rotation line is allowed.

c. The ball may be hit by any part of the body above and including the waist.

d. A player shall not play the ball twice in succession except when blocking or while making an attempt to play a hard driven spike.

e. A team may not play the ball more than three times before returning it over the net.

f. The ball may be played from the net.

g. A ball striking the boundary is in bounds.

h. Teams shall change courts after each game.

11-6. Fouls. A foul is an act of violating a game rule. A foul is committed when a player:

(1) Touches the net.

(2) If out of position or overlaps another player, in the same row, or between rows, when the ball is served.

(3) While serving, touches the lines bounding the service area or the ground outside this area at the instant the ball is contacted when hit for the service.

(4) Displays unsportsmanlike conduct.

(5) Reenters the game in a position other than original relative position.

(6) Commits any action that, in the opinion of the officials, causes unnecessary delay of the game.

(7) Harasses the opponents.

(8) Change playing positions between front, middle, and back rows.

(9) Is off the court at service impact.

(10) Serves out of turn.

11-7. Errors. An error is a lack of playing proficiency.

a. A player commits an error when:

(1) The ball visibly comes to rest on any part of a player's body so that it is held, thrown, caught, or rolled. The ball must be clearly hit so that the impact causes a crisp rebound.

(2) The ball is hit out of bounds.

(3) The ball is not returned to the opponent's court in less than four hits.

(4) A double hit occurs. A player cannot play the ball more than once unless it has touched another player.

(5) Failure to make a good serve. A side out shall be called if the ball touches the net; passes under the net; lands outside the boundary lines without being touched by an opponent; touches a teammate, an official, or the net supports.

(6) The ball is struck with any part of the body below the waist.

11-8. Scoring

a. Point or Side Out. The penalty for a foul or error shall be a point or side out, as applicable.

b. Foul Takes Precedence. When a foul and an error occur simultaneously, only the foul shall be penalized.

Chapter Twelve PHYSICAL TRAINING

12-1 Overview. Physical training (PT), as one of the five program elements of the Civil Air Patrol cadet program, has an important role at encampment. PT is the springboard for health and fitness programs that are critical to each cadet's development. As such, PT is not designed as a punitive program, or intended to create a high pressure atmosphere for participants. The primary purpose of PT is to increase fitness levels, emphasize the importance of fitness, promote teamwork, and develop each cadet's self-discipline to participate in fitness activities. PT provides an active beginning to the encampment training day and provides a model for unit-level PT programs.

12-2 Conduct. The cadet NCO staff conducts PT. Cadet officers participate in the rear of the formation, leading by example, and correcting poor performance. Perform PT in the following sequence: forming, rotationals, stretching, calisthenics, activity, and cool-down.

12-3 Formation. Use the following sequence of commands to form an extended rectangular formation to conduct PT, the First Sergeants will direct "**Form for PT**". Flight Sergeants will command:

Extend to the Left, MARCH. In line formation, element leaders stand fast. The remaining cadets face to the left, double time to a position approximately a double-arm interval from the cadet next to them, and then face to the right with their arms out to their side at shoulder level. Dress is to the right.

Arms Downward, MOVE. All cadets lower their arms sharply to the sides.

Left, FACE.

Extend to the Left, MARCH. In line formation, element leaders stand fast. The remaining cadets face to the left, double time to a position approximately a double-arm interval from the cadet next to them, and then face to the right with their arms out to their side at shoulder level. Dress is to the right.

Arms Downward, MOVE.

Right, FACE.

From Front to Rear, COUNT OFF. All cadets in an element turn their heads to the right, count off their element number over their shoulder (i.e., First element counts "ONE" over their shoulder, second element counts "TWO", etc.), then return to the position of attention.

Even Numbers to the Left, UNCOVER. All cadets in an even numbered element take one large step to the left, centering between the two cadets of the element in front.

To re-form a flight in line, the command is **Assemble to the Right, MARCH.** All cadets double time to their original positions.

12-4. Rotationals. After the flight is prepared for PT, the First Sergeant begins rotationals. Rotationals are designed to stretch the tendons, ligaments and muscles and to stimulate the production of synovial fluid. First Sergeants will conduct rotationals in an organized manner without regimentation. In order to warm up the joints, rotationals should start small, increasing to large. Rotationals that are listed in CAPR 52-18 will be used.

12-5 Stretching. Flexibility is an important component of fitness and can assist cadets in performing PT. Stretching is designed to increase muscle length and improve tendon range of motion to prevent injury and to allow muscles to become stronger. Stretch sequentially from head to feet and use only static stretches. Conduct stretches in an organized fashion without regimentation and hold each stretch for approximately ten seconds. Stretch all major muscle groups. The First Sergeant should select a set group of stretches from CAPR 52-18.

12-6 Calisthenics. Calisthenics are conducted in a regimented fashion by the First Sergeant and are designed to increase the heart rate of the cadet and prepare for aerobic activity. During the first PT period, the First Sergeant should ask if cadets have questions, and should demonstrate the calisthenics if necessary. After cadets are familiar with the exercises, the First Sergeant merely needs to say what the exercise is, command cadets to the start position and have them begin exercising in cadence. A variety of calisthenics should be selected from CAPR 52-18.

a. Sequence. Bring the unit to attention, name the exercise, move cadets into the start position (if different from the position of attention), and then begin the exercise in cadence. "The Cross County Ski." [Cadets echo "Cross Country Ski"] "**Start Position, READY. In Cadence, EXERCISE.**" The cadets maintain a cumulative count while the First Sergeant counts cadence. To halt the exercise, the First Sergeant controls the formation by using a rising vocal inflection for the final repetition of the exercise. After cadets have halted, the First Sergeant commands "**ATTENTION**" [if necessary]. The First Sergeant may move directly into the next exercise, or may command **AT EASE**.

b. Calisthenics Instruction. You can instruct calisthenics in various ways. Ideally, the Flight Sergeant will instruct their cadets using the three step method.

1. First Step. Cadets stand at ease and the instructor demonstrates. "At normal cadence, the exercise looks like this: Side straddle hop. **Start Position, READY. In Cadence, EXERCISE** -- one, two, three, one -- one, two, three, two -- one, two, three, halt."

2. Second Step. Cadets come to attention and perform the exercise by the numbers. The Flight Sergeant says, "**Flight, ATTENTION**, Side straddle hop." Cadets echo the name of the exercise. The Flight Sergeant says, "The start position for this exercise is the position of attention. **BY THE NUMBERS.** On one, jump up slightly, moving legs more than shoulder width apart, and swing arms overhead. **Ready, ONE.** On two, take a slight jump in the air and return to the position of attention. **Ready, TWO.** On three, repeat step one, **Ready, THREE.** On four, return to the position of attention, **Ready, FOUR.**" The Flight Sergeant remains at attention and corrects errors as the cadets practice by the numbers.

3. Third Step. Both the cadets and the instructor participate. The Flight Sergeant says, "**WITHOUT THE NUMBERS.** The side straddle hop." Cadets echo the name of the exercise. The Flight Sergeant continues. "In Cadence, **EXERCISE.** One, two, three, one," etc. Continue for five repetitions.

12-7 Activity. After calisthenics, the First Sergeant should direct the aerobic activity of the day. Normally, this involves a run since the cadets prepare for a Group run toward the end of encampment, although other aerobic activity may be substituted. A common technique is for the First Sergeant to allow flight runs initially and then to conduct squadron runs later in the week.

12-8 Cool-Down. Never suddenly stop aerobic activity. This can cause pooling of the blood and can lead to a serious medical problem, depending on the intensity of the exercise. At the very, least, this will teach a bad habit regarding PT and what to do at the conclusion of exercise. After the aerobic activity, have cadets slowly return to a normal heart rate by walking, then conducting some stretches. This will help both the cool-down and may help reduce soreness the following day.

Chapter Thirteen AWARDS

13-1. Purpose. The awards program was designed to recognize achievement at encampment. Each staff member should remember that the mission of encampment is training CAP members, not to win awards. To this end, staff members are reminded that "working the system" to win awards should not be encouraged or tolerated.

13-2. Flight Awards and Criteria.

a. **Honor Flight - Daily.** Each day before the evening formation, the Squadron Commander(s) will meet with the Cadet Deputy Commander to determine the honor flight of the day. Each Squadron Commander will be prepared with a nomination and the supporting evidence necessary for supporting his nomination. A general consensus will be agreed upon by comparing reasons for nomination. Cadets will be evaluated on the following areas:

- Drill Performance
- Customs and Courtesies
- Esprit de Corps/Morale/Attitude
- Uniform Wear
- Barracks condition
- Teamwork

The Cadet Deputy Commander will immediately inform the Group Commander and the Commandant of Cadets of the decision. (Before the evening formation begins.) Honor Flight will receive special liberties as approved by the Commandant of Cadets. Honor Flight will also eat first at meals. A ribbon will be presented to the honor flight to display on their guidon pole.

b. **Honor Flight - Encampment.** The Squadron Commanders and Cadet Deputy Commander will make the decision. Squadron Commanders will actively solicit Tactical Officer input prior to the meeting where squadron honor flights are compared. The decision will be based on ranking the flights nominated from each squadron either 1, 2, or 3 in the following areas: (1 being best)

- Drill performance
- Uniform wear
- Group Inspection
- Workbook scores
- Level of Teamwork
- Attitude and Customs and Courtesies

Once each flight is ranked, the scores will be added up. The flight with the lowest score wins. If scores are too close between two flights, the flights will be re-ranked 1 or 2 in each area with heavy emphasis placed on teamwork, attitude, and drill. The Cadet Deputy Commander will inform the Group Commander and Commandant of Cadets immediately following the final decision. A ribbon will be presented to the honor flight and a plaque will be presented to the honor flight

commander. A special notation will be made on the graduation certificates of all Honor Flight members.

c. **Group Volleyball Competition.** A ribbon will be presented to the flight that wins the volleyball competition to display on their guidon pole.

d. **Group Drill Competition.** A ribbon will be presented to the flight that wins the drill competition to display on their guidon pole.

13-3. Individual Awards and Criteria.

a. **Encampment Commander's Award for Outstanding Achievement.** Selection of the Outstanding Basic Cadet (Honor Cadet) must be done carefully and without prejudice. The basic criteria for selection follows:

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

(1) The Outstanding Cadet should be the "best" cadet that the encampment has produced. It is important to consider all factors. A 17 year old will be more mature than a 13 year old. A C/MSgt knew more than a C/AIC when he arrived at encampment. The flight staff should look for the individual that has gained the most from encampment, while being a team player and motivating the flight to excel. The encampment must have been a positive and challenging experience for the individual that is selected.

(2) Candidates who average 90% between their Group Inspection and Final Exam, **and** who receive at least an "Exceeded Standards" rating on their evaluation will be considered Distinguished Graduates.

A list of all the Distinguished Graduates will be generated and disseminated to the Flight Commanders. In tandem with their Tactical Officer, the Flight Commander will review the list and recommend removal of persons that they do not feel meet the description of paragraph 1 above. **Each Flight Commander also has the authority to add one name to the list if he/she feels that a truly deserving cadet did not meet the minimum standards due to circumstances outside the control of the cadet.** The Flight Commander should include a brief reasoning behind the decision to add the cadet. It is the responsibility of the Squadron Commander to review these "special additions" and certify them or remove them from the listing. Finally, it is the responsibility of the CTG Commander to review the remaining "special additions" and either certify them for Distinguished Graduate status or to remove them from the list.

(3) The Squadron Commander invites at least one additional cadet staff member and an impartial senior member to interview the distinguished graduates from their squadron. These interviews should be done with minimal fanfare so that the selectees remain largely unaware of the process. Each Squadron Commander will interview the top three Distinguished Graduates from their squadrons. Each Squadron Commander will forward one name to the Group Commander for the Group Commander's board.

(4) The Group Commander's board will consist of the CTG Commander, CTG Deputy Commander, Encampment Commander, Commandant and at least one other staff member invited by the CTG Commander. The criterion is the same as previously listed.

b. ***Wing Commander's Award for Academic Excellence.*** Awarded to the cadet with the highest final exam scores. In the event of a tie, the board outlined in paragraph 4 above will interview cadets.

c. ***Commandant's Award for Leadership.*** Awarded to the cadet member (basic or staff) that demonstrated outstanding leadership skills during the

encampment. The Commandant of Cadets selects this individual.

d. ***Cadet Commander's Award for Command Staff Excellence.*** Awarded to the Cadet Staff member that performs their job in an outstanding fashion. The CTG Commander selects this individual.

e. ***Cadet Commander's Award for Support Staff Excellence.*** Awarded to the cadet Support Staff member that performs their job in an outstanding fashion. The CTG Commander selects this individual.

f. ***Field Leadership Excellence Award.*** Awarded to the Tactical Officer that sets the best example for the cadet and senior staff. They exhibit good uniform practices, exemplary customs & courtesies, good training techniques, and superior counseling skills. The selection committee will include the Encampment Commander, Commandant of Cadets, Executive Officer, and the CTG Commander.

g. ***Encampment Commander's Award for Outstanding Senior Support.*** Awarded to the Senior Staff member who performed their job in an outstanding fashion. The Encampment Commander selects this individual.

Chapter Fourteen FORMATIONS AND CEREMONIES

14-1. General. Flight, squadron, and group formations are used at various times throughout the day. For convention, a formation's right or left is in respect to the individuals in the formation. For example, when the flight commanders are facing the Squadron Commander, the formation's right is to their right. When the Squadron Commander is facing the formation, the formation's right is to his/her left.

14-2. Flight Formation. Flight formations are used at various times during the training day. Each flight will be comprised of three elements. Four elements are authorized for purposes of shortening formations or for flights having more than 25 cadets. Flights of 10 cadets or less will be comprised of 2 elements

14-3. Physical Training Formation. See Chapter 12.

14-4. Squadron Formation. See diagram at end of attachments section.

14-5. Group Formation. See diagram at end of attachments section.

a. **Opening Formation.** Used to begin the formal training day, relay pertinent information, and ensure accountability. All cadets, Tactical Officers, and the Commandant or his/her representative are expected to be present for Opening Formation.

a. **Evening Formation.** Used to assemble the Group, publish the orders of the day, and highlight the next day's schedule. All personnel, with the exception of those conducting Flight Operations, are expected to be present for Closing Formation.

14-6. Parade Practice. At least two parade practices will be conducted with key personnel (Officers, Guides, etc.) in order to save time at the full rehearsal. The CTG Commander will conduct at least one full rehearsal with the entire Encampment component prior to the actual parade.

Chapter Fifteen HEALTH AND SAFETY

15-1. General. The first responsibility of all encampment staff members (cadet and senior) is the health and safety of all CAP members at the activity. The structured stressful environment of encampment reduces a cadet's ability to care for his/her personal hygiene and bodily functions. Staff members must therefore fill this gap.

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

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

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

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

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

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

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

h. Things to Remember:

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

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

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

(4) Cadets will be tactfully reminded to use deodorant after showers.

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

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

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

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

15-3. Laundry. The flight staff is responsible for ensuring that laundry is done in a timely manner. The laundry schedule should be arranged prior to the basic cadets arrival. Remember that personal time may not be allocated for this purpose. Some cadets have only one uniform and limited underwear. It is the flight staff's responsibility that the basic cadets have and wear clean clothes. Here is a list of laundry hints:

a. Wash white clothes at least every other day.

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

c. Wash dark and light clothes separately.

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

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

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

g. Make up your laundry schedule on day 1.

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

15-4. Personal Time. Personal time is the cadets' time.

Each night, 30 minutes is set aside for cadets to do as they wish-given the restrictions of encampment. They may write letters, talk to other flight members, take

another shower, iron uniforms, polish shoes or just go to bed early. The cadets will receive the entire half-hour.

No speeches, inspections, or any other training is allowed; the training day is over. **NO EXCEPTIONS!**

There will be no horseplay allowed however, since control must be maintained. At the same time, the cadets must be allowed to relax

15-2. Meals.

a. Cadets will be briefed on the encampment SOP as it relates to meals *prior* to attending their first meal. Only a Tactical Officer, Medical officer, the Commandant, or Encampment Commander, may excuse cadets from a meal.

b. Seating and line flow coordination will be the responsibilities of the Command Chief Master Sergeant and First Sergeants.

15-5. Building Evacuation Procedure.

Building evacuation routes shall be posted on bulletin boards in building and all cadets will be aware of their designated routes and exits. For building evacuation during duty

hours, cadets will proceed quickly in appropriate uniform to nearest exit and then to the pre-designated

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

to assembly point. **Note:** For some emergencies it may be necessary to keep the normal assembly area clear. Be aware of surrounding area and possible alternate assembly areas.

15-6. Tornado Procedures. Note any warning signal instructions posted on bulletin board. Find out where the nearest shelter is for your area. If in doubt, have all personnel proceed downstairs and remain in hallway with doors closed, away from windows, and await further instructions.

15-7. Road Guard Procedures. It is important to remember that the purpose for road guards is to assure safe crossing of streets. A Senior Member will accompany any marching unit and assist in stopping traffic in intersections. Be certain that road guard procedures are being followed and that the road guards are safe. Specific road guard procedures will be outlined in the Encampment SOP or set as policy by each commander.

15-8. Medical Problems. The flight training staff's first responsibility is preventive medicine. Remain sensitive to environmental conditions and situations that are likely to cause injury or illness. It is essential that sincere medical problems be handled immediately and judiciously.

Tactical Officers are responsible for double checking the CAPF-31 for any medical problems a cadet might have on arrival at the encampment. In the opening assessment interview ask each cadet for required medication, and check with the encampment medical officer if any question arises. (i.e., should medication be left with the cadet or should be held by the Tactical Officer or Medical Officer.)

Keep in mind basic emergency procedures:

1. Identify the problem.
2. Immobilize injured individual.
3. Call for medical help by radio, phone, or runner.
4. Provide immediate FIRST AID.
5. Provide care only up to your level of training.

15-9. Common Medical Problems.

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

- (1) Symptoms:
 - Approximately normal body temperature.
 - Pale and clammy skin.
 - Profuse perspiration.
 - Tiredness, weakness.
 - Headache, perhaps cramps.
 - Nausea - dizziness (possible vomiting).
 - Possible fainting (The victim will probably regain consciousness as the head is lowered.)
- (2) Treatment:
 - Remove person to shade.
 - Loosen clothing.

- Apply cool, wet cloths and fan the victim or take them to an air-conditioned room.

b. **Heat Stroke** *Heat stroke is an immediate, life-threatening emergency for which medical care is urgently needed.* Heat stroke is a response to heat characterized by extremely high body temperature and disturbance of the sweating mechanism.

- (1) Symptoms:
 - Body temperature is high (may be 106°F or higher).
 - The skin is characteristically hot, red, and dry. The sweating mechanism is blocked.
 - The pulse is rapid and strong.
 - Victim may be unconscious.
- (2) Treatment:
 - Victim needs medical attention immediately.
 - Move to shade.
 - Loosen clothing.
 - Apply cooling measures; ice, cold cloths, etc.
- (3) Prevention:
 - Same as heat exhaustion.

c. **Dehydration** Dehydration is one of the most common encampment ailments. Symptoms are similar to Heat Exhaustion but less severe. Dehydration is the first step in the heat illness ladder. Ensure that your personnel have water and adequate rest periods in cool or shaded areas.

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

- (1) Symptoms:
 - Dizziness, faintness, numbness.
 - Rapid breathing.
 - Tingling, pounding of the heart, spasmodic muscle cramps.
- (2) Treatment:
 - Provide a relaxing, restful, calm atmosphere.
 - Reassure the patient.
 - Ensure slow, measured breathing.
 - Notify encampment medical officer.
- (3) Prevention:
 - Watch stress level

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

- (1) Symptoms:
 - Hoarseness.
 - Voice cracks; unable to speak above a whisper.
- (2) Treatment:
 - Rest the voice.
- (3) Prevention:
 - Voice exercises.
 - Proper use of diaphragm. Reference "Leadership: 2000 & Beyond".

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

- (1) Symptoms:
 - Swelling
 - Tenderness
 - Pain upon motion
 - Discoloration
- (2) Treatment:
 - Immobilize extremity and refer to medical.
 - Apply ice pack.
- (3) Prevention:
 - Keep from RUNNING and JUMPING.

g. **Strain**. Strains are injuries to muscles from overexertion. The fibers are stretched and sometimes partially torn. Improper lifting commonly causes back strains.

- (1) Symptoms:
 - Swelling
 - Tenderness
 - Pain upon motion
 - Discoloration
- (2) Treatment:
 - Immobilize extremity and refer to medical.
 - Apply heat, warm, wet applications, and rest.
- (3) Prevention:
 - Keep from RUNNING and JUMPING.
 - Avoid lifting from an awkward position.

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

- (1) Symptoms:
 - Slight limp
 - Problems jogging.
 - Timing off when drilling; tendency to get out of step.
- (2) Treatment:
 - Cushion with band-aids/moleskin.
 - Keep clean
 - For open blisters, refer the cadet to the medical officer

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

i. **Sunburn**

- (1) Symptoms:
 - Redness or blisters on exposed areas of skin.
 - Mild swelling and pain.
- (2) Treatment:
 - For minor sunburn, treat with sunburn preparations.
 - For blisters, get medical attention.
- (3) Prevention:
 - Use sun screen lotion. (Minimum SPF15)
 - Watch fair skinned individuals.

j. **Heat Rash (Jock Itch)**

- (1) Symptoms:
 - Chafing or red areas on skin.
 - Irritation or pain. Skin may be cracked or dry.
- (2) Treatment:
 - Apply lotion or baby powder to area.
 - Keep area open to air whenever possible.
- (3) Prevention:
 - Wear appropriate clothing.
 - Apply baby powder to possible areas.

Chapter Sixteen

CADET STAFF STANDARD OPERATING PROCEDURES

16-1. General. In the final analysis, it is the staff of the CTG that will determine the success of an encampment. As such, it is important that all staff members maintain and display a positive constructive attitude in carrying out their assigned duties and responsibilities. This attitude should form the foundation for every decision made and every action taken by a staff member.

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

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

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

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

16-2. Dining Hall.

a. Members of the staff may not arbitrarily cut into the dining hall line. Staff members may enter the line between flights. In cases of extreme time constraints a staff member may break the line, but this should be avoided whenever possible.

b. Cadets are not to be disturbed by staff members while eating their meals. The Cadet Command Chief Master Sergeant and First Sergeants are responsible for supervising cadets in the dining hall and will enforce the dining hall procedures. No memory work will be recited. The dining facility is not a social hall.

16-3. Quarters. Staff shall maintain their quarters in inspection order at all times so as to set the example for their subordinates. Doors are to be left open during standard duty hours. When occupying any room with a member of the opposite sex, the doors will remain open at all times.

16-4. Cadet Staff Personal Time. At least one hour per night will be scheduled for Staff Personal Time. Staff members may do the same things basic cadets do during that time. It is not to be used for organized training, meetings or classes. Staff members may go to bed, read, iron uniforms or anything else that will help them prepare for the next day.

16-5. Sleeping. Cadet Staff members will sleep a minimum of six (6) hours per night. The last 10 minutes of personal time will be considered Call to Quarters at which time staff will be in their rooms and may not leave. *THERE ARE NO EXCEPTIONS TO THIS RULE.* Naps are to be approved by the senior staff and are not a right, but a privilege.

16-6. Private Vehicles. Cadet Staff members will park their vehicles in the designated parking areas. After securing the vehicle, they are to turn the keys into the appropriate Senior Member (i.e.: Tactical Officer, COC). POV's may not be operated without the permission of the Commandant of Cadets or Encampment Commander.

16-7. Responsibility. Cadet Staff members will notify the appropriate Senior Member in the following instances:

- a. If you need to leave the encampment area.
- b. If the flight is leaving the encampment area for a tour, class, or any other reason.
- c. If you or any cadet injures themselves.

16-8. Behavior.

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

b. The use of alcohol, tobacco, or unauthorized controlled substances by staff is prohibited. Failure to comply with this requirement will result in immediate dismissal from the encampment.

c. If a cadet receives an order or directive from another CAP member that is perceived illegal, unsafe, or creates potential liability for the CAP, the staff member receiving the order will bring that order or directive to attention of the member issuing the orders superior.

16-9. Encampment Fraternalization Policy. To ensure that cadets remain professional at all time, and focused upon their training, fraternization shall not be allowed as outlined in this policy. Cadets may not show "public displays of affection" at any time prior to graduation. Anytime that a cadet of the opposite gender is in the room of another cadet, the door **MUST** be opened fully. If a private matter must be discussed, the cadet shall ask a Senior Member to stay in the room while the door is closed. Cadets must travel in groups of three or more whenever there are members of the opposite gender present. Cadets of opposite gender are not allowed to be "alone" at any time with one another, this includes secluded areas outdoors, closet spaces, or remote areas of the base or training area. Noncompliance will result in

expulsion from the encampment and possible termination from CAP.

Chapter Seventeen THE TACTICAL OFFICER

17-1. General. Tactical Officers are Senior Members of Civil Air Patrol who have been specially selected and trained for their role at encampment. Although many of them are former cadets, there is no requirement for a Tactical Officer to have been a CAP cadet. Generally, a minimum of one qualified and trained Tactical Officer is assigned to monitor each Flight at encampment. Assistant Tactical Officers and Trainee Tactical Officers may be assigned as available.

17-2. Assignments. It is important to remember that Tactical Officers are *NOT* part of the chain of command within the Cadet Training Group. Tactical Officers are appointed by the Encampment Commander at the recommendation of the Commandant of Cadets. They are directly subordinate to the Commandant. A Chief Tactical Officer may be appointed at larger encampments, with the Tactical Officers being placed in a subordinate position to the Chief Tactical Officer at the discretion of the Commandant.

17-3. Exclusive Responsibilities. The following functions are the exclusive responsibility of the Tactical Officer. They may NOT be delegated to cadet personnel:

- a. Custody of the barracks facilities.
- b. Supervise Cadet telephone calls to their home.
- c. Daily sick-call, blister checks, related health matters and Medical Officer referral.
- d. Personal counseling and Chaplain referral.
- e. Custody and release of Cadet personnel to authorized persons.

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

17-4. Shared Responsibilities. Cadet Staff members and Tactical Officers share the following responsibilities at the Flight level:

- a. Safety of all flight personnel.
- b. General welfare of cadets, including heat exhaustion observation/prevention, fluid intake, availability and use of latrine, etc.
- c. Observation, training, and correction of military customs and courtesies violations.

17-5. Tactical Officer/Cadet Staff Relationship. Tactical Officers are considered to be advisors to Cadet Staff members. When dealing with Flight Staff, Tactical Officers are expected to provide advice and counsel when necessary, while allowing the cadet chain of command to remain intact. Immediate problems of a safety nature shall be corrected at any time when the judgement of the Tactical Officer so dictates. Minor matters of technique, command presence etc. shall be handled in private whenever possible. The Tactical Officer is encouraged to discuss Flight Staff development with the Cadet Squadron Commanders. Matters of concern dealing with Cadet Squadron and Group staff should be referred to the Commandant of Cadets when possible.

17-6. Participation in Encampment Training. In addition to their general duties, Tactical Officers may be assigned to specific training assignments at the discretion of the Commandant of Cadets.

Examples include academic classroom instructors, firing range support, graduation parade support etc.

At the flight level, Tactical Officers are assigned as part of the "Flight Training Staff". They are asked to participate in Squadron Training Meetings and are constantly evaluating the flight's performance. Cadet staff members should consider the Tactical Officers as a valuable resource for training feedback. Often, Tactical Officers are able to draw on years of experience to provide examples of solutions to problems that may arise in an encampment environment. The objective of the Tactical Officer is to allow the cadet staff members an opportunity to solve problems first, but advice is always available to cadet staff members merely by asking for it.

17-7 Tactical Officer's Tasks.

a. **Flight Training Staff Meeting.** Discuss responsibilities of the cadet flight staff as outlined in the Encampment Training Manual. Discuss daily/weekly planning. Each evening, review the schedule for the next day. This is in addition to the STM. Discuss how goals for the next day will be achieved, and what plan the flight commander has for FTA time. Discuss the flight staff safety procedures such as road guards, barracks procedures and evacuation, and other general safety rules. Check with flight commander to make sure that workbooks have been issued and that the cadets have received instructions on how to complete them. The workbooks are designed as study aids, therefore they should be completed after each appropriate class. Discuss selection of element leaders and guidon bearer with flight staff. These positions offer leadership experience for cadets and should not be taken lightly. Permanent assignments will be made as soon as possible. Review the Flight Commanders Check-lists to ensure all items are completed in a timely manner. (See Attachments 1-4)

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

c. **Cadet Interview.** Review cadet application information, name, age, unit, and experience level of cadets assigned to the flight. Review medical history and check with the medical officer if anything is present that might affect that cadet's performance at encampment. Check for current ID card. Ask if the cadet needs to call home to confirm their arrival to encampment. Inquire how each cadet will be returning home.

d. **Tactical Officer Briefing.** Only the Tactical Officer conducts this briefing. Reference Tactical Officer's Briefing Outline (See Attachment 4).

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

f. **Medication.** Ensure any required medications are given out. It is a good idea to keep a list and document any medication dispensed.

g. **Blister Check.** Each evening, preferably right after showers and before personal time, check for blisters. Watch for reddening on the heel, etc. Hand out moleskin and Band-Aids liberally.

h. **Laundry.** Ensure the flight staff has made provisions to get the cadets' laundry done. This is often an interesting time management exercise as the time at encampment is very limited.

i. **No Credit.** Watch for possible "no credit" cadets. By this point in the encampment you should have identified any candidates for "no credit". This would be a cadet who does not participate at a satisfactory level. Watch this cadet's progress and counsel at the earliest opportunity, allowing the cadet the chance to improve and succeed. By Day 4 you must forward your recommendations to the Commandant so the he/she may conduct interviews to assess the situation with each at-risk cadet.

j. **Basic Cadet Evaluations.** By Day 4 you should have cadet evaluation forms. The Flight Training Staff should complete these forms by day 7. The Flight Training Staff must review the completed form with each cadet before graduation. One copy of evaluation will be given to cadet along with the graduation certificate, the other copies will be returned to encampment HQ for distribution.

k. **Workbooks.** Ensure that the Flight Training Staff has reviewed each cadet's workbooks for completeness and accuracy by Day 6.

l. **Check-Out.** Review checkout procedures. By Day 6 an encampment plan should be in place for checkout. This will include check-in of linen, and any other equipment, restoring furniture to rooms as received, any special cleaning requirements, etc.

m. **Exit Interviews.** Day 7-8. Do exit interviews with flight staff. It is important that you debrief the flight staff. Discuss individually each member's strong points, the points on which he improved upon, and offer suggestions for further improvements and growth. Discuss the aspects of the encampment that went particularly well for the flight and what might be improved.

n. **Graduation.** Check with Commandant of Cadets regarding your involvement in the Graduation ceremony.

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

p. **Departure.** *Do not leave* until released by the Encampment Commander, Commandant of Cadets, or Chief Tactical Officer. Do not forget to turn your keys to the building in, before you depart.

Chapter Eighteen

SENIOR STAFF

18-1. Uniforms. The Senior Staff sets an example for the cadet staff and the basic cadets. Their uniform must always be neat and clean and must fit properly. It is essential that uniforms be correct in accordance with CAPM 39-1.

The duty uniform is generally the blue Service Uniform or appropriate Corporate Uniform. While the Commandant of Cadets will establish rules for a particular encampment, accepted practice is duty uniform from morning meal until after evening meal, or after 1800 hrs. Outside those hours other uniforms may be acceptable. The Fatigue Uniform (BDU) is appropriate at the firing range, or certain field activities. Physical training (PT) gear is acceptable only during athletic activities. Time at encampment is limited. It is helpful to bring several duty uniforms to minimize laundry. Ribbons are worn for the graduation ceremony only.

18-2. Living Quarters. The Senior Staff's quarters must be kept in proper order. Often it is necessary to conduct business in these quarters. As with uniforms, the Senior Staff sets an example for the cadet staff as well as the basic cadets.

18-3. Legal Responsibility. In today's society we cannot afford to ignore our exposure to liability. The following is a lay interpretation offered as a basis for your understanding of the legal responsibility as a member of the Senior Staff, especially a Tactical Officer. Should you have any questions, they should be directed to competent legal authority.

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

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 law suit. Further, individual exposure results not only from the wrong of the individual in question, but may also result from the wrong of another, such as a subordinate or another Senior Member.

When we take on a position of authority or responsibility, the law brings along with that position a certain amount of *legal* responsibility. In common law, this responsibility

falls into two areas, strict liability, and negligence. Strict liability is liability without regard to fault. In the normal course of events in CAP, this area would not usually apply.

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

18-4. Standard of Care. In a world fraught with risks, how much risk is reasonable? How must we behave and with what "*standard of care*" must we comply to create an atmosphere that is reasonably free of risk? The final analysis of whether that standard has been met in each individual case would be in the hands of a jury.

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

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

18-5. Responsibility. It appears then, that we have the legal liability and responsibility of the parent. We have a duty to take care of incidents as they occur and to foresee and protect the cadets from damage, both physical and mental. We are responsible for the physical and the emotional and psychological well-being of the cadet.

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

b. Responsibility to protect the cadets from physical damage is obvious. The Senior Member must always be aware of potential environmental hazards or situations that could result in injury. Less obvious is the responsibility to protect the cadet from psychological damage.

c. What can we do to reduce our potential for legal problems? The encampment program must be planned and executed with a reasonable standard of care in mind. The Senior Member must remain sensitive to areas of exposure. We must be very conscious of the possible effect of our actions and the

actions of others on the cadets. Always be conscious of safety and be aware of areas where injuries or distress could occur. Beyond that, we must be sensitive to neutralizing the adverse consequences of any incident that might occur.

18-6. Counseling. The Tactical Officer has an important job as a counselor both to the basic cadets and the cadet staff. The role of the Tactical Officer as counselor is that of advisor or coach.

a. Arriving at the encampment, the basic cadets are cast into an environment that may be radically different from anything they have ever encountered before. Encampment is highly structured, stressful, and demands a high level of participation and concentration from each cadet. Some cadets will have more difficulty coping than others will. Be alert to identify problems and provide counseling when appropriate.

b. The responsibilities of the cadet staff place them in a similar situation. They too may benefit from counseling. Basic counseling skills include at least the following.

18-7. Active Listening Skills. Effective counseling requires that the person being counseled feel that you have a sincere interest in his/her problem. This is best done using active listening techniques such as the following:

- a. Eye contact
- b. Body language
- c. Reflection
- d. Questions

18-8. 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:

- a. Needs
- b. Self image
- c. Personal worth

18-9. Resolution. Resolution of problem or situations may take one of several forms.

- a. Advice
- b. Direction
- c. Suggestions
- d. Explanation or clarification
- e. Self-resolution
- f. If you run into a difficult situation, share the problem with other senior staff members. We are not professional counselors nor are we here to experiment with counseling skills. Another perspective might be helpful.

18-10. Mentoring. Senior members at all levels of the encampment organization have a responsibility and opportunity to serve as mentors for cadet staff. Tactical Officers have the duty of mentoring their Flight Commanders and Flight Sergeants. Each Support Staff members should consider it their duty to mentor their corresponding cadet counterpart. Even the Executive Staff serve as mentors for the Cadet Executive Staff. As mentors the senior members must always try to maintain a positive and trusting relationship. The cadet should feel comfortable coming to you to ask for assistance and guidance. For more information on mentoring each senior should review CAPP 25-06 – Mentoring.

01 May 2002 edition: Summary of changes

Revised Distinguished Graduate selection system; revised Drill Competition system; removed Commander's Call

01 February 2001 edition: Summary of changes

All forms removed from Attachments section and placed in separate reference called the Encampment Forms Directory; Table of Contents updated and made accurate

01 September 2000 edition: Summary of changes

Numerous readability, grammar, and spelling corrections; Attachment correlations corrected; para 2-4(c) added Out-Processing plan to CTG/CCE duties; para 2-4(d) added specific classes for STA periods; para 2-4(f) modified Stan/Eval description; added para 2-4(g) Cadet Leadership Officer job description; para 2-4(h) added CQ to CCM duties; para 2-4(i) removed Drill Competition duties from First Sergeant; added Cadet Administration, Logistics, Duty Officer/NCO job descriptions; grouped different job descriptions into functional group areas (Executive, Command, and Support) and redesigned paragraph lettering; para 2-5(d) change Chief Tactical Officer reporting authority; deleted para 2-5(i); para 2-5(j) changed 1700 hours to 1500 hours; added para 2-5(l) and split the Training Officers job description into two separate descriptions - one for Cadet Training and one for Senior Training; added para 4-4 explaining Graduation Standards; para 7-1(c) modified swimming locations to include public areas other than pools and encouraged swim nights be near end of week; added para 7-3(e) Lights Out; added para 7-4(d) Charge of Quarters; para 7-5(d) change Support Staff meeting to include all support staff including cadets; deleted para 7-5(e); added para 7-5(g) Commander's Call; added para 7-5(h) scheduling suggestions for meeting; para 7-5(g) changed 1700 briefing to 1500 briefing; changed para 13-3 to include Distinguished Graduate criteria and modified Honor Cadet selection; modified Basic Cadet Evaluations to included an "Overall" category; added Attachment 16 "In-Flight Positions Tracking Form"

ATTACHMENT 1
FLIGHT COMMANDER'S CHECKLIST DAY 0

Pre-Arrival Move-in

- Unpack and setup your room.
- Attach required items to bulletin board.
- Design floor plan of rooms for room assignment.
- Review encampment block schedule.
- Prepare welcoming remarks
- Secure extra paper and pencils for cadets.

Pickup from headquarters:

- Guidon and guidon pole
- Road guard vests and flashlights (if available)
- Basic cadet workbooks
- Flight covers
- Telephone roster with emergency numbers

Make sure the following are in good working order:

- Fire/Exit lights
- Washer/dryer
- Sink/shower faucets
- Fire extinguisher (Check pressure gauge)
- Room lights (ceiling)

Check inventory of building for:

- Toilet paper/paper towels
- Cleaning materials
- Laundry soap
- Vacuum/floor buffer
- Mops, brooms and dust pans

Inventory each room for the number of:

- Student desk with chair (If appropriate)
- Racks
- Dressers/night stands
- Desk lamps
- Other government property

ATTACHMENT 2
FLIGHT COMMANDER'S CHECKLIST DAY 1

First Meeting:

- Greet each cadet in correct/clean uniform
- Review each cadet for appearance
- Make a list of each cadet (name and serial number)
- Start memorizing each cadets name
- Assist the Tactical Officer in conducting a shake down inspection
- Give welcoming speech

Identify the following for each Cadet:

- Quantity of underwear and socks
- Quantity of service uniforms
- Quantity of Utility uniforms
- Missing uniform items
- Boot and shoe condition (are they broken in?)
- Do they require a haircut?
- Have cadets laundry mark uniforms and underwear.
- Store extra luggage in locked storage room (if available)
- Send copy of flight roster to headquarters
- Welcome cadets and introduce staff
- Review fire exit procedures with cadets
- Walk through fire exit procedure
- Discuss health and safety as a flight
- Instruct SOP dining hall procedures
- Instruct rack and room procedure
- Orient flight to bulletin board
- Begin reviewing falling in.
- Instruct road guard procedures.
- Instruct PT formation (extended rectangular).
- Begin looking for element leaders.
- Instruct in chain of command.
- Coordinate haircuts with TAC and HQ.
- Instruct shower procedure.
- Explain foot/blister check.
- Explain personal time and lights out.
- Explain PT uniform and wake-up
- Explain next day's schedule.
- Conduct showers.
- Assist with blister check
- Go to sleep on time

ATTACHMENT 3
FLIGHT COMMANDER'S CHECKLIST *LAST DAY*

- Pack all your personal gear prior to first call (night before)
 - Review information regarding out processing
 - Review out processing with cadets
 - Have cadets pack their personal gear, except uniform for parade
 - Replace all furniture to proper location according to your room inventory
 - Dispose of linen and blankets per the instructions from HQ
- After cadets have moved out:
- Check each room for cleanliness and lost items. (closet, drawers and under beds)
 - Clean rest rooms and floors
 - Remove all encampment information from bulletin board
 - Empty ALL trash cans
 - Issue certificates to cadets
 - Report missing certificates or misspellings to HQ
 - Return all issued equipment to HQ
 - Assist Tactical Officer in disposition of departing cadets
 - Inspect building for missed items or trash.
 - Out-process with Tactical Officer and Commandant

ATTACHMENT 4
TACTICAL OFFICER'S BRIEFING CHECKLIST

First priority of all activities is always health and safety.

- No running inside the building.
- Touch each step and maintain one hand on handrail while using stairs.
- No "double-time" in the stairwells.
- All furniture movement shall be supervised by a Tactical Officer.
- All accidents shall be reported to the Tactical Officer immediately.
- Review emergency phone numbers.
- Review location of fire alarms, extinguishers, and the reporting procedure.
- Safety hazard identification and reporting procedure.
- Review Road Guard procedures. MNWG Encampment Cadet SOP.
- Building evacuation briefing and practice.
- Hot weather procedures and cautions.
- Cold weather procedures and cautions.
- Blister check required each night and must be done by a Tactical Officer.
- Health problem reporting procedure.
- Review laundry procedure.
- Review shower procedure.
- Review requirements for restroom and refreshment breaks.
- Review procedure for sick cadets or minor injuries.
- Review "personal time" and the expected behavior during that time.

**ATTACHMENT 5
SENIOR MEMBER EQUIPMENT LIST**

Senior staff, with the following recommended additions, can use the encampment equipment list (Attachment 9):

Duty Uniform – The USAF blue service or CAP corporate uniform will be worn frequently. Recommend at least two sets.

BDU Uniform – Recommend two sets

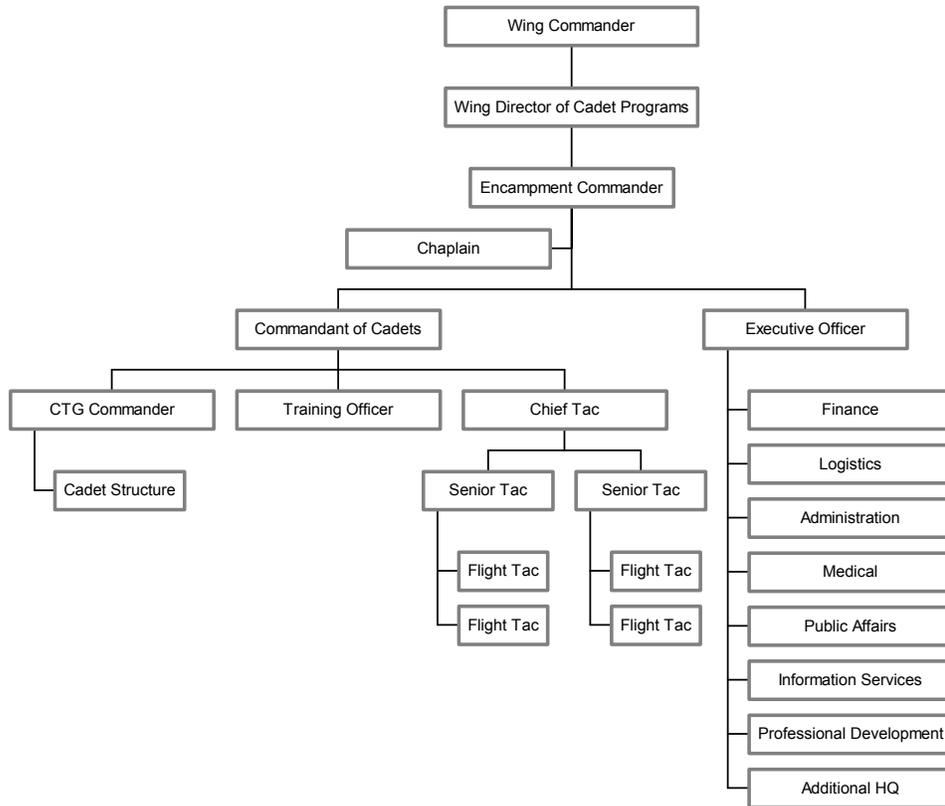
Basic medical supplies

- Band-Aids
- Antiseptic
- Foot protection
- Foot Powder
- Tape
- Gauze pads
- Coffee pot & cups
- Soft drinks

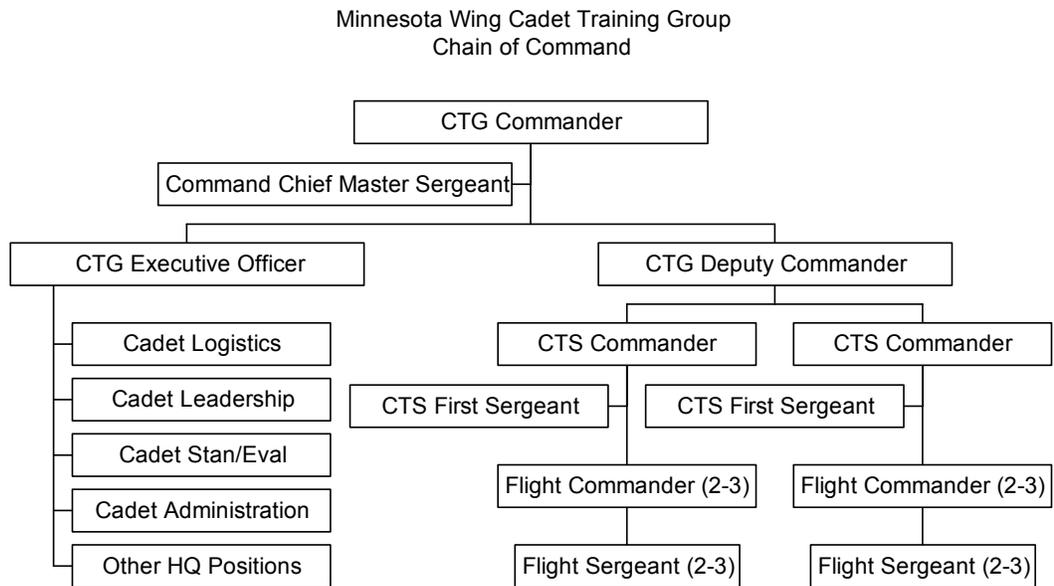
Office supplies

- Paper
- Pens
- Stapler
- Tape
- Clipboard
- Ziploc bags
- Envelopes
- Padlocks (2)

ATTACHMENT 6 ENCAMPMENT ORGANIZATIONAL CHART



ATTACHMENT 7
CADET TRAINING GROUP ORGANIZATIONAL CHART



**ATTACHMENT 8
POSITION DESIGNATORS**

The following shoulder cords shall be worn on both the Blues and BDU uniforms to designate the staff level of the cadet:

Shoulder Cord Color	Staff Level	Position included
Purple with Black	Executive Staff	CTG Commander, CTG Deputy Commander, CTG Executive Officer, Command Chief Master Sergeant
Royal Blue with Black	Squadron Staff	CTS Commander, First Sergeant
Red with Black	Flight Commander	Flight Commander
Yellow with Black	Flight Sergeant	Flight Sergeant
Grey with Black	Support Staff	Cadet Administration, Cadet Logistics, Cadet Duty, Cadet Leadership, Cadet Operations, Cadet Stan/Eval, Cadet Stan/Eval Assistant, Cadet Public Affairs

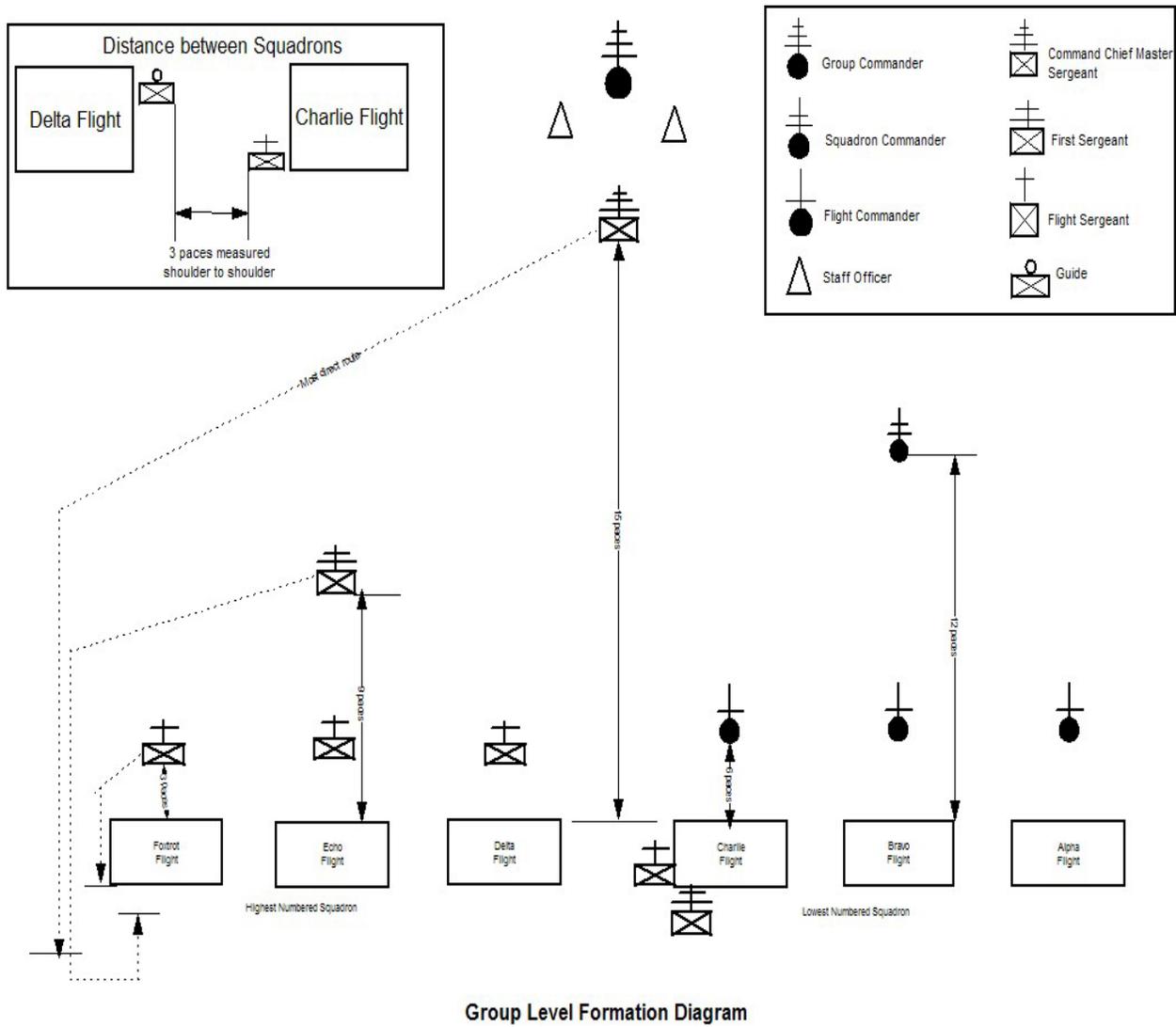
All shoulder cords will be worn IAW CAPM 39-1.

**ATTACHMENT 9
SUGGESTED SUPPLY LIST**

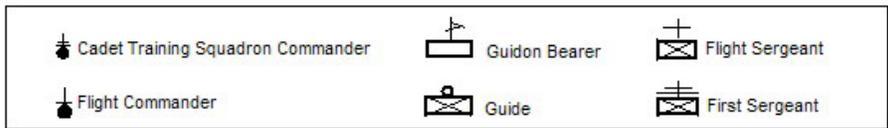
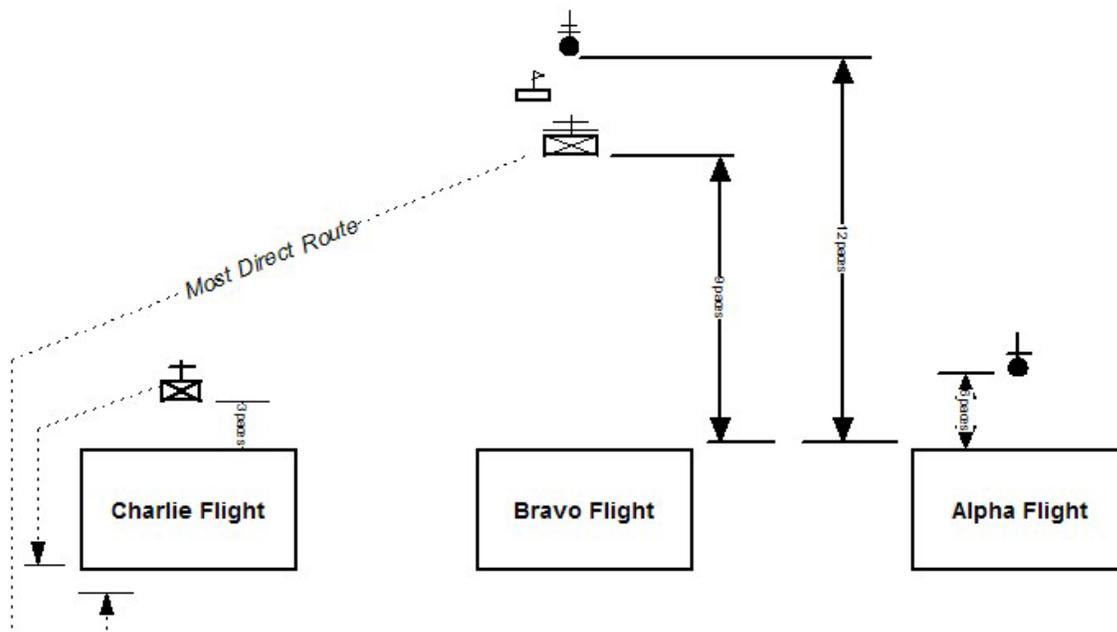
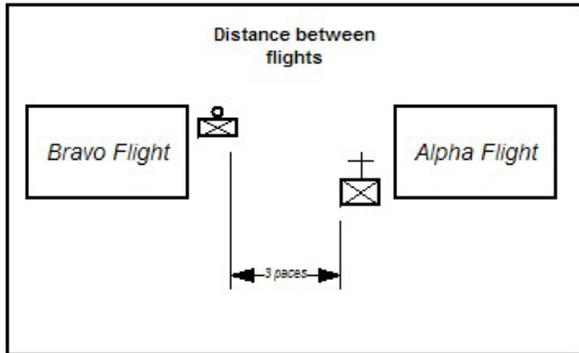
Logistics Item	Quantity
Base Station radio	1
bulletin boards	6
clipboards	12
Colorguard equipment	1
Colorguard rifles	2
Computers	3-5
Copier/printer	1
guidon flags	6
guidon poles	6
laminator	1
Paper, blue	1 ream
Paper, green	1 ream
Paper, red	1 ream
Paper, white copy	1 case (5000 sheets)
Pencils	100
Pens	1box
Post it notes, neon	6 pack
Post it notes, pastel	6 pack
Printer cartridges	2
Printers	2
Pushpins	1box
Rulers	10
Safety Pins (small, brass)	2 boxes
scissors	2
Set of regulations & manuals	1
stapler	1
three hole punch	1
Toner Cartridge	4
Volleyballs	2
Whistles	3

Note: Does not include medical supplies

**ATTACHMENT 9
GROUP FORMATION DIAGRAM**



ATTACHMENT 11 SQUADRON FORMATION DIAGRAM



Cadet Training Squadron Formation