

CIVIL AIR PATROL
COLORADO WING
ENCAMPMENT TRAINING GUIDE
VOLUME 1
ORGANIZATION, STRUCTURE, AND
OPERATIONS



Published by
Colorado Wing Cadet Programs
Peterson AFB, Colorado
January 2015

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COLORADO WING ENCAMPMENT TRAINING GUIDE

INTRODUCTION

The COWG Encampment Training Guide consists of two (2) volumes.

Volume 1 is titled Organization, Structure, and Operations and consists of ten (10) chapters.

Volume 2 is titled Encampment Staff Instructions and consists of six (6) chapters.

Both volumes are required reading for all senior and cadet staff members.

Volumes 1 and 2 of the Encampment Training Guide (ETG) supplements the information found in CAPP 52-24, *Cadet Encampment Guide*, and is not intended to contradict or lessen any standards set by that publication. This guide outlines the organization and curriculum for the required academic material for a leadership-training course, and with the opportunities offered by the host facility.

The most important part of a successful encampment is people – the student cadets and those responsible for their training and safety. It is essential that everyone who attends encampment have clearly defined duties and responsibilities as described in subsequent chapters of this guide.

Each senior and cadet staff member has an obligation to learn as much as possible about his or her duties and responsibilities and to offer the highest quality training to others. The staff must always remember that their first responsibility is to the students. These students are the “primary customers” of encampment. Cadet staff members are the “secondary customers” of encampment. Cadet staff and senior staff members should make the training of their subordinates a high priority. Each staff member must contribute to providing a worthwhile learning experience for the student cadets. Additionally, the cadet staff and senior staff should be constantly striving to learn and enhance their own knowledge and education. Each student, cadet staff member, and senior staff member should be able to bring something back to their home units to improve them and provide standardization for the Colorado wing.

Volume 1, Chapter 5 references the leadership training principles found in the **AFOATS Training Guide** or **ATG**. The **ATG** is the COWG Encampment Leadership Training Model. Although the **ATG** is not included as part of this document, the **ATG** is available on the COWG Encampment Website on the Cadet Staff and Senior Staff webpages. **The ATG is required reading for all cadet staff and senior staff members.**

The **AFOATS Training Guide (ATG)** was designed to provide both the policy guidance and instructions on how to train and supervise Air Force ROTC (AFROTC) and Officer Training School (OTS) students. The **ATG** applies to all AFROTC and OTS students and provides a five-step, continuous leadership development process that will produce better trained and more qualified officers for the United States Air Force. It is designed to develop trust and mutual respect between supervisors and subordinates in order to maximize the working relationship.

The **ATG** principles are not only well suited to the encampment environment, but also are suited to how any supervisor can train any subordinate in any situation or environment. The same principles are usable throughout a person’s professional and personal life.

IMPORTANT NOTE: Under certain circumstances, the **AFOATS Training Guide** allows for physical discipline as a consequence for improper behavior or performance during Air Force Officer Training School.

Under no circumstances is physical discipline allowed as a consequence for improper behavior or performance during COWG Encampment or any other CAP event or activity!

The following information is from CAPP 52-24, *Cadet Encampment Guide*.

Encampment Mission. The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, commit to a habit of regular exercise, and solidify their moral character.

Encampment Vision. The vision for the cadet encampment is “an immersion into the full challenges and opportunities of cadet life.”

Encampment Philosophy. Encampment presents the five key traits of cadet life – the uniform, aerospace themes, opportunities to lead, challenge, and fun (ref: CAPR 52-16, chapter 1) – in an intensive environment that moves cadets beyond their normal comfort zones for personal growth.

Through activities such as rappelling, obstacle courses, firearms training, and the like, encampments encourage safe, calculated risk-taking in a safe environment. To develop their resilience, cadets may encounter momentary setbacks toward their personal and team goals during the carefully designed activities. Adult guidance and encouragement from fellow cadets ensures a supportive environment.

Encampment showcases the Cadet Program’s regimented, military-like training model in a positive, age-appropriate manner consistent with CAP and Air Force traditions. Encampments operate at a higher level of intensity in respect to the military aspects of cadet life than virtually any other cadet activity, short of some of the premiere NCSAs. The strictness, rigor, sense of urgency, and overall expectations of military bearing will be markedly more challenging at encampment – yet still age-appropriate – compared with a weekly squadron meeting or Saturday field exercise. CAPP 52-23, *Cadet Protection Policy Implementation Guide*, is a “must read” for its valuable discussion about intensity levels.

Overall, encampments should be fun, in part because they challenge cadets and enable them to gain a sense of accomplishment.

Encampment Goal Areas. Encampments aim to serve multiple constituencies. More people have a stake in the program than simply the first-year cadet students. In fulfilling its purposes and realizing its vision, the encampment pursues goals in five different areas simultaneously.

1. The overall encampment program sets goals for each cadet-student as an individual – what CAP hopes that cadet will know, do, or value because of encampment.
2. Encampment is a learning experience for each member of the cadet cadre, so the program sets goals for those advanced cadets.
3. It is not enough that each cadet succeed individually; encampments aim to foster teamwork, so the program sets collective goals for the flights as teams.
4. Encampment is a venue for adult CAP members to grow as leaders of cadets, so the program sets goals for those individuals.
5. Encampment is the centerpiece of the wing-level Cadet Program, providing the wing with an opportunity to boost the capabilities of its hometown cadet and composite squadrons and to standardize cadet training within the wing, so the encampment program pursues goals for the wing’s overall Cadet Program.

Colorado Wing Encampment Training Guide (ETG)

Volume 1

Organization, Structure, and Operations

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Chapter 1

ENCAMPMENT ORGANIZATION & STRUCTURE

1-1. General. This chapter outlines the organization and staffing of the Colorado Wing Cadet Encampment.

1-2. Chain of Command. It is essential that all cadet and senior staff members have a thorough understanding of the information in this paragraph. Of particular important is the information in paragraph **1-2. d.**, below.

a. The *chain of command* provides the control and communications necessary to accomplish the encampment mission. Each level in the *chain* is responsible for a lower level and is accountable to all higher levels. The *chain* cannot work without loyalty to every level. With loyalty up and down the *chain*, it is a highly efficient and effective system for getting things done. The key principle is to resolve problems and seek answers at the lowest possible level.

b. All United States Military services use an organizational arrangement that follows this single *chain of command* concept. This concept provides a clear structure for orders to flow from the highest levels of the military to the junior ranking soldier, sailor, airman, and marine. Just as important, this same concept allows information, ideas, and complaints to flow upwards from the junior person to the highest levels.

c. The Civil Air Patrol models its organizational structure on the USAF *chain of command* with the same *chain of command* concept.

d. At encampment, cadet staff members and senior staff members have their own separate chains of command. The inherent supervisory responsibility of senior staff members can sometimes “blur” the ability to follow the chain of command strictly. While we make every effort to follow the chain of command to the best of our abilities, one thing must be understood. At encampment and in CAP in general, all senior members are “senior” to all cadets! Cadet staff members and student cadets **will carry out** directives/orders given by a senior staff member. Cadet staff members and student cadets **do not** have the option of ignoring or disregarding a directive/order from a senior staff member unless following the directive would create an immediate safety issue. Any discussions regarding perceived violations of the chain of command will be dealt with **after** the directive is carried out.

1-3. Encampment Staffing.

a. All encampments should have a minimum staff of:

(1) Senior Staff: Commander, Deputy Commander, Commandant of Cadets, Admin, Safety, Finance, Logistics, Chaplain, one TAC Officer per flight (one should be female or one female per barracks building if at USAFA) and a Health Services Officer.

(2) Additional Senior Staff. The Encampment Commander may add additional senior staff positions such as Chief of Staff, Deputy Commandant of Cadets, Curriculum & Plans Officer, Chief TAC, Squadron TAC, Standardization & Evaluation Officer, and Public Affairs Officer.

(3) Cadet staff: Cadet Commander, Cadet Deputy Commander, Cadet Executive Officer, Logistics, Admin, Public Affairs, Health Services, Squadron Commander, First Sergeant, Flight Commanders, and Flight Sergeants. If sufficient qualified applicants are available, Cadet Standardization & Evaluation Officer, Cadet Curriculum & Plans Officer, and Cadet Safety Officer

may be added. For group level encampments, a Group First Sergeant, additional Squadron Commanders and First sergeants will be added.

(4) Ideally, encampment will have a senior member mentor available for each position of Admin, Public Affairs, Health Services, Standardization and Evaluation, Logistics, and Curriculum & Plans.

b. The goal in staffing is to maximize safety, maximize learning, and complete encampment objectives. The senior staff to cadet staff ratio within each support function should be approximately 6 to 1 (i.e. if there are seven cadet Public Affairs staff, there should be two seniors). Each flight should have at least one TAC/Training Officer.

c. The cadet staff should make up between 20 percent and 40 percent of the total cadet attendance. For the ideal ratio, there should be approximately one cadet staff member for every four students in flight. These guidelines are not mandatory. The encampment commander may adjust as necessary based on the encampment facility, available staff, and projected cadet attendance.

1-4. Size, Echelon, and Staffing Numbers

a. **Encampment Size.** A flight is normally comprised of 10 to 18 students, led by a flight commander and a flight sergeant. The flight commander and flight sergeant are the cadet flight staff. A squadron will have two to four flights. A group will have at least 2 squadrons. The Cadet Training Group is divided into Line Operations, which consists of the squadrons and is responsible for completion of the training mission, and Force Support which provides support to Line Operations.

b. **Echelon.** The particular echelon level used at an encampment is dependent upon attendance levels and staff availability. An encampment should be a squadron if it has four or fewer flights. For a group, there should be five to fifteen flights. The cadet commander (C/CC) may add staff positions, with the approval of the commandant of cadets (CoC). See Tables 1.1, 1.2, and 1.3 for cadet staffing levels for squadron and group level encampments. At the USAFA Preparatory School, each building can house one squadron with a maximum of 3 squadrons. The number of flights in each squadron can be flexible but depends on the number of available beds and the size of the flights.

(1) Squadron level/echelon encampments. For encampments with four or fewer flights, the minimum force support staffing levels outlined below in Table 1-1 is recommended in addition to the cadet commander, deputy commander, first sergeant and cadet flight staff.

Table 1-1 Suggested Force Support Positions - Squadron Level Encampment	Staffing Level
Public Affairs	2
Administration	1
Logistics	2
Standardization & Evaluation	1
Curriculum & Plans	1
Health Services	2

(2) Group level/echelon encampment. A group first sergeant (this is a position, not a grade) may be selected in addition to the squadron first sergeants, if a capable applicant is available. Also, a Chief TAC Officer should be selected to supervise the Squadron and Flight TAC Officers. Squadron level TAC Officers are optional. For encampments with five to nine flights, suggested minimum force support manning is shown in Table 1-2, below.

Table 1-2 Suggested Force Support Positions - Group Level Encampment	Staffing Level
Public Affairs	3
Administration	2
Logistics	3
Standardization & Evaluation	3
Curriculum & Plans	1
Health Services	3

(3) For Group Level encampments with 10 or more flights, suggested minimum force support manning is shown in Table 1-3, below.

Table 1-3 Suggested Force Support Positions for 10+ Flight Encampment	Staffing Level
Public Affairs	4
Administration	2
Logistics	4
Standardization & Evaluation	3
Curriculum & Plans	1
Health Services	4

1-5. Cadet staff Grade Structure.

a. Grade and Identifiers. Position identifiers of color-coded lanyards are recommended. Specific approval must be requested from the wing commander each year.

b. Colored baseball caps can be used as identifiers for each squadron along with corresponding colored guidons. This will assist with squadron unity and accountability. This exception to the CAPM 39-1 requirements for uniform cover must be requested each year from the wing commander.

c. Cadet staff Grades. A cadet with an appropriate earned grade should fill each position; however, this is not mandatory. The C/CC should fill positions with the most qualified person. Grade should not be the primary deciding factor. If necessary, some Non-Commissioned Officers (NCO) can be Non-Commissioned Officers in Charge (NCOIC), without an Officer in charge (OIC), of their force support cadet staff department. Make this type of staffing decision, by considering the cadet's experience and preferences. Suggested grades are listed in Table 1-4.

Table 1-4. Suggested Grades for Cadet Staff Positions – Not Mandatory		
Position	Recommended Grade	Type of Position
Cadet Commander (C/CC)	C/Lt Col or C/Col	Officer
Cadet Deputy Commander (C/CD)	C/Maj to C/ Lt Col	Officer
Cadet Executive Officer (C/XO)	C/Maj to C/Lt Col	Officer
Force Support Staff OICs	C/2Lt to C/Lt Col	Officer
Force Support NCOICs and Staff Members	C/SSgt to C/CMSgt	NCO
Standardization and Evaluation Team	C/2dLt to C/Lt Col	Officer and/or NCO
Group First Sergeant	C/SMSgt to C/CMSgt	NCO
Squadron Commander	C/Capt. to C/Maj	Officer
First Sergeant	C/TSgt to C/CMSgt	NCO
Flight Commander	C/2Lt to C/Capt.	Officer
Flight Sergeant	C/SSgt to C/SMSgt	NCO

1-6. Cadet Command Staff. The Cadet Command Staff consists of the Cadet Commander (C/CC), the Cadet Deputy Commander (C/CD), and the Cadet Executive Officer (C/XO). In

addition, the Group First Sergeant, Cadet Safety Officer, and the Cadet Standardization and Evaluation Officer, reports directly to the Cadet Commander.

1-7. Line Operations Cadet Staff. The Cadet Line Operations Staff consists of the Squadron Commanders, Squadron First Sergeants, Flight Commanders, and Flight Sergeants. All report to the Cadet Deputy Commander.

1-8. Force Support Cadet Staff. The Force Support Cadet staff consists of the cadet staff members assigned to positions in Admin, Logistics, Public Affairs, Health Services, and Curriculum and Plans. The Force Support Cadet staff reports to the Cadet Executive Officer. Force Support Cadet Staff members do not function in training or instructional roles for the student cadets. They operate in support roles only. Force Support Cadet Staff members are assigned to the encampment base and normally do not travel on tours and activities with the student cadets unless specifically coordinated and approved by the commandant of cadets.

1-9. Encampment Organizational Charts. The Cadet Staff Organizational Charts are in Figure 1.1 on page 1-5 and Figure 1.2 on page 1-6 of this chapter. The Senior Staff Organizational Charts are in Figure 1.3 on page 1-7 and Figure 1.4 on page 1-8 of this chapter.

1-1. Position/Job Descriptions. Position Descriptions, duties and responsibilities, required knowledge, and required skills for cadet staff and senior staff are in Chapters 2 and 3, respectively, of this Encampment Training Guide.

Cadet Line Staff Organizational Chart

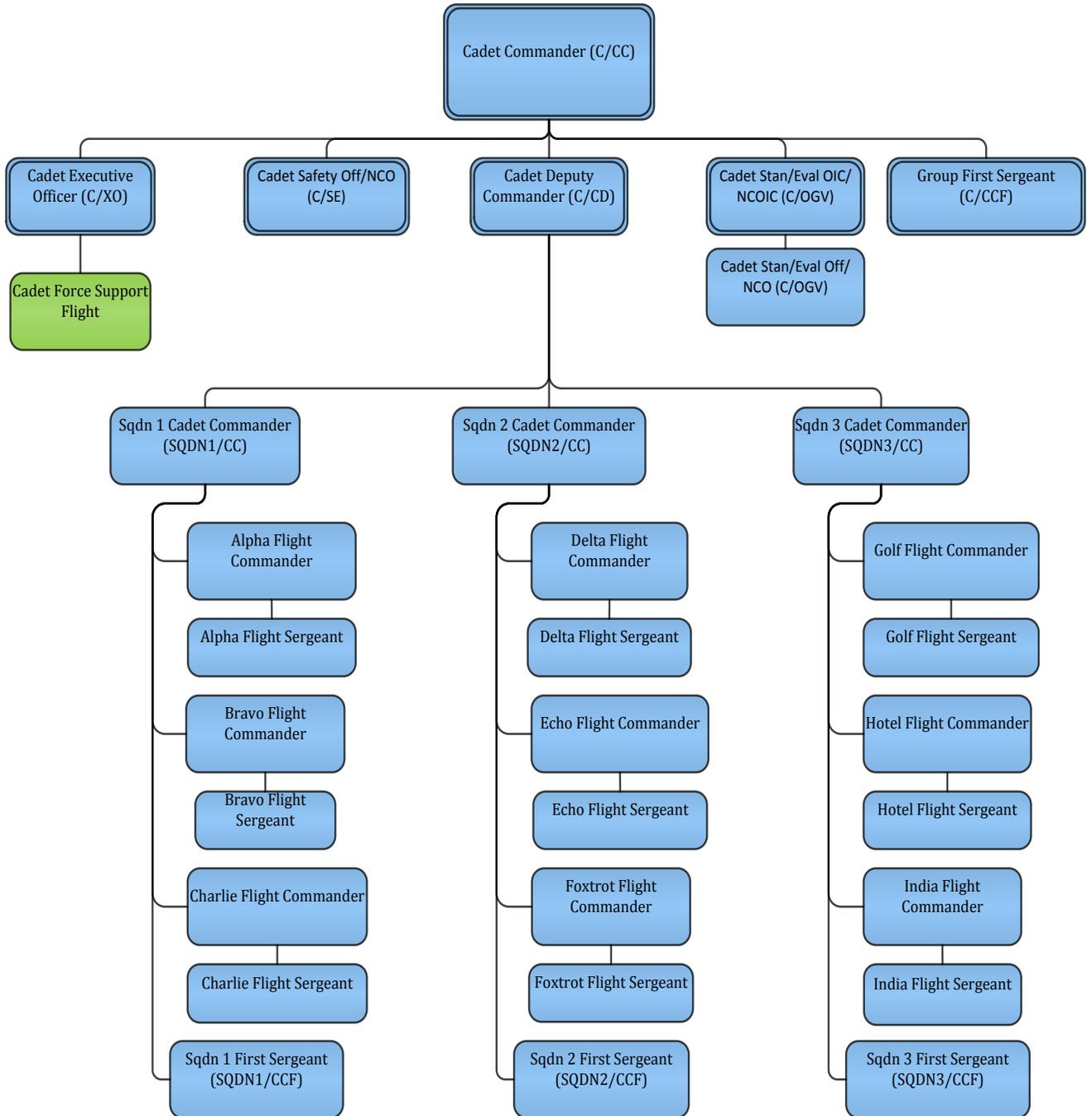


Figure 1.1 Cadet Line Staff Organizational Chart

Cadet Force Support Staff Organizational Chart

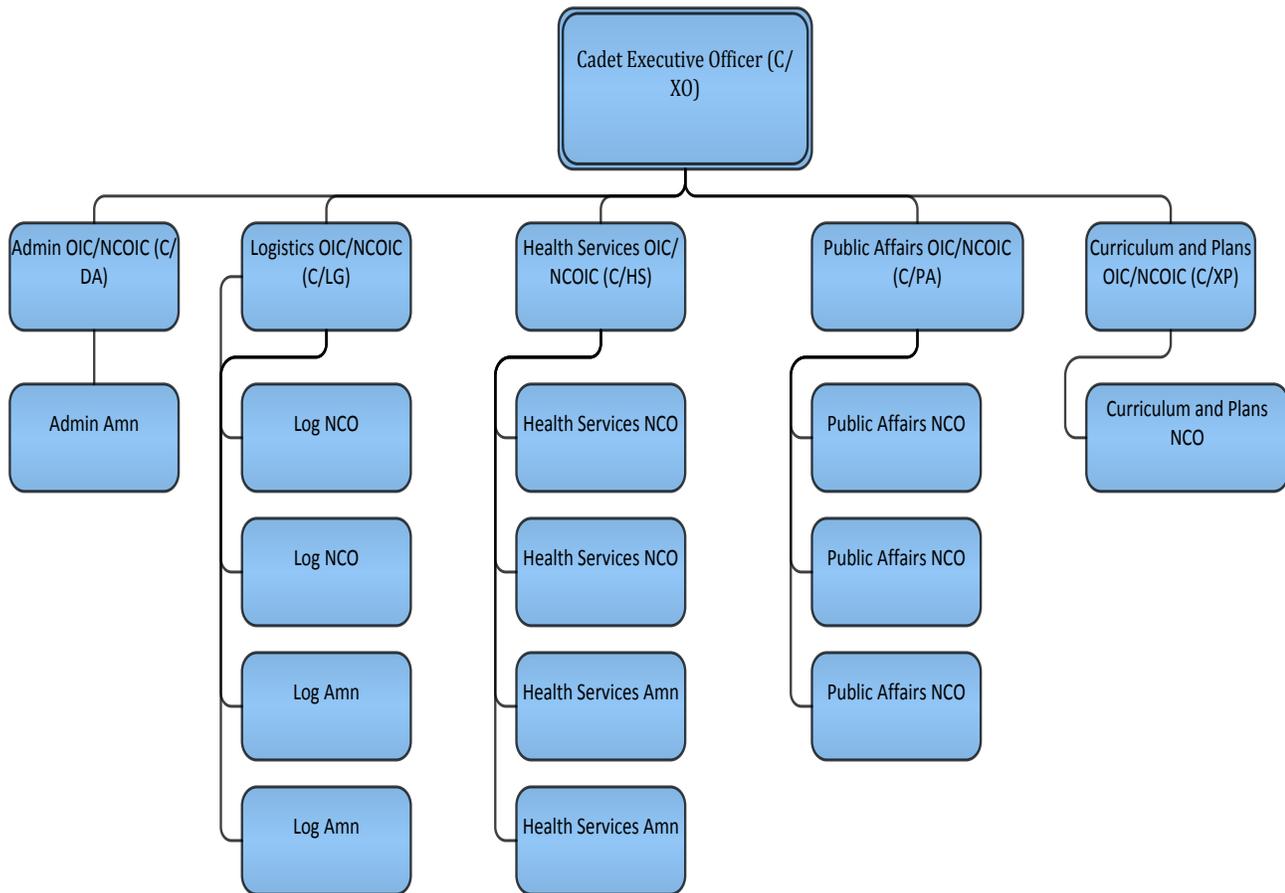


Figure 1.2 Cadet Force Support Staff Organizational Chart

Senior Staff Organizational Chart

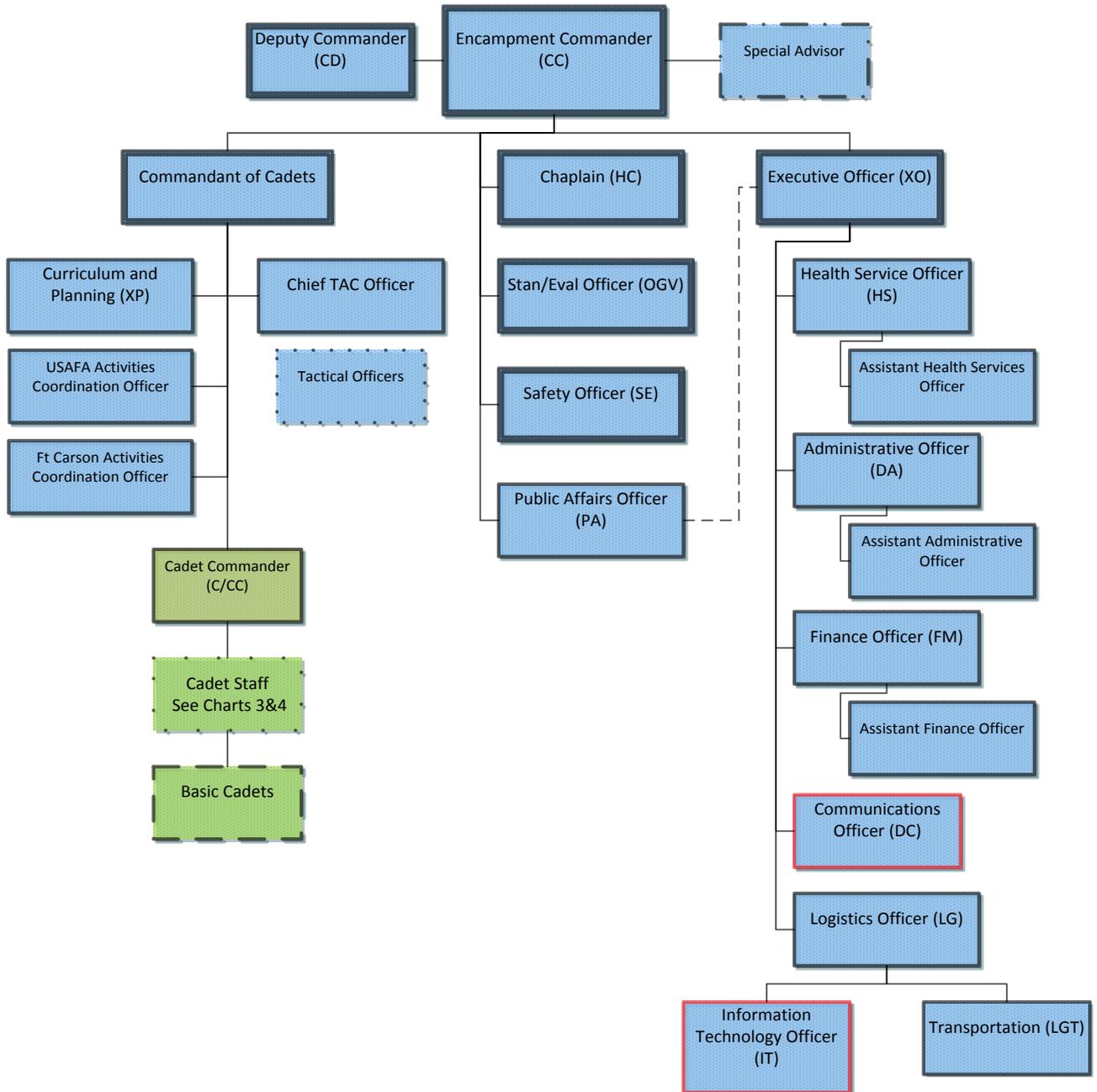


Figure 1.3 Senior Staff Organizational Chart

TAC/Training Officer Organizational Chart

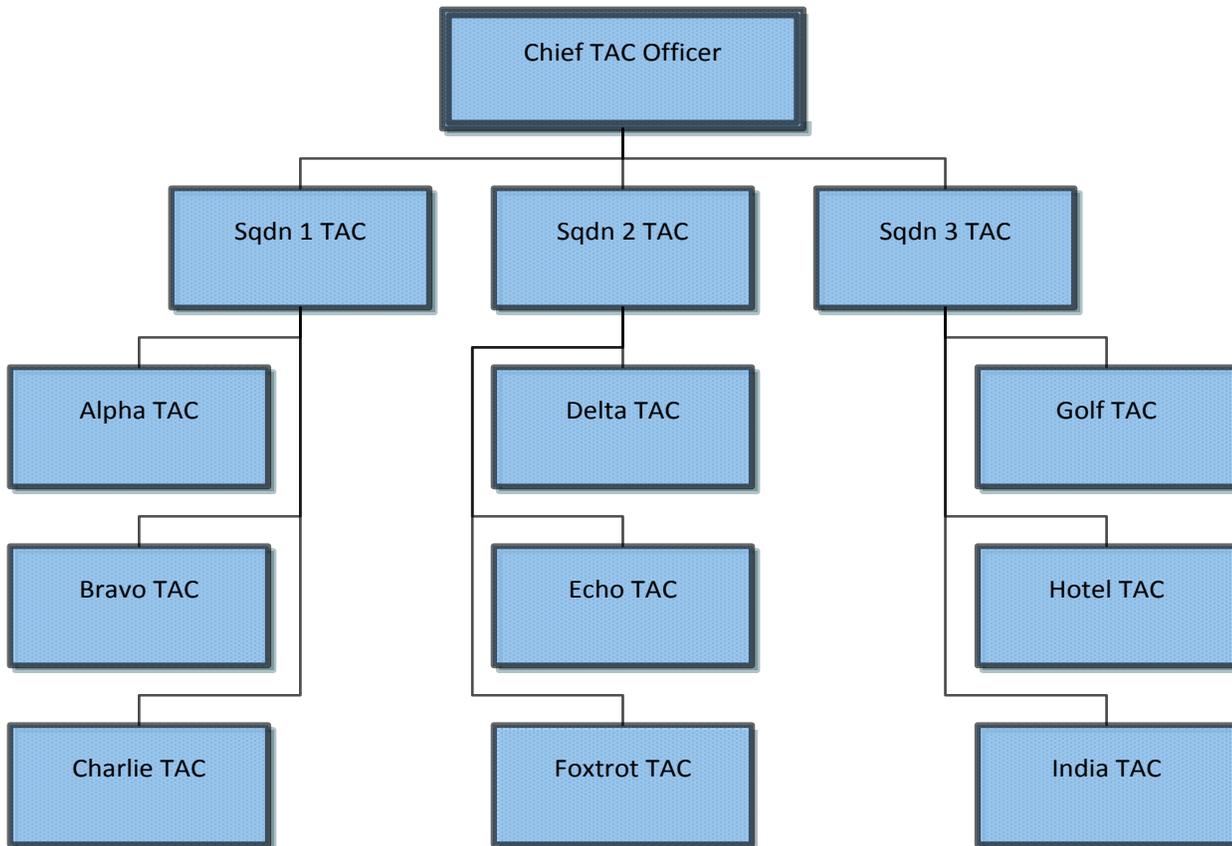


Figure 1.4 TAC/Training Officers Organizational Chart

Chapter 2

CADET STAFF POSITION DESCRIPTIONS, DUTIES, AND RESPONSIBILITIES

2-1. Cadet Staff Job Requirements. Volume 1, Chapter 1 of this guide contains the Cadet Staff Organizational Charts. Each cadet staff member must know his or her job description to include duties and responsibilities, required knowledge, and required skills. Cadet staff members in supervisory positions must know the job descriptions of subordinate cadet staff members. Detailed job descriptions list the duties and responsibilities for each cadet staff position in Paragraph 2-5 starting on page 2-5 of this chapter. The duties and responsibilities of each cadet staff position must be supplemented by the information in paragraph 2-2, below, and the required knowledge and skills for those cadet staff positions. The required knowledge and skills for each position are in Tables 2-2 and 2-3 starting on Page 2-3. Required Knowledge items are in Table 2-2. Required Skills are in Table 2-3.

2-2. In addition, all cadet staff members are required to meet the following requirements:

- a. Be able to wear the uniform IAW CAPM 39-1.
- b. Complete Basic and Intermediate Risk Management (RM) online courses.
- c. Complete Communications I-Cut Training online.
- d. Have effective oral and written communications skills.
- e. To sleep in adverse conditions (bunk beds, with a roommate, noisy buildings, etc.)
- f. Be proficient in barracks standards at the completion of PIPER.
- g. Able too role model CAP Core Values.
- h. Be able to attend the full encampment including PIPER training.
- i. Be proficient in customs and courtesies.
- j. Be proficient in uniform standards.
- k. Be able to manage time in order to adhere to a schedule and meet deadlines.

2-3. Chain of Command. It is essential that all cadet staff members have a thorough understanding of the information in this paragraph. Of particular importance is the information in paragraph 2-3 d. below.

a. The *chain of command* provides the control and communications necessary to accomplish the encampment mission. Each level in the *chain* is responsible for a lower level and is accountable to all higher levels. The *chain* cannot work without loyalty to every level. With loyalty up and down the *chain*, it is a highly efficient and effective system for getting things done. The key principle is to resolve problems and seek answers at the lowest possible level.

b. All services of the United States military are arranged organizationally to follow this single *chain of command* concept. This concept provides a clear structure for orders to flow from the highest levels of the military to the junior ranking soldier, sailor, airman, and marine. Just as important, this same concept allows information, ideas, and complaints to flow upwards from the junior person to the highest levels.

c. The Civil Air Patrol models its organizational structure after the USAF *chain of command* with the same *chain of command* concept.

d. In the encampment environment, cadet staff and senior staff members have their own separate chains of command. The inherent supervisory responsibility of senior staff members can sometimes “blur” the ability to follow the chain of command strictly. While we make every effort to

follow the chain of command to the best of our abilities, one thing must be understood. At encampment, all senior members are “senior” to all cadets! Cadet staff members and student cadets *will carry out* directives/orders given by a senior staff member. Cadet staff members and student cadets *do not* have the option of ignoring or disregarding a directive/order from a senior staff member unless following the directive would create an immediate safety issue. Any discussions regarding perceived violations of the chain of command will be dealt with *after* the directive has been carried out.

2-4. The following table, Table 2-1, lists the functional office symbols/abbreviations for all cadet staff positions. These symbols are used in Tables 2-2 and 2-3.

Table 2-1. Cadet staff Positions and Functional Office Symbols	
Cadet staff Position	Functional Office Symbol
Cadet Commander	C/CC
Cadet Deputy Commander	C/CD
Cadet Executive Officer	C/XO
Group First Sergeant	Grp1st
Cadet Safety Officer	C/SE
Squadron Commander	SqCC
Squadron First Sergeant	1stSgt
Flight Commander	FltCC
Flight Sergeant	FltSgt
Standardization and Evaluation	C/OGV
Curriculum and Plans	C/XP
Logistics	C/LG
Administration	C/DA
Public Affairs	C/PA
Health Services	C/HS

Table 2-2 Cadet Staff Required Knowledge By Position															
Required Knowledge	Applicable Cadet Staff Positions														
	C/CC	C/CD	C/XO	C/SE	Grp 1Sgt	Sq CC	Sq 1Sgt	Flt CC	Flt Sgt	C/XP	C/OGV	C/LG	C/DA	C/HS	C/PA
Full Understanding of RM and Willingness to Implement Risk Reduction Measures				x											
CAP Cadet Program/Objectives	x	x	x		x	x	x	x	x	x	x	x	x	x	x
COWG Encampment Program and Objectives IAW COWG Encampment Training Guide	x	x	x		x	x	x	x	x	x	x	x	x	x	x
CAPR 52-16, Emphasis on Chapter 9										x					
CAPR 62-1 CAP Safety Program				x											
CAPR 62-2 Safety Mishap Reporting				x											
CAPR 160-1 Health Services														x	
CAPP 52-4 Drill Competition							x	x			x				
CAPP 52-23 Cadet Protection	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
AFMAN 36-2203 Drill & Ceremonies	x	x	x		x	x	x	x	x		x				
Full Understanding of Group Dynamics/Team Building	x	x	x			x		x		x	x	x ¹	x ¹	x ¹	x ¹
Full Understanding of the Delegation Process	x	x	x			x		x				x ¹	x ¹	x ¹	x ¹
Cadet Staff Evaluation Procedures	x	x	x			x		x				x ¹	x ¹	x ¹	x ¹
All Cadet Staff Position Descriptions	x	x													
All Force Support Cadet Staff Position Descriptions			x												
SqCC Position Description		x				x									
Sq1sgt Position Description		x			x	x	x								
FltCC Position description		x				x		x							
FltSgt Position Description		x			x		x	x	x						
Signs of Deterioration in Health/Welfare of Students								x	x					x	
Chapter 1 of Learn to Lead									x						
Common Encampment Injuries & Treatment								x	x					x	
Encampment Goals & Training Environment										x					

¹ Applies to OIC's or NCOIC's of Force Support

Table 2-3 Cadet Staff Required Skills By Position

Required Skills	Applicable Cadet Staff Positions														
	C/CC	C/CD	C/XO	C/SE	Grp 1Sgt	Sq CC	Sq 1Sgt	Flt CC	Flt Sgt	C/XP	C/OGV	C/LG	C/DA	C/HS	C/PA
Performing Drill and Formations IAW AFMAN 36-2203	x	x	x		x	x	x	x	x		x				
Performing Basic Drill Movements IAW AFMAN 36-2203				x						x		x	x	x	x
Ability to Train & Instruct Classes	x	x	x			x		x	x						
Providing Feedback to Other Staff	x	x	x		x	x	x	x	x		x	x ¹	x ¹	x ¹	x ¹
Design/Adhere to a Schedule	x									x		x ¹	x ¹	x ¹	x ¹
Teaching/Evaluating Drill					x		x	x	x		x				
Basic Inventory Management												x			
Accountability of all Encampment Items												x			
Consumption Tracking/Planning												x			
Report Writing											x ¹				
Team leadership & Supervisory Skills											x ¹				
Basic First Aid						x	x	x	x					x	
Being Calm/Empathetic When Participants are Ill or Injured						x	x	x	x					x	
Evaluation Against a Standard											x				
Compile/Evaluate Data to Recommend											x				
Photography															x
Word Processing, Photo/Video Editing															x
Utilize Computer Equipment										x			x		x
Utilize Audio/Visual Equipment										x					
Coordinate/Prioritize Schedule Demands										x					
Manipulate Internet Data Downloads to Formulate Necessary Forms/Documents													x		
Recognition/Prevention of Heat Injuries				x	x	x	x	x	x					x	
Proficient With Computer Software Needed for Record Keeping, Reports, and Forms (Word, Excel, Access,										x	x		x		x
Coordinate a multi-day, multi-location activity schedule										x					
To Work on Long Term Projects.	x	x	x			x				x					
Manage Time to Meet Deadlines	x	x	x		x	x	x			x					x
Recruit Staff Members	x	x	x			x									
Maintain Records of Issued Items & Keep Track of Equipment												x			
Identify/Provide the Needs of Encampment Participants Within Area												x			
Maintain inventory and prepares reports of consumables												x			
Tracking Usage & Determining Use												x			
Walk 5-10 Miles Each Day					x	x	x	x	x					x	x
Think Critically & Evaluate Severity of Illness/Injuries					x	x	x	x	x					x	
Work Independently with Minimal Supervision										x	x				
Organize Paperwork												x	x	x	
Keep Personal Information Secure													x	x	
Operate Office Equipment													x		

2-5. Cadet Staff Position Descriptions. This paragraph contains position descriptions for cadet staff members. The descriptions outline specific duties and responsibilities provide general direction and background for each position, expanding on the broad descriptions found in CAPR 20-1. In addition to these duties and responsibilities, each cadet staff member must supplement this information with the required knowledge and skills for his/her position as discussed in paragraph 2-1, above. The commandant of cadets, with approval from the encampment commander, may adjust these position descriptions to satisfy the needs of the encampment. This may involve adding positions, changing minimum requirements, changing duties and responsibilities, combining positions/responsibilities, or not filling a position.

a. Cadet Commander (C/CC). With oversight and control from the senior command staff, the C/CC is responsible for the implementation and conduct of the encampment program. He/she reports directly to and is mentored by the commandant of cadets.

(1) Duties and responsibilities:

(a) Plans and implements the Cadet Encampment Staff Selection Activity, CESSnA, in conjunction with the encampment senior staff.

(b) Participates in the selection of the cadet staff for the encampment. All selections must be approved by the commandant of cadets and encampment commander.

(c) Assists in development of and ensures adherence to the cadet staff training plan and schedule.

(d) Provides focus and direction to the cadet staff to ensure proper implementation of the encampment program.

(e) Ensures adherence to the encampment training schedule.

(f) Ensures maintenance and consistency of training standards in the encampment program.

(g) Conducts daily staff meetings with the cadet staff OIC's or entire cadet staff.

(h) Serves as a role model for the cadet staff and students.

(i) Provides an appropriate forum for feedback from encampment participants.

(j) Provides counseling when appropriate.

(k) Fosters cohesiveness, teamwork, and unity of purpose within the cadet staff.

(l) Ensures the cadet staff writes continuity documents with sample work or output.

(m) Performs other duties as assigned.

b. Cadet Deputy Commander (C/CD). The C/CD is the right hand of the C/CC, aiding the C/CC with encampment site preparation, cadet staff decisions, cadet staff supervision and other tasks as assigned. The C/CD is responsible for direct supervision of and evaluation of the performance of the squadron commanders. The C/CD reports directly to the cadet commander and is mentored by the commandant of cadets. The C/CD is in overall command when the C/CC is not present.

(1) Duties and responsibilities:

(a) Assists in providing quality training of all the cadet personnel at the encampment.

(b) Ensures compliance with the established encampment academic, physical fitness, and training programs.

(c) Supports the C/CC in his/her duties, filling in where needed.

(d) Assists in cadet staff selection.

(e) Provides quality training of all the "line (operations) cadet staff" personnel prior to and during encampment.

(f) Directly responsible for monitoring, supervising and evaluating the

performance of the squadron commanders.

- (g) Provides an appropriate forum for feedback from subordinate staff members.
- (h) Provides feedback to subordinates where needed.
- (i) Serves as a role model for cadet staff and students.
- (j) Ensures adherence to the established encampment training schedule.
- (k) Assigns cadet project officers to special tasks, as needed.
- (l) Takes command in the absence of the C/CC.
- (m) Performs other duties as assigned.

c. Cadet Executive Officer, (C/XO). In conjunction with the encampment senior chief of staff (or deputy commander, as applicable), the C/XO is responsible for coordinating, controlling and directing the support activities of the encampment. The C/XO manages and leads the force support cadet staff OIC/NCOICs. The C/XO reports to the C/CC but is mentored by and works closely with the Senior Chief of Staff (CS) or Deputy Commander (CD), as applicable.

(1) Duties and Responsibilities:

- (a) Assists in cadet staff selection.
- (b) Ensures quality training of the force support cadet staff.
- (c) Assists the force support cadet staff OICs in managing their departments and development as leaders.
- (d) Directly supervises, monitors, and evaluates the force support cadet staff OICs, ensuring coordination, proper conduct, and progress in work.
- (e) Ensures that all force support cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.
- (f) Meets at least daily with force support cadet staff OICs or NCOICs to evaluate progress and effectiveness of the force support staff.
- (g) Provides feedback to force support cadet staff OICs or NCOICs where needed.
- (h) Serves as a role model for the force support cadet staff.
- (i) Motivates the force support cadet staff.
- (j) Coordinates with other departments to prevent conflicts.
- (k) Performs other duties as assigned.

d. Group First Sergeant (optional position). (Grp1stSgt) The group first sergeant is addressed as Chief (if a C/CMSgt) and is responsible for ensuring that the encampment NCOs are proficient in their duties, responsibilities, knowledge, and skills. The group first sergeant reports to the C/CC, and represents the interests of the cadet staff NCO's, as a member of the command cadet staff.

(1) Duties and responsibilities:

- (a) Maintains and reinforces the ideals and performance of the NCO.
- (b) Monitors and ensures compliance with the physical fitness program and team sports.
- (c) Monitors the safety and general welfare of the cadet staff and students.
- (d) Provides regular feedback to the C/CC regarding the performance of cadet staff NCOs.
- (e) Provides regular feedback and counsel to the squadron first sergeants regarding their performance.
- (f) Relieves the C/CC of any routine administrative duties.
- (g) Facilitates coordination among squadrons.
- (h) Provides training to squadron first sergeants.
- (i) Assists the C/CC with cadet staff selection.

- (j) Serves as a role model for cadet staff and students.
- (k) Coordinates any facility related needs with Logistics cadet staff
- (l) Performs other duties as assigned.

e. Cadet Safety Officer/NCO (C/SE). The SE is responsible for advising the cadet commander regarding safety practices and problems during all phases of the encampment. C/SE is mentored by senior safety officer (SE)

(1) Duties and responsibilities:

(a) Assists the encampment safety officer with conducting a pre-encampment review of plans to assure the program stresses safe practices and will instill an attitude of "safety first" in all participants.

(b) Assists the encampment safety officer in conducting a pre-encampment survey of the encampment area and all facilities to ensure required items such as: fire extinguishers, first aid equipment, and appropriate safety equipment.

(c) Assists with the identification of hazards and their incorporation into a Risk Management plan.

(d) Monitors the physical training area and athletic field to ensure that they are in good condition and free of hazards such as broken glass, debris, construction materials, excessive sand and gravel, etc.

(e) Assists in planning and implementing the fire drill and fire safety plan.

(f) Assists in developing the encampment evacuation plan.

(g) Assists with conducting Operational Risk Safety (ORS) briefings for each activity and sub-activity, as necessary.

(h) Monitors all athletic activities for required equipment, proper warm-up and safe practices.

(i) Assists encampment safety officer by ensuring that any mishaps occurring at encampment are properly reported IAW COWG Mishap Reporting Procedures and the procedures of CAPR 62-2.

(j) Serves as a role model for cadet staff and students.

(k) Performs other duties as assigned.

f. Cadet Squadron Commander (SqCC). The squadron commander is responsible for the coordination, control, and direction of the encampment program within their squadron. This includes academic, physical fitness, and general training objectives. The SqCC reports to the cadet deputy commander (C/CD). The SqCC is mentored by the Squadron TAC Officer.

(1) Duties and responsibilities:

(a) Evaluates the effectiveness of the training within their squadron and makes appropriate adjustments through the guidance and mentoring of their subordinate cadet staff members.

(b) Supervises the squadron first sergeant.

(c) Serves as a role model for cadet staff and students.

(d) Relieves their immediate superior of any routine tasks, as requested.

(e) Assists in cadet staff selection.

(f) Ensures that squadron staff is properly trained.

(g) Provides feedback to subordinates.

(h) Is highly proficient in the execution of wing and squadron-level formations, drill, and ceremonies, in accordance with AFMAN 36-2203.

(i) Ensures that appropriate instruction is provided to flight staff to implement and ensure compliance with all aspects of the encampment program.

(j) Provides a communication channel for feedback, suggestions, and complaints.

(k) Coordinates closely with the Squadron TAC Officer to ensure there is

agreement on schedules and any movement of the squadron.

(l) Meets regularly with subordinate squadron staff to review schedules, any problems and to motivate the subordinate cadet staff as necessary.

(m) Performs other duties as assigned.

g. Squadron First Sergeant (1stSgt). The Squadron First Sergeant is responsible for ensuring that the NCOs of the squadron perform their duties and responsibilities in accordance with established procedures. The First Sergeant reports to the Squadron Commander and receive advice and guidance from the Group First Sergeant.

(1) Duties and responsibilities:

(a) Maintains and reinforces the ideals and performance of the NCO as outlined in the Cadet Leadership Manuals.

(b) Conducts drill, ceremonies, and formations IAW AFMAN 36-2203.

(c) Monitors the physical fitness program for the squadron.

(d) Ensures compliance with customs and courtesies.

(e) Monitors the safety and general welfare of the squadron NCO staff and students.

(f) Provides feedback to the squadron commander about flight sergeants' performance.

(g) Provides feedback and counsel to the flight sergeants regarding their performance.

(h) Relieves the squadron commander of any routine administrative duties.

(i) Facilitates coordination among squadrons.

(j) Trains the flight sergeants.

(k) Coordinates with logistics cadet staff for any facility related needs.

(l) Serves as a role model for cadet staff and students.

(m) Performs other duties as assigned.

h. Flight Commander (FltCC). The flight commander is responsible for the implementation of encampment training at the flight level. The flight commander reports to the squadron commander and is mentored by the Flight TAC/Training Officer.

(1) Duties and responsibilities:

(a) Monitors/maintains the mental and physical welfare and the academic performance of the assigned students.

(b) Applies the ATG tenets.

(c) Ensures the effective use of flight time.

(d) Familiarizes the flight in all operational procedures.

(e) Ensures that all necessary training of the flight in uniform wear, drill/ceremonies, customs/courtesies, and barracks procedures is accomplished.

(f) Ensures satisfactory completion of academics by students.

(g) Supervises and mentors the flight sergeant with the assistance of the First Sergeant.

(h) Evaluates the flight sergeant and the students in the flight.

(i) Coordinates closely with the Flight TAC Officer to ensure there is agreement on schedules and any movement of the flight.

(j) Serves as a role model for cadet staff and students.

(k) Performs other duties as assigned.

i. Flight Sergeant (FltSgt). The flight sergeant is directly responsible for the personal implementation of the encampment training program at the flight level. The flight sergeant reports

directly to the FltCC and receives advice from the first sergeant. The flight sergeant is mentored by the Flight TAC Officer

(1) Duties and responsibilities:

(a) Assists the FltCC in implementation of flight level academic, physical fitness, and training programs.

(b) Instructs and enforces the SOP.

(c) Applies the ATG tenets (Chapter 4) when training the flight.

(d) Completes daily training goals as set by the FltCC.

(e) Teaches and practices drill and ceremonies IAW AFMAN 36-2203.

(f) Teaches proper uniform wear and compliance with CAPM 39-1.

(g) Teaches and ensures compliance with customs and courtesies IAW CAPP 151.

(h) Constantly reinforces new skills.

(i) Directly trains and supervises element leaders and guidon bearer.

(j) Provides feedback to the students in the flight.

(k) Performs other duties as assigned.

j. Element Leader. The element leader is responsible and accountable for the members of his/her element. He/she reports directly to the Flight Sergeant.

(1) Duties and responsibilities:

(a) Assists the members of the flight in completion of the encampment goals.

(b) Provides any necessary instruction and assistance to members of the flight.

(c) Contributes to the motivation and teamwork of the element.

(d) Serves as a role model for younger or more junior students in the flight.

(e) Performs other duties as assigned.

k. Guidon Bearer. The guidon bearer serves as the guide for the flight/squadron and reports to the flight sergeant or squadron first sergeant, as applicable.

(1) Duties and responsibilities:

(a) Carries the guidon, observing proper procedures, and ensures that it is stored properly.

(b) Follows appropriate safety practices when carrying the guidon.

(c) Marches in the proper position as the flight guide.

(d) To learn the drill and ceremonies behind the carrying of the guidon IAW AFMAN 36-2203.

l. Cadet Logistics Officer or NCOIC (C/LG). The cadet logistics officer or NCOIC assists the senior logistics officer in meeting the logistics needs of the entire encampment and provides logistics support for both senior and cadet areas of operation. The C/LG or NCOIC is mentored by the senior logistics officer.

(1) Duties and responsibilities:

(a) In coordination with the senior logistics officer, plans, budgets, and coordinates all supply needs for the encampment.

(b) Coordinates budget issues with finance and the senior logistics staff before and during encampment.

(c) Meets any immediate and routine supply requests. Coordinates with senior staff, first sergeants and force support cadet staff to determine needs.

(d) Ensures that encampment participants have adequate cleaning supplies, toilet paper, paper towels, trash bags, other consumables at all times.

(e) Ensures consumables taken from inventory are recorded appropriately.

(f) Supports the daily inspections of CAP vans as directed by senior logistics

officer or transportation officer. C/LG may assign this support to subordinate logistics cadet staff members.

- (g) Serves as a role model for subordinate logistics cadet staff.
- (h) Inventories and inspects all government issued items, including all building fixtures in conjunction with the senior logistics officer and/or senior facilities officer.
- (i) Coordinates and supervises the distribution of all issued items such as linen and cleaning supplies.
- (j) Reports damage to all CAP or government equipment and/or facilities.
- (k) Ensures that encampment senior staff and cadet staff has all necessary office equipment and supplies.
- (l) Develops shopping lists for supply runs in coordination with senior logistics staff.
- (m) Trains, supervises, and monitors subordinate cadet logistics cadet staff members.
- (n) Ensures that all logistics cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.
- (o) Develops daily duty lists or checklists for logistics cadet staff and ensures that lists are completed on time.
- (p) Meets at least daily with the cadet executive officer (C/XO) to provide any necessary status updates.
- (q) Schedules/ensures logistics cadet staff members are available for staff duty shifts as necessary.
- (r) Ensures communications equipment is issued and tracked appropriately using CAPF 37.
- (s) Develops and posts daily communications plan – may be assigned to CUL qualified logistics cadet staff member.
- (t) Performs other duties as assigned.

m. Cadet Health Services Officer or NCOIC (C/HS). The Cadet Health Services Officer or NCOIC is responsible for treatment of all routine medical problems, such as bumps, bruises, and blisters. The C/HS coordinates with the Senior Medical/Health Services Officer to ensure proper medical care of encampment participants. The C/HS aids the staff in watching for the health risks common to encampment. These risks include, but are not limited to, heat related injuries, dehydration, blisters, etc. The Cadet Health Services Officer will always be subordinate to Senior Health Services Staff. C/HS Assists the senior health services staff with triage of more serious medical situations and hospital transport. Although the C/HS reports directly to the Cadet Executive Officer, the indirect reporting relationship to the Senior Health Services/Medical Officer will take priority in order to deal with medical situations in the most expeditious manner.

- (1) Duties and responsibilities:
- (a) Coordinates all medical decisions with the Senior Health Services/Medical Officer
 - (b) Plans and distributes all health and safety related information to the staff and cadets.
 - (c) Maintains a file on each participant with pertinent medical information.
 - (d) Conducts briefings on safety and health related issues.
 - (e) Maintains records of health service activity to include record keeping of administered allowed OTC medications.
 - (f) Assists TAC/Training Officers with daily blister checks.

- (g) Maintains a phone list of emergency numbers.
- (h) Ensures that the health service office is manned during normal duty hours when encampment participants are at the encampment facility. Normal duty hours may vary from day-to-day during encampment due to varied daily schedules.
- (i) Ensures that all health services cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.
- (j) Trains, monitors, and supervises health services cadet staff members.
- (k) Meets at least daily with the Cadet Executive Officer.
- (l) Performs other duties as assigned.

n. Cadet Standardization and Evaluation Officer (C/OGV). The Standardization and Evaluation team plans, standardizes and performs all aspects of encampment evaluation. They are the cadet commander's representatives while conducting inspections. The Standardization and Evaluation team is the central point for all inspection related questions. It is not the role of OGV to teach or train the students, but to evaluate them in relation to the standard and provide appropriate feedback to the cadet staff personnel conducting the teaching and training. The Cadet Stan/Eval Officer reports to the C/CC and is mentored by the Senior Standardization and Evaluation Officer.

(1) Duties and responsibilities:

- (a) Establishes and publishes encampment uniform inspection standards and barracks standards through the Standard Operating Procedures (SOP) Handbook and Barracks Supplement.
- (b) Acts as a focal point and resource for all uniform knowledge, customs/courtesies, drill & ceremonies, and barracks standards related questions.
- (c) Serves as a role model for all encampment cadets by upholding the highest standard of uniform wear, barracks arrangement, and customs and courtesies.
- (d) Plans and conducts the flight drill competition.
- (e) Develops and implements a scoring system for inspections.
- (f) Develops and reproduces inspection forms for daily use.
- (g) Develops daily knowledge requirements for distribution to the flight cadet staff.
- (h) Develops daily drill requirements, which will be used for drill competition.
- (i) Conducts drill evaluation at the end of each day's drill period, to provide immediate feedback to flights.
- (j) Provides briefing for line cadet staff on barracks standardization.
- (k) Provides uniform and barracks inspection services, as requested by cadet staff.
- (l) Ensures that all OGV cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.
- (m) Meets at least daily with C/CC to keep him/her informed of the training progress of the students.
- (n) Meets at least daily with the senior Stan/Eval Officer to keep him/her informed of training progress of the students.
- (o) Creates or modifies, as necessary, existing inspection forms and system.
- (p) Performs spot inspections of barracks rooms during each training day.
- (q) Sets expectations with a mock inspection demonstration within the first day of PIPER training, explaining what the cadet staff should look for, and common mistakes.
- (r) Assists the squadron commanders and C/CD in the selection of honor flight.
- (s) Creates end-of-encampment evaluation forms and compile results into a usable report at the end of encampment.

(t) Discusses results of inspections with flight cadet staff and provide feedback on mistakes that were observed.

(u) Performs other duties as assigned.

o. Cadet Public Affairs Officer (C/PA). The cadet PA Officer or NCOIC is responsible for all internal information (publications, photographs, videos) and external press releases. The PA staff will record the events of encampment for sharing with encampment participants and other interested parties. The Cadet PA reports to the Cadet Executive Officer, C/XO. The Cadet PA works in close coordination with the Senior PAO. All information must be approved through the chain of command prior to distribution.

(1) Duties and responsibilities:

(a) Takes all flight photos and videos.

(b) Attends daily cadet activities to take activity (action) photos and/or video footage.

(c) Ensures that all public affairs cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.

(d) Individual public affairs cadet staff members may be excused from participation in certain formations and activities if they are assigned the duty of documenting those formations and/or activities.

(e) Publishes and distributes the encampment newsletter.

(f) Records and reports on events at encampment.

(g) Interfaces with outside interested parties and the media.

(h) Develops and plans for the production of a CD slide show/video, official flight photos, newsletters, etc. The encampment CD slide show/video's primary focus should be on student cadets. The secondary focus is cadet staff and senior staff.

(i) Coordinates with Senior PAO and Finance Officer for budget needs before encampment.

(j) Helps plan the graduation banquet.

(k) Writes an article for the CAP news, Volunteer magazine, or Peaks and Planes.

(l) Helps the Commander meet and greet all officials.

(m) Solicits cadet staff and senior staff to write articles for the newsletter.

(n) Meets at least daily with the Cadet Executive Officer.

(o) Trains and supervises/monitors all subordinate staff.

(p) Serves as a role model for subordinate cadet staff.

(q) Performs other duties as assigned.

(r) Provides own computer/laptop/camera (preferred, not required).

p. Cadet Curriculum and Plans Officer (C/XP) (Optional Position) The Cadet Curriculum and Plans Officer is responsible for coordinating with the Senior Curriculum and Plans Officers to develop the training schedule before encampment, making any necessary changes during encampment and coordinating with Standardization and Evaluation cadet staff and line cadet staff. C/XP will coordinate with Cadet Standardization and Evaluation in the development of the student training requirements. Specifically, C/XP should coordinate with the Standardization and Evaluation team to determine drill training and knowledge requirements for each day of encampment. The Cadet Curriculum and Plans Officer reports to the Cadet Executive Officer and is mentored by the Senior Curriculum and Plans Officer.

(1) Duties and responsibilities:

(a) Assists the Senior Curriculum and Plans Officer(s) in developing the training schedule for encampment, ensuring that all requirements of CAPP 52-24 and CAPR 52-16 are met.

- (b) Monitors progress towards completion of requirements.
- (c) Ensures timely distribution of the daily training schedule
- (d) Develops and administers a process that allows students to evaluate each class.
- (e) Coordinates with command cadet staff to set times for wake up, formations, lights out and personal time.
- (f) Assists with coordination and scheduling of outside instructors if needed.
- (g) Assists with development of training curriculum as needed.
- (h) Ensures all training facilities, classrooms, instructors, and necessary training materials are available for classes.
- (i) Reserves and ensures access to all classrooms and other training facilities.
- (j) Meets at least daily with the Cadet Executive Officer.
- (k) Meets at least daily with the Senior Curriculum and Plans Officer (XP)
- (l) Coordinates/de-conflicts the parade field sprinkler system with USAFA staff so that sprinklers do not interfere with any scheduled parade field activity.
- (m) Serves as a role model for cadet staff and students.
- (n) Be present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.
- (o) Performs other duties as assigned.

q. Cadet Administration Officer (or NCO) (C/DA). The DA OIC or NCOIC is responsible for coordinating with the Cadet Executive Officer and/or Senior Admin Officer and outside staffs to maintain personnel paperwork, including in- and out-processing paperwork for all participants.

- (1) Duties and responsibilities:
 - (a) Creates an in-processing plan for all cadets, cadet staff and seniors.
 - (b) Completes all personnel related paperwork.
 - (c) Maintains files securely.
 - (d) Coordinates preparation of graduation packets.
 - (e) Work with Senior Admin Officer prior to encampment to process application files and acceptance packets. Since application processing occurs weeks prior to encampment the cadet(s) accepting this position must live in the Denver Metro area. The Cadet Admin Officer/staff must have or obtain security access to Buckley AFB and must have available transportation to meet at Buckley AFB with the Senior Admin Officer on a mutually agreeable schedule before encampment.
 - (f) Create an out-processing plan for all participants.
 - (g) Meet daily with the C/XO to keep him or her informed of the status of projects and problems within the assigned area.
 - (h) Meet as necessary with Senior Admin Officer to coordinate duties and responsibilities.
 - (i) Ensures that all admin cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.
 - (j) Plan and prints certificates of appreciation as needed.
 - (k) Serve as a role model for cadet staff and students.
 - (l) Perform other duties as assigned.

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Chapter 3

SENIOR STAFF POSITION DESCRIPTIONS, DUTIES, AND RESPONSIBILITIES

3-1. Senior Staff Job Requirements. Each senior staff member must know his or her own job description to include duties and responsibilities, required knowledge, and required skills. Some senior staff members in supervisory positions must also know the job descriptions for subordinate senior staff and cadet staff members. Detailed job descriptions that include the duties and responsibilities for each senior staff position are listed in Paragraph 3-5 starting on page 3-5 of this chapter. The duties and responsibilities of each senior staff position must be supplemented with the information in paragraph 3-2, below, and by the required knowledge and skills for those positions. The required knowledge and skills for each position are in Tables 3-2 and 3-3 starting on Page 3-3. Required Knowledge items are in Table 3-2. Required Skills are in Table 3-3.

3-2. In addition, all senior staff members are required to meet the following requirements:

- a. Completed Level One of the Senior Member Professional Development Program.
- b. Completed Basic and Intermediate on-line Risk Management courses.
- c. Complete Mishap Report Step 1 & Step 2 Reporting Procedures on-line in Safety Management System.
- d. Full understanding of Risk Management (RM) and willingness to implement necessary risk controls.
- e. To wear the uniform IAW CAPM 39-1.
- f. Possess a current CAP Driver's License.
- g. Completed Communications I-Cut Course.
- h. Effective oral and written communications skills.
- i. To sleep in adverse conditions (bunk beds, with a roommate, noisy buildings, etc.)
- j. To role model CAP Core Values.
- k. To attend the full encampment including PIPER training.
- l. Proficient in customs and courtesies.
- m. Proficient in uniform standards.
- n. To manage time in order to adhere to a schedule and meet deadlines.
- o. Knowledge of the following CAP and Air Force Publications is required for all senior staff members:

- (1) CAPR 52-10, CAP Cadet Protection Policy
- (2) CAPR 52-16, Cadet Program Management
- (3) CAPR 62-1, CAP Safety Responsibilities and Procedures
- (4) CAPR 62-2, Mishap Reporting and Procedures
- (5) CAPM 39-1, CAP Uniform Manual
- (6) CAPP 52-6, Cadet Programs - Mentoring
- (7) CAPP 52-23, Cadet Protection Policy – Implementation Guide
- (8) CAPP 52-24, Cadet Encampment Guide
- (9) CAPP 151, Respect on Display
- (10) COWG Encampment Training Guide (ETG)

p. Knowledge of specific CAP and/or Air Force Publications related to the senior staff member's specific duty position.

3-3. Chain of Command. It is essential that all senior staff members have a thorough understanding of the information in this paragraph. Of particular importance is the information in paragraph **3-3 d.** below.

a. The *chain of command* provides the control and communications necessary to accomplish the encampment mission. Each level in the *chain* is responsible for a lower level and is accountable to all higher levels. The *chain* cannot work without loyalty to every level. With loyalty up and down the *chain*, it is a highly efficient and effective system for getting things done. The key principle is to resolve problems and seek answers at the lowest possible level.

b. All United States Military services use an organizational arrangement that follows this single *chain of command* concept. This concept provides a clear structure for orders to flow from the highest levels of the military to the junior ranking soldier, sailor, airman, and marine. Just as important, this same concept allows information, ideas, and complaints to flow upwards from the junior person to the highest levels.

c. The Civil Air Patrol models its organizational structure after the USAF *chain of command* with the same *chain of command* concept.

d. In the encampment environment, cadet staff and senior staff members have their own separate chains of command. The inherent supervisory responsibility of senior staff members can sometimes “blur” the ability to follow the chain of command strictly. While we make every effort to follow the chain of command to the best of our abilities, one thing must be understood. At encampment, as well as all of CAP, all senior members are “senior” to all cadets! Cadet staff members and student cadets **will carry out** directives/orders given by a senior staff member. Cadet staff members and student cadets **do not** have the option of ignoring or disregarding a directive/order from a senior staff member unless following the directive would create an immediate safety issue. Any discussions regarding perceived violations of the chain of command will be dealt with **after** the directive has been carried out.

3-4. The following table, Table 3-1, lists the functional symbols/abbreviations for all of the senior staff positions. These symbols are used with Tables 3-2 and 3-3.

Table 3-1. Senior Staff Positions and Functional Office Symbols	
Position	Functional Office Symbol
Encampment Commander	CC
Special Advisor to Commander	Advisor
Deputy Commander	CD
Chief of Staff	CS
Safety	SE
Chaplain	HC
Curriculum & Plans	XP
Commandant of Cadets	CoC
Deputy Commandant of Cadets	CoCD
Chief TAC/Training Officer	Chief TAC
Squadron TAC/Training Officer	Sq TAC
Flight TAC/Training Officer	Flt TAC
Standardization and Evaluation	OGV
Logistics	LG
Transportation	LGT
Supply	LGS
Administration	DA
Finance	FM
Public Affairs	PA
Health Services	HS

Table 3-2 Senior Staff Required Knowledge By Position

Required Knowledge	Applicable Positions																						
	CoC															Chief	Sq	Flt					
	CC	CD	CS	CoCD	HC	SE	X	PO	G	V	LG	FM	DA	LG	T	LG	S	HS	PA	TAC	TAC	TAC	
Desired Rating or Higher in Administration Specialty Track													T										
Desired Rating or Higher in Finance Specialty Track												T											
Desired Rating or Higher in Logistics Specialty Track			S							S						T							
Desired Rating or Higher in Public Affairs Specialty																			T				
Desired Rating or Higher in Safety Specialty Track							T																
Desired Rating or Higher in Cadet Programs Specialty Track	S	S	S	S			S	T												S	S	T	
Three Years Experience as Sr or Flight TAC Desired																				X			
Two Tears Experience as Flight TAC Desired																						X	
Full Understanding of Group Dynamics/Team	X		X	X	X		X	X	X	X										X	X	X	
Mentored Cadet Staff Position's Job Description	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Completed CAP Course 221A						X																	
See CAPR 160-1 for HS/MED Qualifications																	X						

Table 3-3 Senior Staff Required Skills By Position

Required Skills	Applicable Positions																	
				CoC												Chief	Sq	Flt
	CC	CD	CS	CoCD	HC	SE	XP	OGV	LG	FM	DA	LGT	LGS	HS	PA	TAC	TAC	TAC
Proficient in Drill & Ceremonies	X	X	X	X	X			X								X	X	X
Proficient in mentoring and counseling for performance IAW CAPP 50-7/50-8 and CAPP 52-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Providing feedback to other staff members	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Teaching stress coping techniques					X													
Ability to train & instruct classes				X			X	X								X	X	X
Coordinating a multi-day, multi-location activity schedule							X											
Basic inventory management									X				X					
Proficient with computer software programs needed for record keeping & reports									X		X							
Providing first-aid, triage & stabilization for injuries or illness														X				
Recognition & prevention of heat related injuries														X		X	X	X
Five or More Years of Encampment Experience	X			X												X		
Three or More Years of Encampment Experience		X	X															
Two or More Years of Encampment Experience							X	X									X	
To Keep Track of Equipment	X	X	X						X		X	X	X	X				
To Work on Long Term Projects	X	X	X	X				X	X	X	X	X	X	X	X			
To Wear CAP Uniform IAW CAPM 39-1 and the Encampment Uniform Policy (mil or corp)	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Walk 5-10 miles each day																X	X	X

3-5. Senior Staff Position Descriptions. The senior staff members serve as mentors for their cadet staff counterparts. (See cadet staff position descriptions in Chapter 2 of this guide.) See the senior staff organizational charts in Chapter 1. Senior Staff has overall responsibility for the safety of all encampment participants and the execution of the encampment training and support plans. The encampment commander has the right to adjust these positions to satisfy the needs of the encampment. This may involve adding positions, changing minimum requirements, changing duties and responsibilities, combining positions/responsibilities, or not filling a position. Senior staff positions will be published on a Personnel Authorization prior to the start of encampment.

a. Encampment Commander (CC). The CC is responsible for the overall administration, operation, safety, and training program of the encampment. In addition, the commander is responsible for the actions of all CAP personnel attending the encampment and their compliance with CAP directives and instructions issued by the installation. The Encampment commander is appointed, in writing, by the wing commander and coordinates with the Director of Cadet Programs. The Encampment Commander reports directly to the Wing Commander.

(1) Duties and responsibilities:

- a. Ensures overall attainment of the encampment program’s mission and vision.
- b. Recruits and selects senior staff at least 90 days prior to encampment and command staff 270 days prior to encampment.
- c. Ensures that appropriate training for senior staff is included in the PIPER training activity.
- d. In coordination with a USAF Liaison Officer (LO), the commander will have overall responsibility for direct coordination with Point of Contact (POC) for the specific installation that is hosting the encampment regarding all encampment needs.
- e. Ensures coordination of all administrative and operational matters with appropriate installation authorities prior to, during the operation of, and at the close of encampment.
- f. Ensures that the encampment schedule is completed and implemented IAW CAP directives and military doctrine and that the encampment operates in compliance with all CAP policies.
- g. Identifies encampment transportation needs in coordination with the Curriculum & Plans Officer and Encampment Transportation Officer and communicates these needs to the Wing Transportation Officer.
- h. In coordination with the Encampment Safety Officer, develops and submits the encampment safety plan along with the overall encampment approval request to the Wing Commander for approval.
- i. Ensures that the encampment safety plan is integrated into all encampment activities.
- j. Ensures the safety, well-being, fair treatment, and morale of all encampment participants in coordination with the Safety Officer and other encampment staff members.
- k. Represents CAP to the public, the media, service providers, and cadets’ parents.
- l. Supervises staff as necessary.
- m. Ensures Completion of all required encampment reports at the close of encampment.
- n. Serves as a role model for encampment staff and students.

b. Deputy Commander (CD). The CD is the right hand of the CC, aiding him/her with encampment site preparation, staff decisions, senior supervision and any other tasks assigned to them. The CD reports directly to the CC and is command when the CC is not present.

(1) Duties and responsibilities:

- (a) Assists the encampment commander in all aspects of the commander’s duties

and responsibilities.

- (b) Serves as a role model for encampment staff and cadets.
- (c) Other duties as assigned.

c. Chief of Staff (CS) (optional position – duties may be performed by CD). The CS assists the CC in the administration of the encampment. The CS relieves the CC of supervisory details and manages the force support functions at encampment. These include Administration, Finance, Logistics, Public Affairs, Health Services, and any subordinate force support functions. The CS reports directly to the Encampment Commander.

(1) Duties and responsibilities:

(a) Ensures that senior force support staff is thoroughly briefed on duties and responsibilities.

(b) Identifies and necessary training needed by senior force support staff and coordinates with the curriculum & plans officer to ensure that the necessary training is accomplished in advance of PIPER or is incorporated into PIPER training

(c) Monitors senior force support staff and assists them in mentoring force support cadet staff.

(d) In coordination with subordinate force support department heads, ensures that all force support cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.

(e) Mentors cadet executive officer.

(f) Assists in the pre-encampment planning in coordination with other force support and command staff members.

(g) Serves as a role model for encampment staff and cadets.

(h) Other duties as assigned.

d. Special Advisor (optional position) – The Special Advisor serves in an advisory capacity to the encampment commander and reports directly to the encampment commander.

(1) Duties and responsibilities:

(a) Advises and supports the commander in all aspects of the commander's duties.

(b) Serves as a role model for encampment staff and cadets.

(c) Other duties as assigned.

e. Commandant of Cadets (CoC) - The Commandant of Cadets implements, controls, and evaluates encampment training activities for the cadet staff and students. The CoC reports directly to the Encampment Commander.

(1) Duties and responsibilities:

(a) Implements the encampment curricula prescribed in this manual, CAPR 52-16, and CAPP 52-24.

(b) Assists the Curriculum and Plans officer in the organization of any activities not prescribed by this manual.

(c) Ensures that encampment training goals and objectives are met.

(d) Selects the C/CC and the rest of the cadet command staff in coordination with the Encampment Commander and other Senior Command Staff members.

(e) Plans and implements the Encampment Cadet Staff Selection Activity – CESSnA, in coordination with the C/CC.

(f) Mentors the C/CC in the selection of his/her cadet staff and is the final approving authority.

(g) Selects and supervises the TAC Officers with the assistance of the Chief TAC.

(h) Coordinates with the encampment cadet staff for the preparation of the standard operating procedures (SOP).

(i) Assists the Curriculum and Plans Officer in planning and implementing the PIPER staff training activity at the beginning of encampment.

(j) Assists the Curriculum and Plans staff in determining whether a student has or has not met the encampment credit completion requirements.

(k) Ensures the safety, well-being, fair treatment, and morale of all encampment participants in coordination with other encampment staff members.

(l) Monitors the cadet staff's leadership techniques and ensures that cadets are not hazed.

(m) Serves as a role model for encampment participants.

(n) Performs other duties as assigned.

f. Deputy Commandant of Cadets (CoCD) (optional position) - The Deputy Commandant is the right hand of the Commandant of Cadets, aiding him/her in implementation, control, and evaluation of encampment training activities for the cadet staff and students. The CoCD reports directly to the CoC and assumes all responsibilities of the CoC when the CoC is not present. The CoCD position may be combined with the Chief TAC/Training Officer position with the approval of the encampment commander.

(2) Duties and responsibilities:

(a) Assists the commandant of cadets in all aspects of the commandant of cadet's duties and responsibilities.

(b) Serves as a role model for encampment staff and cadets.

(c) Other duties as assigned.

g. Chaplain (HC) - The Chaplain's role is vital to the encampment's success. The Chaplain reports directly to the Encampment Commander. The Chaplain's primary responsibilities are to provide for the free exercise of each member's First Amendment rights, monitor the morale and welfare of all encampment participants and to provide any needed counseling.

(1) Duties and responsibilities:

(a) Provides opportunities for formal prayer and worship.

(b) Provides emergency ministrations.

(c) Conducts optional evening devotion opportunities.

(d) Plans and presents required character development seminar(s).

(e) Offers counseling to any encampment participant who requests it.

(f) Allows for students, cadet staff, or senior members to meet with the chaplain at any time.

(g) Reviews application paperwork to determine the number and type of worship services that are necessary.

(h) Reviews application paperwork to determine if student cadets required any sort of special religious accommodations.

(i) Coordinates with the installation Chaplain for facility usage and worship opportunities.

(j) Provides daily verbal reports to the Encampment Commander on the morale and welfare of encampment participants.

(k) Serves as a role model for encampment participants.

(l) Performs other duties as assigned.

h. Safety Officer (SE) The SE is responsible for advising the Encampment Commander regarding safety practices and problems during all phases of the encampment. Since the SE serves

in an advisory capacity, the SE does not make command decisions and does not have the authority to authorize or allow any activity by any individual or group of participants. Any requests of this nature must be authorized through the appropriate chain-of-command. Like any other member, the Safety Officer is obligated to take immediate action to alleviate a significant and immediate safety threat. The Safety Officer reports directly to the Encampment Commander.

(1) Duties and responsibilities:

(a) Conducts a pre-encampment review of plans to assure the program stresses safe practices and will instill an attitude of "safety first" in all participants.

(b) Reviews schedules of all activities to ensure that adequate rest is available for participants.

(c) Conducts a pre-encampment survey of the encampment area and all facilities, if feasible, to ensure required items such as: fire extinguishers, first aid equipment, and appropriate safety equipment.

(d) Ensures that all hazards are identified and incorporated into a Risk Management plan.

(e) Ensures that the physical training area and athletic field are in good condition and free of hazards such as broken glass, debris, construction materials, excessive sand and gravel, etc.

(f) In cooperation with the facility fire personnel, plans and implements the fire safety and accountability plan.

(g) Briefs senior staff, cadet staff, and student cadets on the fire safety and accountability plan.

(h) Develops the encampment safety plan for approval of the encampment commander and wing commander.

(i) Develops the encampment evacuation plan for the approval of the encampment commander.

(j) Mentors C/SE.

(k) At the beginning of PIPER, provides C/SE cadet staff members with detailed written expectations of their job duties and responsibilities.

(l) Ensures that C/SE cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.

(m) Serves as a role model for encampment participants.

(n) Ensures supervision of all athletic activities for required equipment, proper warm-up and safe practices.

(o) Monitors existing weather and forecasts to identify potentially hazardous weather conditions and ensures that encampment staff complies with workload and rest guidelines during hot weather conditions.

(p) Ensures that the mandatory Risk Management (RM) briefing is presented to all participants on the first day of encampment.

(q) In coordination with Encampment Admin Officer, ensures that all participants are safety current throughout encampment.

(r) Coordinates with Curriculum and Plans Officer to ensure that Operational Risk Safety (ORS) briefings are prepared and presented for each activity and sub-activity as necessary.

(s) Ensures that any mishaps occurring at encampment are properly reported IAW COWG Mishap Reporting Procedures and the procedures of CAPR 62-2.

(t) If possible, ensures that any mishaps occurring at encampment are reviewed prior to the completion of encampment.

(u) Performs other duties as assigned.

i. Curriculum and Plans Officer (XP). The Curriculum and Plans Officer (XP) plans, organizes and coordinates the PIPER and encampment schedule, maximizing student, cadet staff, and senior staff participation. The Curriculum and Plans Officer reports to the Encampment Commander or Deputy Commander as directed by the Encampment Commander and works in close coordination with the Commandant of Cadets.

(1) Duties and responsibilities:

(a) Investigates opportunities for tours, guest speakers, use of training facilities, etc., at the host facility and other facilities.

(b) In cooperation with the Commandant of Cadets, programs the curriculum so that the encampment fulfills the minimum required content.

(c) In cooperation with the Commandant of Cadets, assists in planning the CESSnA Cadet Staff Selection Activity.

(d) Develops a plan of instruction for PIPER and encampment for the Encampment Commander's and Commandant of Cadet's approval, and coordinates with the host facility and/or outside agencies for tours, guest speakers, classroom facilities, etc.

(e) Coordinates with command staff and other senior staff department heads to ensure that PIPER training accomplishes the training needs of the cadet staff and senior staff members.

(f) Develops and maintains the PIPER and encampment schedule, and confirms guest speakers' participation and tour hosts' readiness a day or two in advance.

(g) Selects and prepares instructors (senior staff, cadet staff, or guests) for required courses; monitors courses to ensure the students, cadet staff, and senior staff attain the learning objectives.

(h) Facilitates the student, cadet staff, and senior staff end of encampment critique process.

(i) Works with C/XP on the scheduling of all activities and required instruction for the whole encampment.

(j) Assists cadet staff and senior staff in teaching classes or finding qualified instructors for all presentations and classes.

(k) Matches instructors to classes.

(l) Monitors completion of encampment requirements.

(m) Reports daily to the CC, CD or CoC any logistical, schedule, and/or operational issues causing training delays, cancellation, or rescheduling.

(n) Meets regularly with Transportation Officer to coordinate transportation requirements and coordinate the implementation of the transportation plan into the daily schedule.

(o) Ensures that C/XP updates and distributes daily schedule in a timely manner.

(p) Coordinates with Encampment Safety Officer to ensure that risk Management (RM) is incorporated into all activities and that an ORS briefing is scheduled prior to each activity and sub-activity.

(q) Mentors C/XP Officer/NCOIC.

(r) At or prior to the beginning of PIPER, provides XP cadet staff with detailed written expectations of their job duties and responsibilities.

(s) Ensures that XP cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.

(t) Serves as a role model for encampment staff and students.

(u) Performs other duties as assigned.

j. Standardization and Evaluation Officer (OGV). The OGV monitors adherence to all applicable regulations, uniform standards, customs & courtesies, drill & ceremonies, and training requirements. The OGV reports to the Encampment Commander (CC)

(1) Duties and responsibilities:

(a) Advises the CC on all matters relating to drill, uniforms, customs and courtesies, training standard compliance, and regulatory compliance.

(b) Ensures that the encampment training schedule is completed and implemented IAW CAP directives and military doctrine.

(c) Provides expertise to senior staff and cadet staff on drill topics, uniform issues, customs and courtesies topics, and regulatory issues.

(d) Works closely with CoC to ensure that standardization and compliance issues are resolved with line cadet staff.

(e) Mentors C/OGV.

(f) At or prior to the beginning of PIPER, provides C/OGV cadet staff with detailed written expectations of their job duties and responsibilities.

(g) Ensures that C/OGV cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.

(h) Assists/mentors OGV cadet staff with developing inspection standards, Standard Operating Procedures, and barracks standards.

(i) Assists OGV cadet staff with the planning and execution of the flight drill competition during encampment.

(j) In coordination with OGV cadet staff, provides feedback to line cadet staff regarding drill issues, uniform issues, and customs and courtesies issues.

(k) Serves as a role model for encampment staff and students.

k. Logistics Officer (LG). The Logistics Officer assists and mentors the Logistics cadet staff in meeting the logistics needs of the entire encampment and provides logistics support for both senior and cadet areas of operation. The LG reports to the Chief of Staff.

(1) Duties and responsibilities:

(a) Performs or coordinates any logistics task that cannot be done by logistics cadet staff, such as vehicle fueling or making trips for supplies/equipment.

(b) In coordination with Curriculum/Plans Officer and Transportation Officer (if any), ensures that all encampment transportation requirements are identified and arranged.

(c) In coordination with Curriculum/Plans Officer and Communications Officer (if any), ensures that all encampment communications requirements are identified and arranged.

(d) Coordinates with other Senior Support Staff to determine logistics needs and to determine budget requirements.

(e) Provides input to Finance Officer for budgeting requirements.

(f) Coordinates with vendors for order and delivery of all supplies and equipment.

(g) Coordinates with Finance Officer to arrange payment for purchased supplies.

(h) Mentors logistics cadet staff.

(i) Serves as a role model for encampment participants.

(j) Assumes duties and responsibilities of subordinate positions, (Communications, Supply, and Transportation) if those position are not filled.

(k) At or prior to the beginning of PIPER, provides LG cadet staff with detailed written expectations of their job duties and responsibilities.

(l) Ensures that all logistics cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training

activities, and meal formations.

- (m) Performs other duties as assigned.
- (n) IAW the encampment UOD.
- (o) To role model CAP Core Values.
- (p) To communicate clearly, both orally and written.

l. Finance Officer (FM). The FM is the point of contact for all encampment finances. The FM Officer receives assistance from admin cadet staff. The FM ensures complete financial accountability for all encampment income and expenditures. The FM reports to the Chief of Staff.

(1) Duties and responsibilities:

- (a) Maintains a record keeping system for all encampment financial paperwork.
- (b) Collects and processes all pre-encampment fee payments.
- (c) Assists the CC in developing the encampment operating budget and submits the budget for approval to the Wing Finance Committee.
- (d) Assists the CC in determining encampment fees.
- (e) Ensures that payments are made for all encampment related goods and services.
- (f) Coordinates with Executive Officer and Admin Officer to ensure availability of all required office equipment and supplies at encampment.
- (g) Serves as a role model for encampment participants.
- (h) Performs other duties as assigned.

m. Administrative Officer (DA). The DA Officer has responsibility for ensuring proper completion of all encampment paperwork before, during, and after encampment. This includes applications from all senior staff, cadet staff, and students. In addition, the DA is responsible for completion and submission of all required post-encampment reports IAW CAPR 52-16. The DA receives assistance from the admin cadet staff. The DA Officer should allow the cadet staff to do as much of the paperwork as possible after they are trained in the system. The DA Officer reports to the Chief of Staff.

(1) Duties and responsibilities:

- (a) Develops and maintains a record keeping system for all encampment related paperwork.
- (b) Collects and processes all pre-encampment paperwork in coordination with DA cadet staff.
- (c) Coordinates with Executive Officer and Logistics Officer to ensure availability of all required office equipment and supplies at encampment.
- (d) Coordinates with Executive Officer and Finance Officer to ensure that all expected admin expenses are properly budgeted.
- (e) Mentors DA cadet staff.
- (f) At or prior to the beginning of PIPER, provides DA cadet staff with detailed written expectations of their job duties and responsibilities.
- (g) Assists DA cadet staff in developing a daily checklist/schedule of activities that are expected to be accomplished each day.
- (h) Assists DA cadet staff with their part of the encampment in-processing and out-processing process.
- (i) Ensures that all admin cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.
- (j) Serves as a role model for encampment participants.
- (k) Performs other duties as assigned.

n. Transportation Officer (LGT). (Optional position. Duties and responsibilities of the Transportation Officer may be accomplished by LG if LGT position is not filled.) The Transportation Officer is responsible for arranging all transportation needs for encampment activities and ensuring all CAP vehicles assigned to encampment are properly maintained. The Transportation Officer reports to the encampment Logistics Officer (LG).

(1) Duties and responsibilities:

(a) Determines encampment transportation needs in coordination with the Curriculum & Plans Officer and the specific activity project officers.

(b) Coordinates with COWG Transportation Officer to arrange for CAP vehicles.

(c) Arranges for buses from the USAFA for all transportation on USAFA property.

(d) Coordinates delivery or pick-up of CAP vehicles for encampment.

(e) Assists the Logistics Officer with encampment transportation budget requirements.

(f) Inspects vehicles before accepting for encampment.

(g) Ensures that all vehicle operators thoroughly briefed on paperwork requirements and vehicle safety.

(h) Coordinates vehicle fueling during encampment

(i) Estimates number of seats needed for transportation each day and assists Curriculum & Plans Officer by preparing a daily vehicle dispatch plan.

(j) Ensures all vehicles get a daily pre-trip inspection.

(k) Ensures keys are available for drivers to sign out as needed.

(l) Ensures all vehicles are cleaned before returning to units.

(m) Ensures all senior members attending or staffing encampment have a CAP Driver's license.

(n) Develops a parking plan for COVs and POVs.

(o) Collects and stores vehicle keys from students and cadet staff that bring personal POVs to encampment.

(p) Serves as a role model for encampment staff and students.

(q) Performs other duties as assigned.

o. Supply Officer (LGS). (Optional position. Duties and responsibilities of the Supply Officer may be accomplished by LG if LGS position is not filled.) The Supply Officer assists and mentors the Logistics cadet staff in meeting the day to day supply needs of the entire encampment and provides support for both senior and cadet areas of operation. The LGS reports to the Logistics Officer (LG).

(1) Duties and responsibilities:

(a) Assists in performing or coordinating any logistics task that cannot be done by logistics cadet staff, such making trips for supplies/equipment.

(b) Coordinates with other Senior Support Staff to determine supply needs and to determine budget requirements.

(c) Provides input to the Logistics Officer for budgeting requirements.

(d) Works with LG to coordinate with vendors for order and delivery of all supplies and equipment.

(e) Works with logistics cadet staff to develop and maintain supply levels.

(f) Performs other logistics related duties as assigned.

(g) Conducts end-of-encampment inventory of Encampment Conex.

p. Medical or Health Services Officer (MED or HSO). The Medical/Health Services Officer is responsible for ensuring that emergency first aid and stabilization is available for encampment participants who are injured or become ill during encampment. IAW CAPR 160-1,

Paragraph 6.b., “*Medical care within CAP is limited to emergency first aid and may be provided only by members with appropriate training and experience. Such care shall continue only until professional medical care can be obtained*”. Personnel with the title of Medical Officer must meet the qualifications of CAPR 160-1. The Medical/Health Services Officer reports to the Chief of Staff.

(1) Duties and responsibilities:

(a) Reviews the applications of all encampment participants to screen for medical issues and any issues that may require special accommodation.

(b) Participates in the in-processing event to crosscheck that all student and cadet staff medications brought to the activity are listed in the cadet’s application. This applies to both prescription and non-prescription medications as well as over-the-counter (OTC) medications.

(c) Participates in the in-processing event to ensure that any medications brought to encampment are in their original, labeled container to include, at a minimum, cadet’s name, and name of medication, dosing instructions, and prescribing physician’s information. Over-the-counter (OTC) medications must be in the original container and parent/guardian approval must be included on the application documents.

(d) Participates in the in-processing event to check for any new medical conditions or undisclosed medical conditions that are not included in the cadet’s original application.

(e) Ensures privacy of all medical records of encampment participants.

(f) Assists health services cadet staff in preparing and conducting encampment medical safety briefings.

(g) Mentors health services cadet staff in their duties.

(h) At or prior to the beginning of PIPER, provides HS cadet staff with detailed written expectations of their job duties and responsibilities.

(i) Ensures that all HS cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.

(j) Ensures that HS cadet staff does not perform medical service beyond their capabilities or not allowed by CAP regulations.

(k) Maintains a file for each encampment participant with information such as allergies, current medications, and any pre-existing or previous injuries/medical conditions.

(l) Develops and maintains records for documenting administration of permitted non-prescription medications to minor cadets during encampment. This is to comply with CAPR 160-1, Paragraph 4-5, *c. Documentation of Non-Prescription Medication Administration*.

(m) Maintains a supply of basic pain relievers, band aids, moleskin, ice packs, and other basic medical supplies.

(n) Coordinates with Logistics/Supply Officer to determine on-hand supplies and equipment.

(o) Coordinates with Logistics/Supply Officer and Finance Officer to provide budget inputs and to arrange for any needed purchase of needed medical supplies and equipment.

(p) Evaluates all sick-call events and medical situations to determine if a 911 call is necessary or if transport to another facility is necessary due to the nature of the event.

(q) Makes and documents telephone notification, as soon as possible as time permits, to parents/guardians or any cadet that is transported for medical treatment

(r) Assists TAC Officers and cadet staff with the care of blisters.

(s) Maintains records of all medical activity.

(t) Develops and maintains a list of all emergency medical contact numbers.

(u) In coordination with encampment logistics officer or transportation officer, determines the nearest suitable emergency care facility and ensure that route maps and directions to

this facility are placed in each CAP vehicle used at encampment.

(v) Determines where closest 24-hr pharmacy is located and, in coordination with the encampment transportation officer, ensures route maps and directions are placed in each CAP vehicle used at encampment.

(w) Communicates, in advance, with the selected emergency facility to determine any necessary coordination requirements.

(x) Coordinates with the encampment safety officer to ensure that the planned emergency facility name and contact telephone numbers are included in the encampment safety plan.

(y) Serves as a role model for other senior and cadet participants.

(z) Performs other duties as assigned.

q. Public Affairs Officer (PA). The PA is the adviser to the commander on all internal and external public affairs matters. The PA will work with the Encampment Commander (CC) on all public affairs matters and implement and manage a Public Affairs Program for the encampment. The PA reports to the Encampment Commander, but will coordinate all activities through the Chief of Staff.

(1) Duties and responsibilities:

(a) Coordinates with host facility Public Affairs personnel.

(b) Complies with CAPR 190-1 and other public affairs publications.

(c) Assists PA cadet staff in learning all of the functions of a Public Affairs office.

(d) Assists PA cadet staff with visitor greetings and outside press visits.

(e) Assists PA cadet staff in publishing and distributing a daily encampment newsletter for participants.

(f) Assists PA cadet staff with photography and videography.

(g) Assists PA cadet staff with production of flight photos.

(h) Assists PA cadet staff with production of encampment slide/video show.

(i) Assists PA cadet staff by proofreading articles.

(j) Ensures that appropriate social media sites are established for encampment; updates sites regularly.

(k) Mentors PA cadet staff throughout encampment.

(l) At or prior to the beginning of PIPER, provides PA cadet staff with detailed written expectations of their job duties and responsibilities.

(m) Ensures that all PA cadet staff members are present, on time, and in proper uniform for participation in daily PT training, daily opening and closing formations, all training activities, and meal formations.

(n) Serves as a role model for encampment participants.

(o) Performs other duties as assigned.

r. Chief TAC/Training Officer (Chief TAC). The Chief TAC supervises the Squadron and Flight TAC Officers. The Chief TAC may or may not be assigned to a flight or squadron depending on the availability of other staff members. The Chief TAC reports to the Commandant of Cadets (CoC). The Chief TAC is selected by the CoC with the approval of the Encampment Commander.

(1) Duties and responsibilities:

(a) Assists with the selection and training of Squadron and Flight TAC s.

(b) Provides assistance to the Command Staff in support of the CoC.

(c) Conducts the mandatory TAC Officer briefing during PIPER.

(d) Ensures that an accountability system is in place to ensure that all cadets are accounted for at all times and especially before and after any movement.

- (e) May stand in for the CoC in an emergency.
- (f) Any duty for which TAC Officers are responsible.
- (g) Serves as a role model for encampment staff and cadets.
- (h) Performs other duties as assigned.

s. Senior TAC/Training Officer (Senior TAC) (optional). The Senior TAC is usually the most experienced TAC Officer in the squadron and may or may not be assigned to a flight. The Senior TAC provides assistance and mentoring to the Squadron Commander and Squadron First Sergeant and ensures the safety and welfare of the squadron cadet staff and student cadets. This position can be used if the Commander and Commandant feel that it will improve span of control and aid in the efficiency of the chain of command. The Senior TAC reports to the Chief TAC.

(1) Duties and responsibilities:

- (a) Rotates through the flights to provide any needed breaks for the Flight TACs.
- (b) Any duty responsibility for which Flight TACs are responsible.
- (c) Ensures that daily blister checks are completed and any blisters properly treated.
- (d) Serves as a role model for encampment staff and students.
- (e) Performs other duties as assigned.

t. Flight TAC/Training Officer (Flight TAC). This Flight TAC is the mentor for each flight. The Flight TAC should have a strong background in cadet programs and have a desire to help cadets grow. The Flight TAC accompanies the flight at all times or ensures that another TAC Officer is supervising the flight. The Flight TAC must advise the Senior TAC or Chief TAC if another TAC Officer is accompanying his or her flight. Flight TACs are not “in charge” of the flight but must be present, at all times, to ensure safety and provide mentoring, supervision, support, and guidance to the flight commander and flight sergeant, as needed. Flight TACs report to the Senior TAC or the Chief TAC if no Senior TAC is assigned.

(1) Duties and responsibilities:

- (a) Teaches/mentors the cadet flight staff as unobtrusively as possible about good decision making and guiding young people.
- (b) Advises the cadet flight staff about their decisions and potential outcomes to facilitate the development of problem-solving skills.
- (c) Counsels the cadet flight staff when they make mistakes or need improvement in their leadership skills. Except when immediate safety is a concern, this should be done privately and/or as unobtrusively as possible.
- (d) Conducts/supervises the daily blister check and ensures any blisters are properly treated.
- (e) Ensures safety, health, well-being, and morale of the flight.
- (f) Ensures that the flight is in compliance with all encampment directives and policies.
- (g) Provides feedback to the supervisory cadet staff regarding the flight’s performance.
- (h) Provides counseling to students when needed or requested. Refers students to the Chaplain in situations that are more suited to the Chaplain’s expertise.
- (i) Provides daily feedback to the Senior TAC and/or Chief TAC, as applicable.
- (j) Serves as a role model for encampment staff and students.

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Chapter 4

ENCAMPMENT MODEL

4-1. The Encampment Training Program.

a. Mission. The purpose of the cadet encampment is for cadets to develop leadership skills, investigate the aerospace sciences and related careers, commit to a habit of regular exercise, and solidify their moral character.

b. Vision. The vision for the cadet encampment is “an immersion into the full challenges and opportunities of cadet life.”

c. Philosophy. Encampment presents the five key traits of cadet life – the uniform, aerospace themes, opportunities to lead, challenge, and fun (ref: CAPR 52-16, chapter 1) – in an intensive environment that moves cadets beyond their normal comfort zones for personal growth.

(1) Through activities such as rappelling, obstacle courses, firearms training, and other activities, encampments encourage safe, calculated risk-taking in a safe environment. To develop their resilience, cadets may encounter momentary setbacks toward their personal and team goals during the carefully designed activities. Adult guidance and encouragement from fellow cadets ensures a supportive environment.

(2) Encampment highlights the Cadet Program’s regimented, military-like training model in a positive, age-appropriate manner consistent with CAP and Air Force traditions. Encampments operate at a higher level of intensity in respect to the military aspects of cadet life than virtually any other cadet activity, short of some of the premiere NCSAs. The strictness, rigor, sense of urgency, and overall expectations of military bearing will be markedly more challenging at encampment – yet still age-appropriate – compared with a weekly squadron meeting or weekend field exercise. CAPP 52-23, *Cadet Protection Policy Implementation Guide*, is a mandatory reading for its valuable discussion about intensity levels.

(3) Overall, encampments should be fun, in part because they challenge cadets and enable them to earn a sense of accomplishment.

d. Goal Areas. Encampments aim to serve multiple constituencies. More people have a stake in the program than simply the student cadets. It is difficult to know when you have reached your destination if you have no idea where you are going. With that in mind, it is essential that the encampment staff, have an idea of the destination that waits at the end of the encampment journey. Our motto of "Defining Excellence" is broad in the sense that it leaves open what “excellence” means. Since encampment trains at many levels and with several different goals, it is difficult to define specific goals. Rather than trying to define an exhaustive list of goals, this document will preview the broad goals provided by CAPP 52-24, Encampment Training guide. The process of defining specific goals and the determining of and implementing strategies to accomplish the goals is a responsibility of cadet staff and senior staff members at encampment. In fulfilling its purposes and realizing its vision, the encampment pursues goals in five different areas simultaneously.

(1) **Encampment Skill Goals.** For each student cadet as an individual – what CAP hopes that cadet will know, do, or value because of encampment. Although these skills are called "encampment skills," they are the basic skills that a cadet needs to be successful throughout the CAP Cadet Program. This group of goals relates to those things expected of cadets for them to succeed in the encampment environment. A detailed set of expected behaviors for the student cadets is found in the Cadet Standard Operating Procedures Handbook (SOP). The SOP, along with the Uniform Manual (CAPM 39-1), the Drill & Ceremonies Manual (AFMAN 36-2203) and *Learn to Lead Manuals* provides the specific information about what is expected of cadets and, to a great degree, how it is to be done. These skills include:

(a) Attention to detail. Attention to detail is not a clearly defined goal and can be difficult to measure. To make it measurable, we look for indicator behaviors such as exact placement of insignia and ribbons on the uniform, or following the instructions for clothing placement in the cadet's barracks room.

(b) Performing drill and ceremonies in accordance with (IAW) definitions and procedures outlined in AFMAN 36-2203.

(c) Maintaining individual barracks IAW the SOP Handbook and directive memorandums.

(d) Maintaining proper behavior and decorum in the dining hall IAW the SOP Handbook.

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

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

(g) Attending academic classes at encampment.

(2) **Cadet Staff Goals.** Encampment is a learning experience for each member of the cadet staff, so the program sets goals for those advanced cadets.

(3) **Flight Goals.** Encampments aim to foster teamwork, so the program sets collective goals for the flights as teams. These goals include those behaviors having to do with the flight as a group or individuals who relate to, respect, and depend on one another, better known as a team. Esprit-de-corps, teamwork, loyalty to the group, and interdependence are all examples of the results of meeting flight objectives.

(a) It is quite easy to set flight objectives and simply assume that they are being met at encampment. It is more difficult to measure and assess their goals objectively. As there is no standard scale for teamwork or group interdependence, we have to rely on behaviors to make evaluations about how well the members of the flight are doing at forming a good, cooperative team. Flight staff and the TAC officers must observe and evaluate how the group is interacting.

(4) **Senior Staff Goals.** Encampment is a venue for adult CAP members to grow as leaders of cadets, so the program sets goals for senior staff.

(5) **Wing Cadet Program Goals.** Encampment is the centerpiece of the wing-level Cadet Program, providing the wing with an opportunity to boost the capabilities of its hometown cadet and composite squadrons and to standardize cadet training within the wing, so the encampment program pursues goals for the wing's overall Cadet Program.

4-2. Achieving Encampment Goals. Each senior staff and cadet staff member must remember that it is the responsibility of the entire staff to define the method for attaining the encampment goals at the earliest stage possible. At the upper levels of the chain-of-command, goals are defined in a very broad manner. At each lower level in the chain of command, the methods for achieving goals must become more specific. We will create a foundation for the encampment training plan by looking at each encampment goal area and developing strategies and tactics for each specific goal. This must be done well in advance of the beginning of encampment. A clear plan for achieving goals provides focus and unity of purpose.

4-3. Encampment Learning and Training Phases. A discussion of the learning phases that students undergo can help in understanding how encampments work. 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. The sequencing of the phases and the instruction that takes place during them 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. Four phases comprise encampment. These are

shown in Figure 4.1.



Figure 4.1. Encampment Learning Phases.

4-4. Advancing in Phase. As students transition from one phase to the next, those changes in phase are not announced to the students. Rather, the entire phase nomenclature is merely a tool for the cadet staff and senior staff to converse intelligently about the students' progress toward encampment goals

4-5. Phase I - The Challenging Phase. During Phase I, the encampment presents cadets with a challenge. Accordingly, cadets need to learn what those challenges entail, and second, each cadet must personally make a commitment to attack those challenges, head on, via an Honor Agreement (Lesson C1). Such an approach teaches that attitude and effort are important keys to success. Another component of this phase is the cadets' learning that they do not advance through encampment on their own but have leaders and teammates who will help them succeed. Although this phase is very brief, it is essential because everyone must begin encampment with a common idea about its challenges and opportunities for the encampment to have any chance at success.

a. Timing. Phase I begins with student cadets arriving at the encampment facility (Day 0) and concludes upon their signing the honor agreement (Lesson C1).

b. Parents' Orientation. Responsible adult leadership requires that the senior staff develop a good rapport with cadets' parents and reassure them that the encampment experience will be safe, positive, and fun. It is worth noting that while parents probably know the local CAP leaders, the encampment senior staff may be total strangers to them. Therefore, a good Phase I program should include a parents' orientation.

(1) While there is nothing secret about encampment, one of the goals of any overnight youth camp is for the participants to develop a sense of independence and self-confidence, so an unspoken leadership challenge is for the senior staff to *tactfully* send the parents on their way at the end of the parents' orientation. No overnight camper in any youth program can develop independence and self-confidence while tethered to parents.

4-6. Phase II - The Forming Phase. As stated in paragraph 4-1.b., encampment is an "*immersion into the full challenges and opportunities of cadet life*". While the students have experienced the Cadet Program in their home units, the scope of that experience is typically a limited one, whereas encampment is CAP's opportunity to highlight the full breadth of its program to the cadets. Therefore, when Phase II commences upon the students signing their honor agreements, they will begin learning fully to be cadets.

a. From Many Individuals to One Team. The phase is called the "forming" phase because the students invariably enter it as a set of individuals struggling to succeed in the intensive military-like cadet environment, and then, as a result of carefully structured experiences they progressively develop self-confidence and a team-oriented perspective, forming a single unit. In addition, "forming" is an appropriate descriptor for each individual's process of becoming a cadet in the fullest sense.

b. Emphasis on Regimentation. Phase II's instructional content emphasizes the military-like or regimented aspects of the Cadet Program. High standards of appearance and proper wear of the uniform, habitual rendering of customs and courtesies, precision in drill and ceremonies, and

teamwork to attain excellence in dormitory skills, are the main instructional points in this phase.

c. Instructors. The flight commander and flight sergeant, supervised and mentored by the TAC/Training officer, are the primary instructors during this phase. They provide most of the classroom, dormitory, and drill field instruction. They communicate the performance standards and provide feedback to the flight.

d. Duration. Phase II is programmed to end upon the conclusion of the first squadron-level dormitory and uniform inspection, late on Day 2 (roughly 48 to 54 hours after arrival). In practice though, the regimented aspects of daily life continue throughout the encampment, so in some ways Phase II gradually tapers toward an end versus abruptly halting (see Figure 4.1). Some flights will display signs of teamwork, confidence, and enthusiasm more quickly than others will. This makes it difficult to pinpoint where each group of students actually turns the corner. For many encampment veterans, watching the flights progress through Phase II and developing into a real team as Phase III begins is the encampment's biggest thrill.

e. Rationale. There are many ways to develop leaders. Harvard Business School, for example, develops leaders despite it not immersing students into a regimented environment. CAP chooses to use a regimented, Air Force model of indoctrination (in the best sense of that word) because its Air Force affiliation is part of CAP's core identity, and because the military-style environment is a tremendous draw and motivator for the youth who enroll in the Cadet Program. Throughout encampment, cadet staff and senior staff must constantly be aware of the need for the appropriate level of intensity that is age-appropriate yet military-style in accordance with CAP's Cadet Protection Policy. Intensity should be at the highest acceptable level during Phase II and early in Phase III. For an in-depth discussion about training intensity levels in an age-appropriate yet military-style setting, CAPP 52-23, *Cadet Protection Policy Implementation Guide*, is a must read.

4-7. Phase III – The Exploring Phase. Possessing a basic degree of self-discipline and a team-oriented attitude, the student cadets are ready to enter a new phase where the goals shift from primarily a leadership focus to an aerospace focus. Despite what the schedule says, some flights enter this phase earlier or later than others do. When members of the flight have become proficient in encampment skills and developed a sense of esprit de corps, Phase III has truly begun. Moreover, from a simply human standpoint, many cadets begin encampment with uncertainty and a bit of trepidation, but as they enter Phase III, something sparks within, making them realize that they are not “doomed to a week of misery” but are having the time of their lives.

a. Exploration Motif. This phase is called the “exploring” phase for two reasons. First, the student cadets explore what it is like to be part of a good team. Through personal experience, they learn the benefits of teamwork, respect for one another's individual differences, and the virtue of putting service to the team before self. Second, students explore the aerospace field and its career opportunities. They participate in activities that are unavailable to ordinary youth – flying, touring aerospace facilities, interacting with military personnel, learning through hands-on projects, challenging themselves on obstacle courses, etc.

b. Spontaneous Leadership. The students' leadership goals continue, aiming for a higher dimension during Phase III. The goal is for them to transition from a team that operates in response to their superiors' directions (i.e.: the flight staff having to motivate them and foster a sense of unity) to a team that becomes more self-directed, confident, and resilient. Dormitory life provides a good example. In Phase III, we want to see cadets, on their own initiative, creating “rack-making” teams or “boot-shining” teams. This demonstrates the independence and creativity in problem solving. When marching, it is a mark of the flight's success as a team if students are seen creating their own “jodies” or “yells” to express team pride.

c. Disciplined Pursuit of Goals. As mentors, the cadet staff's and senior staff's role during

Phase III is to encourage initiative, creativity, and behaviors that demonstrate a team-focused mindset. Even if the flight exhibits signs of spontaneous, self-directed leadership, leadership skills do not simply develop on their own. Left unchecked, the flight's motivation can easily spin-off into cockiness, hyperactivity, and aimless "hoorah." The cadet staff should be mindful that motivation is supposed to aim at a meaningful object. The flight staff's challenge during this phase is to channel the students' high spirits toward attainment of the encampment goals. Discipline is not exuberance for the sake of exuberance, but instead, a focus on one's goal. Therefore, the students' exuberance ought to result in:

- (1) their completing challenging hands-on projects,
- (2) a newfound seriousness of purpose during tours and guest lectures,
- (3) higher levels of precision on the drill field,
- (4) better results from inspections,
- (5) evidence of the "wingman" concept at work in reality,
- (6) mutual support during fitness activities,
- (7) a habit of policing one another when momentary instances of misconduct occur.

4-8. Phase IV - The Concluding Phase. The last phase of training consists of leadership feedback (individually and as a flight), the graduation banquet, the parade, cadet commander's charge, and graduation. As the encampment concludes, Phase IV's goal is twofold.

a. Review of Accomplishments. First, one goal is to summarize the students' accomplishments. The cadet staff has one final opportunity to develop in the students an intense feeling of accomplishment. They do this by reviewing the encampment's goals, as they were first presented to the students on Day One, and telling the story (or prompting the students themselves to tell the story) of how they came together as a team and succeeded throughout many challenges. For this "story" to be meaningful, it must reference specific achievements and cite contributions of each individual that caused the flight to be successful. The task is to create in the students' minds a link between their self-esteem and a clear knowledge of what they learned. This portion of Phase IV is met through the advisory program (Lesson C7 and C9).

b. Future Opportunities & Challenges. Second, another goal responds to the fact that "every new beginning comes from some other beginning's end." What happens next, after the cadets leave encampment and go home? Each student receives personalized leadership feedback from the flight staff and training officer (Lesson C7). The flight as a whole is informed of upcoming CAP opportunities and encouraged to participate. And finally, during graduation, before the assembled corps and their parents, the cadet commander issues a "charge" to his or her fellow cadets on what challenges face them next in CAP, at school, and in their work in becoming "dynamic Americans and aerospace leaders" (Lesson C10).

4-9. Timing. Ideally, Phase IV begins upon the completion of Lesson L22, the final group-level dormitory, uniform, and verbal academic inspection, and of course, ends as the cadets depart for home. Logistical realities govern the timing of Phase IV, but most encampments will allocate the final half-day before departure and the morning of the final day to this phase.

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Chapter 5

ENCAMPMENT LEADERSHIP TRAINING

5-1. CAP Training. Training in CAP is a unique situation. As an auxiliary of the Air Force, we follow certain customs that have evolved from the military and we call the rules by which we operate Regulations or Manuals. We wear a military style uniform and have respect for discipline, image, military bearing, and attitudes, as in the military. However, we *are not* in the military service. Unlike the military, there is no legal “punch” behind our orders. This makes the responsibility of leadership and training in CAP an even greater challenge than in the military. A leader must lead their subordinates from the front, not shove them from behind. The effective CAP leader must have the respect and followership of their subordinates or they cannot succeed at their task. Remember, we are leading volunteers.

5-2. Encampment Training. When training student cadets at encampment, cadet staff and senior staff members must remember that there is no place at encampment for inconsiderate driving of subordinates, for making arbitrary decisions, or for forgetting that each person on the team is important and has a contribution to make. Staff members must be aware that it is easy to fall into the trap of an inappropriate feeling of self-importance that can come with responsibility in this organization. Staff members must remember that the purpose of the staff is to serve and train the students, instead of the other way around. Sometimes, in satisfying our own needs, we may neglect the needs of our subordinates and fellow volunteers. Avoiding these pitfalls is essential for accomplishing our mission at encampment. The authority that we hold as members of staff is derived from courtesy and mutual respect. The respect given to staff members by student cadets must be a reflection of the way we treat the student cadets. We must *earn* the respect of the cadets at encampment! To train them effectively, we must strive to deserve their trust and confidence.

5-3. Air Force Leadership Training. The policy guidance and instructions on how to train and supervise Air Force ROTC (AFROTC) and Officer Training School (OTS) students is available in the **Air University Holm Center Training Manual T-700**. This manual provides a five-step, continuous leadership development process that will produce better-trained and more qualified officers for the United States Air Force. It will develop trust and mutual respect between supervisors and subordinates in order to maximize the working relationship.

5-4. Manual T-700 replaces the Air Force Accession and Training Schools (AFOATS) Training Guide. Considering CAP’s relationship with the United States Air Force, it is only natural to look at military resources for an effective leadership-training program, for encampment. At previous encampments, the AFOATS Training Guide, known as the **ATG**, has been used for leadership training. The ATG is a suitable substitute for the T-700 Manual and will continue to be used as the leadership-training manual for COWG Encampment. The **ATG** is available on the COWG Encampment Website on the Cadet Staff and Senior Staff pages.

5-5. IMPORTANT NOTE! Under certain circumstances, the **AFOATS Training Guide (ATG)** allows physical discipline as a consequence for improper behavior or performance during Air Force Officer Training School (OTS). **Physical discipline is NEVER allowed as a consequence for improper behavior or performance during COWG Encampment or any other CAP event or activity.**

5-6. The principles of training provided in the **ATG** have proven, over time, to be effective in working with subordinates. Not only are the **ATG** principles well suited to Air Force ROTC and Air Force OTS, they are also a means by which any supervisor can train any subordinate in any situation or environment. These principles are usable throughout a person’s personal and professional life.

5-7. Most people realize that it is a pleasure to work for a supervisor who treats you with respect. The feeling of respect that you, in turn, feel for that supervisor is an experience to treasure. Your goal in applying the ATG principles should be to establish mutual respect between superiors and subordinates to maximize the working relationship.

Chapter 6

COURSE CONTENT, CURRICULUM, AND TEACHING METHODS

6-1. Curriculum. The academic training program at encampment provides the student cadet with a broad base of information on the United States Air Force, Civil Air Patrol, and the CAP Cadet program.

6-2. Delivery Methods. The encampment curriculum may be delivered via any format – tours, briefings, guest speakers, informal lectures, job shadowing, duty performance, simulations, games, etc. Activities that make use of the particular strengths and resources of the host installation and local aerospace industry are encouraged. Interactive, experiential methods of education and training are preferred to static lecture-based instructions.

6-3. Curriculum. Curriculum requirements are in CAPP 52-24, *Cadet Encampment Guide*, and at capmembers.com/encampment. These requirements are mandated by CAPR 52-16, Chapter 9. Upon completion of this instruction, the cadet will have a standardized foundation upon which to build his or her later experience. The overall curriculum categories and hours are as follows:

- a. Leadership – 20 Hours
- b. Aerospace – 10 Hours
- c. Fitness – 8 Hours
- d. Character – 4 Hours

6-4. Five-Step Teaching Method. Instruction is best accomplished by involving the cadets in the learning process, rather than just presenting the material. The five-step system, described in subsequent paragraphs, is suggested for use by personnel making teaching presentations at encampment:

6-5. Step 1 - Preparation. The first stage in the system, *preparation*, involves two steps.

a. The first of these is complete mastery of the material you intend to cover. You should be so familiar with the material being covered that you are capable of expressing its intent and content in clear, simple language without having to resort to technical terms and confusing or complicated explanations. You should be able to answer almost all questions from the cadets, or know where to find the answers, concerning the topic you are instructing as well as related subjects.

b. The second step in the *preparation* stage is preparing the cadets to learn. This requires you to arouse the interest of the cadets in the material to be covered. Find something in the material that will grab their attention and keep it. With highly motivated cadets, it is simply a matter to get their attention, because there is already a high level of interest. With these cadets you must generate or enhance a desire to learn. Telling a joke, providing a challenge, or showing a video are some examples. This can also be accomplished with positive incentives.

(1) Examples of incentives include:

(a) Immediate recognition of progress. This can consist of small rewards (candy, tokens for bigger rewards) or special privileges within the flight.

(b) Assignment to assist other cadets with the academic material.

c. Preparation should include each of the following:

(1) Plan the work for the instruction time.

(2) Plan for the use of audio-visual aids.

(3) Plan for the designated training area or classroom.

(4) Plan an appropriate amount of material for the time allotted.

- (5) Present an exceptional personal appearance.
- (6) Allow time between drill or class period to allow the cadets to "digest" the material.
- (7) Encourage discussions on the subject material among the flight members.

d. Remember that motivation and the desire to learn must be present before the beginning of the learning process.

6-6. Step 2 - Explanation. After arousing the interest of the cadets, the instructor will probably use the early part of the period to explain the essential facts, principles, or maneuvers to be mastered. The characteristics of good explanation are:

- a. Explanation is clearly stated in simple, understandable English.
- b. When possible, use charts, diagrams, illustrations, and/or audio/visual aids prepared in advance. These will gain the attention of all the cadets to whom it is presented.
- c. These aids emphasize and repeat the most important points.
- d. The explanation should include clear, simple presentations of the facts and use simple demonstration materials. During the explanation stage, the effective instructor will guard against assuming that all the cadets will be aware of why the presented material should be mastered, or assuming that just repeating the facts will make an effective instructional presentation. Careful attention to voice control and presentation skills is important during the explanation and clarity is critical.

6-7. Step 3 - Demonstration. The third, or demonstration stage, is frequently combined with the explanation stage. This stage and the explanation stage are the crux of the skills step in the ATG process (Volume 1, Chapter 3 of this guide). In order to make the principle of *demonstration* clear, it has been isolated to a discussion of its own.

a. Demonstration reinforces and strengthens explanation, and is a sound procedure in teaching and learning.

b. An effective demonstration is timely; it relates specifically to the point just covered by the instructor.

c. It is so clear that the cadets are able to grasp its significance as an illustration of what has gone on before.

d. The demonstration must be presented at a pace that allows the slowest learning cadet to observe the procedures involved. However, it must remain lively enough to prevent boredom or apathy for the faster learning cadets. Lastly, demonstration must be well executed.

e. In summary, the instructor must *plan and rehearse their demonstrations*. By doing so, they will demonstrate at the proper pace and will always know how to demonstrate what they have explained. They will always exhibit a positive, patient, and helpful attitude toward cadets who are learning the subject for the first time as well as those who have previously learned the subject. The effective instructor may also make use of assistants to aid in their demonstrations.

6-8. Step 4 - Performance. The fourth stage in the system is *performance*. Each cadet is required to practice what has been explained and demonstrated. This stage coincides with the skills step in the ATG. In certain training situations, each cadet will perform a particular skill, maneuver, or technique individually. In other situations, all the cadets will be simultaneously engaged in the trial performance of the skilled movements or problem solving techniques related to the topic under discussion. Flash cards for memorization or situational examples are good tools to put the cadets into the performance role.

- a. There are three characteristics of a well-executed performance period:

- (1) It directly follows the instructor's demonstration.
- (2) Second, the well-planned performance requires practice of what has been taught.
- (3) Third, the performance period has the greatest potential for real learning.

b. In drill, the cadet will go out and physically practice the movements taught; in a more academic class, practice may consist of discussion that allows the cadets to really understand the concepts presented. A performance period characterized by rapid learning means that previous instruction has been effective. The properly controlled performance period provides each cadet with a feeling of accomplishment. Repetition is the key for retention of the skills or facts presented.

c. The cadet must leave the first performance period with a feeling that he or she is progressing. The performance step should not be started until the class as a whole has a basic understanding of the material to be practiced in a particular session. The performance period is one of mastery and improvement, not of basic instruction. Cadets should be well versed in the material before attempting it.

d. The instructor should avoid putting him or herself into a position to back track or consistently repeat basic instructions during practice periods.

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

6-9. Step 5 - Evaluation. The fifth and last stage of the instruction system is *evaluation*.

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

b. A common misperception among those who have never instructed is that telling equals teaching. An instructor is always more than a teller of tales. They teach cadets what to do, why they should know a particular fact or movement, and how to acquire the information or skills. This means the process of instructing goes far beyond simple telling. First, as we have outlined here, they must apply a methodical system to their instruction. Second, they should apply the principle of progressive training, arranging a subject matter from the simple to the complex, and following a carefully planned pattern of achievements in their instruction. Third, they should ensure that they are thoroughly knowledgeable in the topic. The instructor should be completely familiar with all parts of the material he or she intends to cover, and he or she should have some background in related fields.

6-10. Written Examinations. The purpose of written 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. Testing content and design should measure understanding more than rote memorization. Two tests may be administered, but are not required, during encampment:

a. Pre-test. A pre-test can be given to every student cadet upon arrival at encampment. This test, when compared to a final exam, will measure the cadet's academic (and testing ability) improvement at encampment. The flight staff can also use it to identify areas needing improvement. However, it may be too time consuming to change instructional plans that have already been set up for the encampment.

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

Chapter 7

ACTIVITIES AND SCHEDULING

7-1. Tours. Each encampment host facility offers Civil Air Patrol unique opportunities. USAFA may be able to offer tours of the Cadet Area, the Chapel, flight simulators, flight line, gliders, obstacle course, leadership reaction course, and more. Fort Carson may be able to offer helicopter tours, tank simulators, M-16 simulators, Special Forces training tours, obstacle courses, and more. These are rare, unique opportunities for each CAP member to learn about a new environment.

a. Senior staff and cadet staff must encourage the students to explore and have fun. Tours are to be relaxed but controlled. The staff should not discourage anyone from asking questions, provided they do so politely and at the proper time. The flight staff must anticipate the needs of the students on the tours, before their departure. This includes outer garments, sunscreen, workbooks, cameras, etc.

b. The flight staff should delegate authority to their element leaders, especially if the flight must split up. At a minimum, one flight staff member and one Tactical Officer will accompany the flight on all tours. Staff members should take notes and ask questions of the students following tour completion. This will ensure that they pay attention to their hosts.

c. During tours, safety and personnel accountability must be a primary consideration. At each stop, the staff must get an accurate accountability check before moving on to the next section of the tour. It is easy to leave someone behind in the bathroom! The cadet staff may need to remind students that at the end of the tour they are expected to return to the encampment structure and behavior as defined by the SOP Handbook.

7-2. Aerospace Education. Aerospace Education training can include formal presentations, AE Knowledge Bowl, orientation flights, tours of military flying units, gliders, jump school, flight simulators, tours of aerospace classrooms, tours of static aircraft displays, or model rocketry activities.

7-3. Physical Fitness Training. Physical training (PT), as one of the five program elements of the Civil Air Patrol cadet program, has an important role at encampment. PT is the springboard for health and fitness programs that are critical to each cadet's development. PT will not be a punitive program. It should not create a high-pressure atmosphere for the participants. One of the reasons we *do not* use PT as punishment is so that cadets do not associate healthy exercise with a negative feeling. This would only discourage exercise. The primary purpose of PT is to increase fitness levels, emphasize the importance and necessity of fitness and proper nutrition, promote teamwork, and develop each student's self-discipline to participate in fitness activities in a safe manner. PT provides an active beginning to the encampment-training day and teaches students the military method for PT.

a. Conduct of PT. The cadet NCO staff leads PT. Cadet staff officers will participate in the formation, leading by example, encouraging participants, and correcting performance. Perform PT in the following sequence: formation, warm-up, stretching, aerobic activity, and cool-down. All participants will bring their water bottles or canteens to this activity.

b. Formation. Use the following sequence of commands to form into double-arm interval for PT. The 1st Sergeant will direct, after being released by the SQ/CC to conduct PT:

(1) Open Ranks, MARCH

(2) Ready, FRONT

(3) **Extend to the Left.** The flight put both arms up and moves apart until interval is obtained, element leaders do not move.

(a) Conduct PT in this formation. Add a **Half Right, FACE**, for activities in the push-up position. Then, return with a **Half Left, FACE**.

(4) Once finished do **Dress Right, DRESS** and

(5) **Close Ranks, MARCH.**

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

d. Stretching. Flexibility is an important component of fitness and can assist cadets in performing PT while preventing injuries. Stretching is designed to increase muscle length and improve tendon range of motion to prevent injury and to allow muscles to become stronger. Stretch sequentially from head to foot and use only static stretches. Conduct stretches in an organized fashion with regimentation. Hold each stretch for 10 counts. Stretch all major muscle groups. Provide personal stretching time. Some stretches are depicted in **Figure 5.1**. Among the encampment cadet staff you will probably find many athletes that can also provide some guidance on stretching.

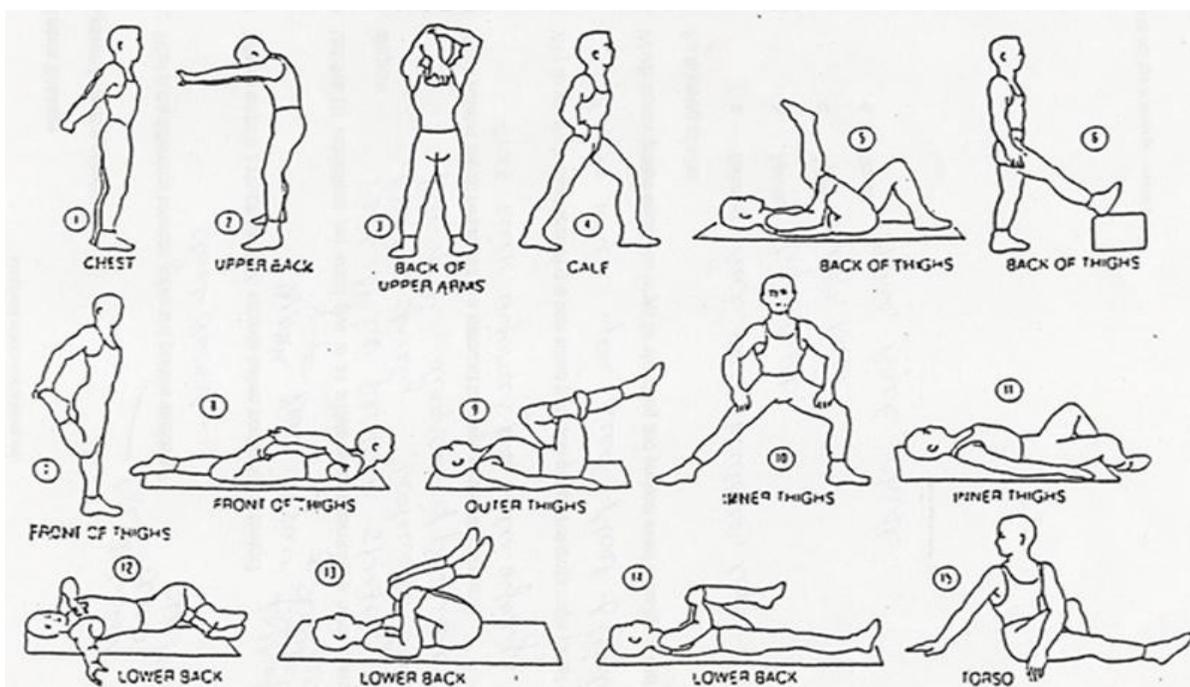


Figure 5.1 - Stretching Exercises (www.nevgp.org.au).

e. Aerobic Activity. Aerobic activity is conducted in a regimented fashion by the 1st Sergeant and is designed to increase the heart rate and prepare for more intense aerobic exertion. During the first PT period the 1st Sergeant should demonstrate all the activities and ask if there are any questions. After students are familiar with the exercises the 1st Sergeant needs only to state

what the exercise is, command students to the start position and have them begin exercising in cadence. Recommended exercises are: side straddle hop, squat bender, knee bender, push-up, and mountain climber.

(1) Sequence. Bring the unit to attention and say the commands as follows:

(a) The first (next) exercise of the day is the [exercise]. Students echo the exercise name. **It is a # count exercise.** (Most are four count and stretches should be ten count.)

(a) We will do # number of repetitions. For stretches, the number of repetitions is usually two, one for each side. For four count push-ups, the students are actually doing two push-ups in each repetition.

(a) I will count the cadence. You will count the repetitions. This means that the 1st Sergeant will say alone, 1, 2, 3, (cadence count) and the students will finish with 1 (repetition count).

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

(a) Start Position, MOVE.

(a) Ready, BEGIN. Counting commences as described above.

(a) To halt the exercise, the 1st Sergeant controls the formation by using a rising vocal inflection for the final repetition of the exercise. Students say HALT on the last repetition instead of counting.

(a) After students have halted, they say in unison, "**Permission to recover, First Sergeant.**" The 1st Sergeant gives permission by saying "**RECOVER.**" At this point the students should return to the position of attention while giving motivating cheers or yells like "hoorah." Otherwise the 1st Sergeant can deny permission to recover by simply moving on to the next exercise.

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

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

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

7-4. Leadership Training. Leadership Training can be incorporated throughout the encampment curriculum. Specific training includes drill & ceremonies, customs & courtesies, uniform wear, military traditions, barracks maintenance & inspections, team building activities, and flight activities. Student cadets should learn the value of discipline, the "Wingman concept" and "Warrior Spirit".

7-5. Character Development. The Character Development training at encampment should solidify the cadet's knowledge of the Core Values and teach them some practical tools so that they can become Core Values leaders and use the Core Values in their everyday lives.

7-6. Other Activities

a. Firing range. Both USAFA and Fort Carson have active firing ranges that may be available for a demonstration for the students. In rare cases we can get permission for students to handle weapons. If permission to work on a range is granted, the staff should be at peak awareness for horseplay and dangerous activity. Training will always be in accordance with CAPR 52-16, Chapter 2, paragraphs 2-9 a., b., and c. and the training must be approved as a High Adventure Activity by the wing commander. It is important that the students are relaxed and in control when handling a weapon. Ensure that all students pay attention to and obey the range personnel. Safety violations can result in being removed from the range. If allowed to fire, students must realize that it is familiarize them with weapon safety and not for qualification. Students not wishing to fire will not be forced to fire. The complexity of firing range safety will require that all staff members attend to assist with control.

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

c. Encampment Social Events. There are several options for conducting a social event during encampment.

(1) Formal dinner. Traditionally, Colorado Wing Encampment has hosted an end of encampment banquet, similar to a military dining-in, in order to expose the students to a formal event that is rare these days. The cadet staff and students should be briefed on protocol and manners. Information can be provided in the Encampment SOP Handbook. The Senior Logistics Officer is responsible for coordinating the activity with the host facility, usually an officer's club, NCO club or outside hotel. The PA staff can help in the coordination of seating arrangements, color guard, presentation of the slide show (if available) and protocol handouts.

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

(3) Staff dinner. An optional cadet staff dinner/fun night is often held in the middle of the week as the cadet staff gets tired and need to be rewarded with a little fun and something like pizza. The decision to have an event such as this is left to the discretion of the C/CC, with approval of the Commandant.

(4) Colorado Wing Encampment does not normally hold a separate senior staff dinner as a formal affair. The commander may choose to hold a casual gathering to thank his or her staff.

d. Emergency Services Training. Although not required as part of the encampment curriculum, up to a half-day may be dedicated to ground emergency services training. This can include: first aid, a practice ground search, compass course, etc. Be creative in the activity used to practice skills for emergency services. This activity should be conducted in the morning, with a briefing the evening before, due to frequent thunderstorms in the Colorado summer afternoons.

e. Flight Projects. Flight projects offer a great opportunity for the students to work together on a common goal and have a contribution to that goal. There could be flight time set aside for the

development of the project. The project should be a CAP related presentation such as leadership, aerospace, etc. The students do the project with the flight cadet staff supervising.

7-7. Time Management. A basic responsibility of all staff members is to manage their time effectively. This means that a plan should be established for every day. The plan must take into account training requirements, meetings, meals, travel time, and other scheduled activities. The plan must also be flexible to allow for the inevitable schedule change or weather problem. The daily flight plan is an example that can be used by the rest of the staff.

7-8. Scheduling. A successful encampment offers the students a full range of activities including formal classroom training, tours, barracks activities, and drill. The schedule is planned to permit the student to experience many different areas of training. If the students are to get the most benefit of their training, the schedule must be followed and maintained. It is the duty of each staff member to assist in ensuring that the encampment stays on schedule. Deviations from the encampment schedule will be permitted only by a schedule change approved by the commandant of cadets with the approval of the encampment commander or designated representative. Schedule changes shall be in writing whenever possible (see attachment 3).

7-9. Master schedule. The statements above refer to the encampment master schedule that will be created prior to encampment. Each day the curriculum and plans staff will publish a daily master schedule, based on the block schedule, ideally, with few changes. This master schedule covers major activities that affect the entire encampment such as meals and activities, which may include or depend on agencies outside the encampment itself. Because activities on the schedule may depend on these outside agencies and commitments have been made to them, it is critical that the encampment master schedule be adhered to.

7-10. Schedule Changes. Despite the best efforts of the curriculum and plans staff, there *will* be schedule changes. Any schedule changes will require close coordination among the cadet staff members, senior staff members and between the two groups. Each group should confirm any schedule changes with other groups that are affected by the change to ensure that everyone has gotten the word.

a. This is particularly important for flight/squadron cadet staff and TAC Officers. It is the shared responsibility of flight/squadron cadet staff and the TAC Officers to discuss and coordinate any time or location changes so that both parties fulfill required supervisory responsibilities. TACs must accompany the flights and squadrons at all times. Flights *will not* depart from any location without the assigned TAC Officer. Schedule change coordination is critical to ensure that both the flight/squadron and TAC Officer are in the correct place at the correct time for any unit movement. Do not assume that the other party has received the schedule change – double check to be certain!

b. Any schedule changes that involves force support cadet staff and assigned senior staff mentors/counterparts should be coordinated closely for the same reasons as in paragraph 6-6, a., above. Although it is not necessary for force support senior staff to accompany force support cadet staff at all times, the force support cadet staff should *always* keep their senior staff counterparts informed of their location and what activities they are doing.

7-11. Flight time. Within the encampment schedule, there are blocks of time that are allocated to the flight staff for the purpose of flight level training. It is the Flt/CC's responsibility for planning and scheduling this time. It can be used to conduct classroom training, practice drill or volleyball, prepare for inspection, or allow in-flight leaders to perform their duties.

7-12. Squadron Training Activity. It is the SQ/CC's responsibility for planning, coordinating, and scheduling any squadron training time, if necessary.

7-13. Personal time. There are also blocks of time set aside for the student's personal use. This is usually during the last portion of the day, just before lights out. The students can do what they choose such as see the Chaplain, attend evening devotional, read, shine their shoes, etc. *The cadet staff will not infringe upon this time but they will monitor student behavior for safety and adherence to lights out.* The flight staff is responsible for ensuring that all flight activities are completed before personal time begins. Personal hygiene time where students shower, brush their teeth, and complete the mandatory evening blister check should occur *prior to the personal time.* The flight staff will coordinate with TAC Officers to ensure that adequate time is planned for the blister check to be completed prior to personal time.

7-14. Daily Flight Plan. This form is intended to help the flight staff to plan and organize the training day as well as break down the allotted flight time into manageable increments. It is not intended to create extra paperwork, or to be a requirement (unless dictated by the C/CC), but merely a time management tool. It should be completed before the squadron meeting for the following day. Flight staff should keep one copy on hand at all times for reference. (See attachment 4).

7-15. Daily Meetings. There are specific meetings that will take place during the course of encampment. It is imperative that all staff members contribute constructively at these meetings. Each scheduled meeting has a specific purpose, to address problems that need immediate attention and prepare for the next day. The encampment staff will conduct meetings as frequently as needed, with the staffs that are needed. At the C/CC's discretion he or she can meet only with the force support cadet staff and SQ/CCs after the SQ/CCs have met with their Flt/CCs or all of the staff can meet together. The meetings usually are held during cadet personal time or immediately after student lights out. These meetings must be concluded before staff lights out. The force support cadet staff can also meet in the mornings at the start of the business day if the C/XO chooses.

Chapter 8

DISCIPLINE

8-1. Definition. Definitions of discipline include:

- a. Training activities, exercises, or regimens that develops or improves a skill.
- b. Controlled behavior in accordance with rules of conduct.
- c. A systematic method to obtain obedience.
- d. To bring to a state of order and obedience by training and control.
- e. A state of order based upon submission to rules and authority.

8-2. Discipline is a learned behavior. It is not blind obedience and punishment. Instead, it is a state of regulations and orders. You must be disciplined to achieve your goals. Discipline is training that develops, molds, strengthens, or perfects mental faculties and character. It involves placing group goals above your own, being willing to accept orders from a higher authority, and carrying out those orders effectively. Part of the job of a cadet is to make their fellow cadets aware of the purpose and meaning of discipline.

8-3. 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, are all measures of self-disciplined. This is the highest order of all disciplines because it springs from the values you use to regulate and control your actions. The ideal situation is to motivate cadets to want to discipline themselves and to exercise self-control and direction to accomplish the task.

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

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

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

8-4. Purpose of Discipline. Discipline is required for any activity where people work together towards a common objective. The opposite of discipline is anarchy, where each person does what they want without concern for others. Any organization, from a civilized state to a football team to a brownie troop depends on group cooperation, and cannot achieve cooperation 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.

8-5. History of Military Discipline. Having established that discipline is a normal part of everyday life, what is the significance of military discipline?

a. The term has gone through a variety of meanings and variations. It has meant the practice of drill at handling arms. While punishment played a large role in maintaining discipline, such usage was restricted largely to the church; military leaders knew that a man motivated by fear would not perform very well under conditions of battle. Many years ago, emphasis was placed on discipline or drill, so that greater firepower might be obtained from cumbersome weapons like

muskets. At the same time, emphasis was placed on a sense of obedience, since prompt response to orders was necessary for each part of the firing team to function effectively.

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

c. Possibly the best definition, that suits our purposes, is quoted from Army Regulation 600-10, 2 June 1942:

(1) "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".

(2) There is much substance in the paragraph, above. The first few sentences are often used as memorization knowledge in many wings. You have been provided with the entire text in the hope that you will read it and reread it carefully. Note that it explains how a well-disciplined unit behaves and appears to others rather than what to do about people who misbehave. A well-disciplined organization has little need for punishment in the sense that we discussed it in Chapter 5 of this ETG. This is because the members of the organization are constantly striving to improve and meet the goals of the group.

8-6. Maintaining discipline.

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

b. The keys to fostering an effective and harmonious team can be summed up in two words: **education** and **training**. Every cadet must appreciate the absolute necessity for self-improvement, intense practice, and positive education and training. ***You remember best what you repeat most!*** This is one of the basic laws of learning! Practice makes permanent; repetition strengthens corrections.

c. As a cadet staff member, never let yourself or your people repeat errors in training. You must correct substandard behavior if you expect to maintain discipline. The most useful tips are described below. These can be integrated into the tools described in paragraph 8-7.

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

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

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

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

(5) **Enforcing standards.** Consistently and continually correct any subordinate who is not in compliance 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 that you develop with students because they will not know what to expect. You gain commitment from students when they are a part of a system they believe in and that they feel is fair.

8-7. Tools for Teaching Discipline.

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

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

8-8. Conclusion. Discipline within a unit increases unit effectiveness and provides 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 the students the opportunity to work in a disciplined organization. This helps students to understand how to build discipline in themselves and their unit. The importance of setting a good example, of developing and maintaining a well-disciplined organization, and helping cadets to understand how discipline affects a group cannot be understated. A well-disciplined flight will develop as a productive team with high morale, and is essential in establishing an educational, worthwhile encampment experience.

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Chapter 9

SAFETY – HEALTH - HYGIENE

9-1. Primary Responsibility for Safety. The primary responsibility of all cadet staff and senior staff members is the health and safety of all CAP members at encampment. In addition, student cadets have a responsibility to report hazards or what they consider to be unsafe activities. All encampment participants will be instructed in their responsibility to announce “knock it off” to stop a suspected or potentially unsafe activity.

a. Building Evacuation Procedures. Building evacuation routes are usually posted in each building. For building evacuation during the day, all encampment participants will proceed quickly to the nearest exit and assemble in the pre-designated area. For evacuations during the sleeping hours, students will put on athletic shoes, tie them, and proceed quickly, without running to the nearest exit and proceed to the assembly point. Senior staff and cadet staff will brief students on the procedures for building evacuation in case of fire.

b. Lightning Precautions. USAFA has a lightning warning system installed at the Prep School and Community Center. All encampment participants will be briefed on proper procedures when a lightning warning is in effect.

c. Other Emergency Procedures. Every encampment participant should note any warning signal instructions posted on the dormitory/barracks bulletin board. Find out what the procedures are. If in doubt, have all personnel proceed downstairs and remain in the hallway with doors closed and wait for further instructions.

d. Unidentified or Unknown Personnel in Dormitories. If unknown people are seen in buildings, unaccompanied by CAP personnel, alert the nearest senior member to their presence. Do not confront the person yourself!

e. Road Guard Procedures. The purpose of road guards is to ensure safe crossing of streets. A senior member, usually a TAC Officer, will accompany any marching unit and will monitor the stopping of traffic at intersections. Ensure that the road guard procedures are being followed and that the roads guards are acting in a safe and appropriate manner. See the SOP Handbook for reference.

9-2. Dormitory/Barracks Safety. Safety within the dormitories/barracks is a high priority.

a. General Dormitory/Barracks Safety. These are general procedures. More specific information may be in the SOP Handbook or the SOP Barracks Guide.

(1) Each flight should discuss the evacuation procedures posted in each building before the first evacuation.

(2) Bunk arrangement should be addressed in the SOP Barracks Guide, i.e., Head to foot, head to head, etc.

(3) There will be no running in building hallways at any time.

(4) When climbing or descending building stairs, handrails will be used at all times. There will be no running or jumping on stairs and stairs will not be skipped.

(5) Top bunks will not be occupied except during the time from lights-out in the evening until reveille in the morning. This restriction includes sitting or lying on the top bunk. ***Violation of this policy is grounds for dismissal from encampment.***

(6) ***Always use ladders when climbing into or out of the top bunk! Under no circumstances will anyone jump down from the top bunk!*** This is a serious and flagrant safety violation and may be grounds for dismissal from encampment!

(7) Never call the latrine to attention when an officer enters.

9-3. Personal Hygiene. Living together in close proximity requires good personal hygiene. The structured environment of encampment can be stressful and can reduce a cadet's ability to care for his or her personal hygiene and bodily functions. Cadet staff must remind student cadets to wash hands regularly, shower daily, use deodorant after showering, and brush their teeth regularly.

a. Showers. Students will shower daily. The objective of showers is hygiene – not training! Showers will not be timed or used as a training tool. Personal time and/or shower time may need to be allotted depending on how many students are trying to use the showers at the same time. Time should be structured just enough that students don't have enough time to dally and horseplay. Senior Staff and cadet staff should be aware that communal showers may be a new experience for some cadets

b. Deodorant Use. All encampment participants will use deodorant following showers.

c. Dental Care. Cadet staff should remind students to brush their teeth regularly. This should be accomplished with frequent reminders to the flight. Individual problem cases should be handled privately to avoid embarrassing a cadet.

d. All participants should wash their hands often. This is particularly important after using the latrine and before meals. Provisions for use of hand sanitizer before meals will be included in the safety plan.

e. Students should have time to care for their personal needs. Cadet staff must remember to allow for latrine breaks. Be proactive and provide adequate latrine breaks so that students do not have to ask to use the latrine. Staff will approve all requests for latrine breaks.

f. Remind students to use the latrine prior to activities that have limited access to latrine facilities. This is particularly important prior to the departure of transportation to activities.

g. Allow time prior to morning PT for latrine usage.

9-4. Health and Medical. Senior staff and cadet staff must monitor the health and well-being of cadets at all times.

a. The encampment staff's responsibility is preventative medicine. Staff must be aware of environmental conditions and situations that are likely to cause injury or illness. It is essential that legitimate medical problems be handled immediately and judiciously.

(1) On occasion, students may use the excuse that they feel sick in order to avoid uncomfortable situations. The most likely occurrences will be to avoid morning PT. This may be acceptable for the first day; however, staff must watch for behavior patterns that suggest that a cadet is not ready for this type of activity. Flight staff should advise the TAC/Training Officer immediately so that the TAC is aware of a potential problem. However, it is particularly important that we not create an environment in which cadets fail to tell staff when they are actually ill for fear of missing something. It is essential to strike a good balance.

(2) All cadets and staff should drink a minimum of one 8oz glass of water or sports drink at each meal *before* consuming other liquids. Three 8oz glasses of fluid is recommended at each meal. Fluid intake is important; however smaller cadets should not be forced to drink more than they need. Look at relative body size.

(3) **Student cadets may not consume, coffee, tea, or sodas.** These can increase the possibility of dehydration.

(4) **All Energy drinks such as "Red Bull" or similar stimulant drinks are prohibited at encampment.** This restriction applies to cadet staff and students!

b. TAC Notification. A student's TAC officer must be notified of any medical problem a student might have upon arrival or during encampment. As part of this process, TACs must be notified anytime a student is taken to medical and when the student returns from medical. This notification is a joint responsibility of medical staff and flight cadet staff.

(1) During in-processing, each student is asked if there are any changes to their medical situation since they completed their initial encampment application. This is to identify any unreported pre-existing conditions.

(2) During in-processing each student is asked for any medications that they take and if they have the appropriate amount available for the duration of encampment.

(3) Medications brought to encampment by students should be contained in separate clear plastic baggies. During in-processing, these will be checked against the student's application documents to ensure that only authorized medications are in the cadet's possession.

(4) Any medications brought to encampment must be in original containers.

(5) All CAP members are responsible for taking medications as prescribed.

(6) All medications will remain in the member's possession throughout encampment.

c. Basic Medical Emergency Procedures. These procedures should be followed for any medical situation that occurs at encampment.

(1) Identify the problem.

(2) If the member is unconscious for more than one minute or otherwise un-responsive, call 911.

(3) Immobilize the injured individual, as necessary to limit additional injury.

(4) Call for assistance on the radio, phone or by sending a runner.

(5) Provide immediate first aid and stabilization only up to your level of training.

d. Common Medical Problems.

(1) **Dehydration.** Dehydration occurs when you lose more fluid than you take in, and your body does not have enough water and other fluids to carry out its normal functions. If you do not replace lost fluids, you may get dehydrated. Dehydration is a common problem at activities such as encampments, particularly during hot weather in the summer months.

(a) **Symptoms:** dry or sticky mouth, feeling fatigued or lethargic, thirst, decreased urine output, dark urine, dry skin, headache, decreased coordination, dizziness or feeling lightheaded.

(b) **Treatment:** replace lost fluids and electrolytes through oral intake of water and/or sports drinks. More severe cases may require medical attention.

(c) **Prevention:** Drink plenty of fluids, particularly water and sports drinks. Avoid coffee, tea, soda. Monitor urine color – charts are in latrines at USAFA prep school. Do not let thirst be the primary indicator of the need for fluids. By the time you feel thirsty, you are already experiencing the effects of dehydration.

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

(a) **Symptoms:** normal body temperature, pale and clammy skin, profuse perspiration, tiredness and weakness, headache and cramps, nausea and/or dizziness, and possible fainting.

(b) Treatment: move to shade, loosen clothing, and apply cool wet cloths while fanning the victim.

(c) Prevention: drink plenty of liquids.

(3) Heat Stroke. *Heat stroke is an immediate, life threatening emergency and requires immediate professional medical care.*

(a) Symptoms: high body temp; skin is hot, red, and dry (sweating stops); pulse is rapid and strong; and unconsciousness may occur.

(b) Treatment: seek medical attention immediately and follow treatment under heat exhaustion while waiting for medical personnel.

(c) Prevention: see heat exhaustion.

(4) Hyperventilation. Hyperventilation is a condition brought about by over-breathing. Usually it is associated with anxiety, tension and emotional distress. It can begin without the person being aware, until carbon dioxide is depleted, causing symptoms listed below. These symptoms may become frightening to the victim.

(a) Symptoms: dizziness, faintness, numbness, rapid breathing, tingling, pounding of the heart, spasmodic muscle cramps.

(b) Treatment: provide a relaxing environment, reassure the patient, and help them to slow down their breathing rate and to take steady breaths.

(c) Prevention: watch stress level.

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

(a) Symptoms: hoarseness, voice cracks, unable to speak above a whisper.

(b) Treatment: rest voice.

(c) Prevention: voice exercises, proper use of diaphragm, drink small amounts of water many times when speaking or using voice.

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

(a) Symptoms: pain with motion, swelling, tenderness, discoloration.

(b) Treatment: immobilize, apply ice pack, anti-inflammatory and pain medication (with parental permission on application, caution and consultation).

(c) Prevention: avoid unnecessary running, jumping, or over exertion. Stretching exercises and warm-up exercises can prevent injuries. Use caution when exerting the body.

(7) Strains. Strains are injuries to muscles from over exertion. The fibers are stretched and possibly torn. Strains often accompany sprains. Back strains are the most common, caused by improper lifting.

(a) Symptoms: swelling, tenderness, pain with motion, discoloration.

(b) Treatment: immobilize extremity, apply moist heat, and refer to health services personnel.

(c) Prevention: see sprain.

(8) Blisters. Blisters are the most common injury at encampment. Everyone should be trained in prevention, recognition, and care of blisters. Blisters are caused by friction from shoes or

boots and appear on heels, toes, and tops of feet. If pressure can be relieved until the fluid is absorbed, blisters are best left unbroken.

(a) Symptoms: limping, problems running, timing off when drilling, red "hot" spots on feet, cadet complains of blisters.

(b) Treatment: Cushion the area with moleskin (a band-aid is a second choice), keep clean, and refer to medical if the blister is broken or open.

(c) Prevention: Check feet regularly daily (teach the students about this), cushion red spots with moleskin. If a "hot spot" is developing, notify cadet staff immediately and correct the problem.

(d) Evening Blister Checks. TAC Officers should accomplish or supervise the cadet flight staff's foot inspections during the mandatory evening blister check. First aid preventative care should be administered, as necessary. The cadet staff should look for red spots or other signs of blisters and/or potential blisters. Students should be taught to recognize the signs of an oncoming blister. Preventative care, early detection, and treatment is the key to minimizing the effects of blisters.

(9) Fainting. Fainting can occur during drill or formations or any time students are standing and immobile for any period of time. Fainting often results from students locking their knees and not getting enough blood supply to the head. They may also be suffering from dehydration or other heat related injuries.

(a) Encampment staff will observe students closely during drill and inspections. Remind them that they should not lock their knees, and should sit down if they feel dizzy or ill.

(b) Give 5 minutes of rest during every 30 minutes of drill or formation. During breaks, remind students to hydrate.

(c) Schedule hydration breaks more frequently during hotter weather. Refer to the current hot weather policy. Drill and other activities consume bodily fluids that must be replaced.

(d) Each cadet staff and senior staff member will review the encampment safety plan for specific facility considerations. Cadet staff will be on alert for any health and safety concerns. For example, it is acceptable for a force support cadet staff member to tell a flight commander or flight sergeant if one of his/her cadet staff members appears sick or in need of assistance.

9-5. Encampment Meals. Encampment meals are addressed in this chapter because of the importance of a proper diet and adequate fluid intake to each participant's health.

a. Brief students on the SOP Handbook for dining procedures prior to their first meal. Staff should set the behavioral expectations.

b. Monitoring of seating, service line flow, and proper decorum in the dining facility will normally be the responsibility of designated cadet staff members.

c. During meals, the student cadets should not be disturbed other than by necessary corrections to maintain proper decorum. There will be no quizzing, classes, or flight meetings during meals.

d. One cadet flight staff member of each flight should eat first (usually the Flt Sgt) so that they are available to escort cadets from the dining facility at the end of the meal.

e. Prior to each meal, remind all students with food allergies to ask food service staff if particular foods contain items to which they are allergic.

f. Cadet flight staff should observe students during meals to ensure that they are eating an adequate amount and are eating a balanced meal. Report potential problems to TAC Officers for further action.

g. Students will not eat cookies, ice cream or other sweets/desserts with meals with the exception of the procedure established for honor flights.

h. Cadets may eat fruit and Jell-O, if available, as these can help with ensuring proper hydration. However, these items should not be eaten in place of a balanced diet of other items.

i. ***DO NOT remove food items from dining halls at any time! No exceptions!***

j. In certain circumstances, cadets may be excused from eating meals by the Encampment Commander, the Commandant of Cadets, or Health Services/Medical officer.

9-6. Laundry. The flight cadet staff is responsible for insuring that student laundry is done as necessary. This is a personal hygiene issue. In spite of the required items on the encampment equipment list, some cadets may have only one uniform and will bring limited underwear and socks. The flight cadet staff must help to ensure that the students have and wear clean clothes. The flight cadet staff must allocate part of flight time to accomplish laundry. Many students may be completely unaware of how to do laundry. Do not be surprised by this and be prepared to do some “coaching”. Here are some laundry suggestions:

a. Do not assume that your students know anything about the laundry process. Provide help where needed.

b. All participants should mark items prior to washing. This will be emphasized on the encampment equipment list and a “laundry pen” will be included on the list as a required item.

c. Students should combine “whites” with other cadets “whites” to make full loads and minimize the number of washers/dryers that are used.

d. The same process can be used for black T-shirts. Socks may be tied together at the top by colored yarn to identify which socks go to which cadets.

e. Wash dark and light clothes separately and always use cold water for wash.

f. Wash BDUs in shifts, they take a long time to dry. If BDUs are slightly damp after drying, hang them immediately and they will dry overnight. Do not keep drying them for “just a few more minutes.”

g. Caution with the blues pants and skirts, some are dry-clean only. Read the label!

h. Do not iron wool clothes. Again read the care label!

i. Suggest washing while on tours or activities and then drying them when in the building. The faster you remove fresh clothes from the dryer, the less ironing is necessary.

9-7. Personal time. Personal time is the student’s time. Each night, personal time is scheduled just before lights out. Students may do whatever they wish (within reason), such as get ready for the next day, attend evening devotional, help each other with barracks and/or uniform preparation, shine shoes, iron uniforms or go to bed early. ***No other activities will encroach on personal time!*** There will be no training during this time and the evening blister check will be scheduled and accomplished so as to be completed ***prior to personal time.*** However, cadet staff must watch for horseplay and potentially dangerous or inappropriate activities during personal time.

Chapter 10

FLIGHT COMPETITIONS AND AWARDS

10-1. Purpose. The awards program is designed to recognize performance at encampment. Each cadet staff and senior staff member should remember that the mission of encampment is to train CAP members, and not to win awards. This chapter should be used as a guideline and can be modified to fit the needs of the encampment and at the discretion of the commandant of cadets with approval of the encampment commander.

10-2. Flight Awards and Criteria.

a. Daily Inspections. Flights may be evaluated daily in any or all of the following categories. Barracks Inspection, Uniforms, Teamwork and Motivation, General Knowledge, Flight Drill.

(1) Barracks Inspections. The daily barracks inspections are coordinated and performed by the Stan/Eval (OGV) cadet staff.

(a) The inspection is usually done while the students are attending classes or training. Cadet OGV staff will leave post-it notes by items that were inspected to provide feedback to the students. Cadet OGV staff will determine scoring. Any cadet staff member inspecting a student's personal property will respect the student's property and not disturb it unnecessarily.

(b) For time management purposes, the Cadet OGV staff may elect to inspect a select number of rooms from each flight. The cadet OGV staff should note which rooms are inspected.

(c) Common use areas, such as hallways and latrines, should count towards honor squadron points but not honor flight points. It is up to cadet OGV staff, along with cadet command staff approval, to determine scoring standards for common areas for each squadron.

(2) The following categories will be scored and included in calculations for daily honor flight only when all flights are observed and evaluated on any given day.

(a) Flight Drill.

(b) Uniforms.

(c) Teamwork and Motivation.

(d) General Knowledge.

b. Volleyball Competition. The encampment volleyball program is designed to encourage teamwork, sportsmanship, relieve stress, and stimulate motivation. Competitive sports between the flights are an additional means of interaction. Students should be encouraged that the teamwork they display is more important than winning or losing. Flights may be able to practice during flight time. It is vital that each student participates, with a feeling that they have contributed to the team effort. A TAC officer or health services officer can excuse a student from play for injury or illness; however, the student must be present to cheer on their team.

(1) Structure. The C/CC will appoint a project officer, usually the group 1st sergeant or a senior 1st sergeant, to organize/conduct the volleyball tournament. He or she will assist XP and OGV in arranging for equipment, tournament rules, facilities, and order of play. The project officer will appoint referees proficient in the rules of engagement, for each match, usually each squadron's 1st sergeant, with a neutral party to referee the final inter squadron competition.

(2) Volleyball Rules. See the NCC guidelines at (www.usavolleyball.com)

(3) A guidon streamer is presented to the first place flight in the volleyball competition.

c. Aerospace Knowledge Bowl. Flight scores in the AE Knowledge Bowl will be included in Honor Flight calculations. A guidon streamer is presented to the flight that wins the AE knowledge bowl.

d. Flight Drill Competition. Flight Drill Competition is formally evaluated using a modified version of the criteria established for Standard Drill in the National Cadet Competition. This information can be found in CAP Manual 52-4, *National Cadet Competition*, paragraph 3-4. Standard Drill.

(1) Cadet OGV staff will create drill cards. (Attachment 6 is an example).

(2) Innovative drill competition may be instituted at the option of the C/CC with the approval of the CoC. Cadet OGV staff will produce the necessary score sheets and evaluation system.

(3) Emphasis will be placed on the performance of the flight in following the commands of the flight staff and not the flight staff's ability; however, some bonus points should be awarded for flight staff that is highly proficient.

(4) Cadet OGV staff is responsible for ensuring that proper areas are set for all drill competitions. In addition, the encampment commander will ensure that the host base unit is not inconvenienced. The encampment safety officer will ensure that the areas are safe for drill. The order of teams competing will be determined by the other activities scheduled.

(5) **Scoring.** Each judge will use the Cadet Drill Card Evaluation Sheet (Attachment 7) to record each flight's drill performance. These sheets will be checked by the chief judge. The judging team should consist of an OGV cadet staff member, and a cadet command staff member. The results should be checked/confirmed by the commandant of cadets prior to the announcement of the results.

(6) A guidon streamer is presented to the flight that wins the Drill Competition.

10-3. Honor Flight - Daily.

a. Before evening formation each day, the OGV team will add up the results of their daily inspections and evaluations, placing them on a summary sheet. Flights will be ranked in each inspection category, based solely on score. The flight with the highest total points will be the honor flight of the day. Drill, uniform, general knowledge, and barracks are scored on a standardized scale. The cadet command staff can add pre-determined bonus points for the following areas: flight motivation (cadence calls, chants, spirit during sports and PT), esprit de corps, teamwork, and performing acts above and beyond the normal without help from flight staff.

(1) Evaluations in a particular category will only be used to determine the daily honor flight when all flights are evaluated in that category on that day. Example: If a specific flight is not evaluated during drill on a particular day, drill scores for other flights will not be used when determining honor flight for that day.

b. The OGV team will report their results to the C/CC. She/he will immediately inform the commandant of cadets of the results, before evening formation. The C/CC determines what privileges the honor flight will receive. Usually this means, first in line for meals and dessert is allowed on the next day. It could also include allowing the students to talk at meals.

c. A streamer will be presented to the daily honor flight to display on their guidon pole.

10-4. Formal Stand-By Inspections. Flight and Squadron Stand-by inspections are for training purposes only and scores are not included in honor flight or honor squadron determination. However the C/CC Formal Stand-by Inspection is used when determining honor flight and honor squadron.

10-5. Final Stand-by Inspection. The C/CC's final barracks inspection should be conducted as a stand-by inspection. This inspection should cover the same items that are inspected daily.

a. All stand-by barracks inspections will be conducted IAW Part 6 of CAPP 52-24, Encampment Training Guide.

- b. The C/CC will select the inspection team. Normally, the team will be limited to three members and will consist of the C/CC, another command cadet staff member, and a senior member acting only as an observer.
- c. Stan/Eval team members *will not* be part of the inspection team.
- d. The C/CC will designate the uniform, usually summer blues.
- e. Scoring forms should be the same as the daily inspections, however, instead of averaged among judges, they will be totaled.
- f. Final scores from this inspection for each flight and each squadron will be factored into the selection of honor flight and honor squadron.

10-6. Individual Awards and Criteria.

a. Encampment Honor Cadet. The Honor Cadet should be the “best” student of the encampment. It is important to remember the age factor in the decision. The flight cadet staff should nominate the individual in their flight that gained the most from encampment, while being a team player and motivating the flight to excel. The encampment must have been a positive and challenging experience for the individual that is selected.

(1) The basic criteria are as follows:

- (a) Appearance in uniform.
- (b) Attitude.
- (c) Motivation.
- (d) Character.
- (e) Desire to excel.
- (f) Progression at encampment.
- (g) Leadership potential.

(2) After consultation with the flight cadet staff, each flight commander selects a cadet to be interviewed by the squadron commander's review board. The SQ/CC selects one other cadet staff member and a senior to sit in on the board. The board nominates the best candidate from the squadron and recommends them to the cadet commander's board.

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

b. Academic Excellence Award (Optional). Awarded to the student with the highest final exam scores. In lieu of the exam, the CC may opt to use other criteria or not use the award at all. A tie may be broken by a review board.

c. Honor Cadet Staff Officer (Optional). Awarded to the cadet staff officer that demonstrated outstanding leadership skills during the encampment, along with any other appropriate criteria. The cadet commander, with input from the CoC, C/CD and C/XO will select this individual.

d. Honor Cadet Staff NCO (Optional). Awarded to the cadet staff non-commissioned officer that demonstrated outstanding leadership skills during the encampment, along with any other appropriate criteria. The cadet commander, with input from the CoC, C/CD and C/XO will select this individual.

e. Senior Leadership Award (Optional). Awarded to the senior member that sets the best example for the cadet and senior staff. The successful candidate should exhibit good uniform practices, exemplary customs & courtesies, good training techniques, superior mentoring skills and

showed signs of improvement. The selection committee will include the CC, CD, CoC, Chief TAC, and CS.

f. Other Award Options.

- (1) Outstanding Flight Commander.
- (2) Outstanding Flight Sergeant.
- (3) Outstanding TAC Officer.
- (4) Outstanding Force Support Cadet Staff member.
- (5) Most Improved Cadet Staff member.

10-7. Encampment Honor Flight Selection.

a. Overview. The commandant of cadets may modify any or all portions of this section in coordination with the cadet command staff. The competition for Encampment Honor Flight and Honor Squadron may involve the following elements on a daily basis. Changes are authorized with the approval of the commandant of cadets. Only those elements that were accomplished by all flights and evaluated for all flights should be included in the honor flight determination.

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

b. In addition to these daily activities, there are one-time competitions that should factor into the Encampment Honor Flight Award. Options include:

- (1) Volleyball competition.
- (2) Aerospace knowledge bowl.
- (3) Field day events or other sports contests.
- (4) Other activities as approved by the Commandant of Cadets.

c. The cadet command staff and the CoC will make the Honor Flight decision as a committee. The committee should actively solicit input from the TAC officers prior to meeting for the selection. The decision will be based on a system developed by the cadet command staff with approval of the commandant of cadets. The cadet command staff will develop and coordinate this system with the commandant of cadets prior to the beginning of encampment PIPER training. This system will contain the items in paragraph a. and b., above, along with consideration of the following factors: flight teamwork, attitude, and customs & courtesies.

d. The C/CC makes the final determination of Honor Flight with the approval of the commandant of cadets. A streamer will be presented to the honor flight at the graduation banquet. All members of the Honor Flight will have a special seal on their graduation certificates.

10-8. Encampment Honor Squadron. (Optional) Honor Squadron is determined in the same manner as Honor Flight. The same team that selects Honor Flight can select Honor Squadron. Squadron common area inspections should be included when determining honor squadron.