CIVIL AIR PATROL

COLORADO WING

ENCAMPMENT TRAINING GUIDE

VOLUME 2

ENCAMPMENT STAFF INSTRUCTIONS

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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 2

Cadet and Senior Staff Instructions

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Chapter 1

STAFF SELECTION & TRAINING

1-1. Encampment Commander Selection. The wing commander will select the encampment commander after consultation and coordination with the director of cadet programs.

1-2. Senior Staff Selection. The encampment commander will select the remaining encampment senior staff members.

1-3. Cadet Commander Selection. The commandant of cadets will send email announcements to Colorado Wing cadet members soliciting applications for the cadet commander position. This announcement will include required qualifications and will describe the selection process. The encampment commander will appoint a selection panel to select the cadet commander. This panel will normally be chaired by the commandant of cadets and will consist of at least three senior members chosen from the encampment senior command staff. In the event the commandant of cadets has a conflict of interest because one of the applicants is a member of the same unit, the encampment commander will select another chairperson. When possible, each applicant will appear before the selection panel for an in-person interview.

1-4. Cadet Command Staff Selection. The cadet command staff consists of the cadet commander, cadet deputy commander, and cadet executive officer. The cadet commander will interview other applicants for the remaining command staff positions and advise the commandant of cadets of his recommendations for the positions of cadet deputy commander and executive officer. If the commandant of cadets concurs, the remaining command staff positions will be offered to the applicants recommended by the cadet commander. Additional applications may be solicited, if necessary, to fill the positions. Unsuccessful applicants for the cadet commander position will automatically be considered for the other command staff positions if they wish to interview.

1-5. Other Key Cadet Staff Selections. This paragraph applies to the selection of squadron commanders, group first sergeant, safety officer, standardization & evaluation officer, and curriculum & plans officer. Selections for some or all of these positions may be delayed until the CESSnA activity. The commandant of cadets will solicit applications for these positions via Email announcement to Colorado Wing cadets. The announcement will include minimum requirements and will describe the interview process. Applicants will be interviewed by the cadet commander and/or other members of the cadet command staff as directed by the cadet commander. These interviews will likely be by teleconference or Skype. The cadet commander will make recommendations to the commandant of cadets of his choice for each position. The commandant of cadets will announce the final selections via COWG Email.

1-6. Cadet Staff Selection Activity Preparation. Following selection of squadron commanders, safety officer(s), standardization & evaluation (Stan/eval) officer(s), and the cadet curriculum/plans officer(s), work begins to develop the evaluation process for the remainder of the cadet staff positions during the Cadet Staff Selection Activity (CESSnA). The CESSnA activity will be conducted, primarily, by the cadet command staff and the squadron commanders with assistance from safety, Stan/eval, and curriculum & plans.

1-7. Cadet Staff Selection Activity (CESSnA). The purpose of CESSnA is to select the balance of cadet staff, for each encampment. This section provides some options for the commandant of cadets and C/CC to use when selecting encampment cadet staff.

a. CESSnA Guidelines. CESSnA will be 1-3 days in length. This can be either a one-day selection or a weekend long selection and training. If a one-day selection is used, two days can be used to complete two separate CESSnA in two locations for convenience. CESSnA should be held at a minimum 4 months prior to encampment. However, the selection of the C/CC and the

remainder of the cadet command staff should be at least one month, or more, prior to the CESSnA so that the C/CC and command staff will be involved in planning the CESSnA activity. ***All cadet staff position selections are subject to approval by the commandant of cadets.***

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

(1) Drill and ceremonies appropriate for the position.

(2) Drill instruction using Demonstration – Performance method.

(3) Customs and courtesies.

(4) Oral communication.

(5) Encampment skills (tasks you will find at encampment, i.e. Locker/closet arrangement, bed- making, etc.)

(6) Wear of the uniform.

(7) Basic CAP knowledge.

(8) Practical knowledge of one force support cadet staff position.

(9) COWG Encampment Training Guide, Volumes 1 and 2 (ETG).

c. Force support cadet staff applicants should be evaluated in the following areas:

(1) Encampment experience.

(2) Basic drill.

(3) Customs and courtesies.

(4) COWG Encampment Training Guide.

(5) Practical knowledge of position applied for (i.e. first aid for health services, photography for PA)

(6) Enthusiasm and willingness to perform duties.

(7) Professionalism (including uniform wear)

(8) Plans and ideas about duties.

(9) Related situational problem solving.

(10) Wear of the Uniform.

d. Selection Environment. The CESSnA activity shall be administered professionally. Harassment and undue stress are not appropriate; however, the selection process should set the "tone" for what is expected of the cadet staff at encampment regarding level of intensity. The selection process will be conducted in accordance with CAPP 52-10. Pressure to perform is acceptable during CESSnA. Encampment will be stressful and cadet staff must be able to perform in that type of environment. Experience has shown that successful candidates will display a disciplined bearing and mature attitude throughout the evaluation.

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

f. ATG. IAW the ATG, (see Volume 1, Chapter 3 of the COWG Encampment Training Guide), the expectations and skills phases are covered during CESSnA. This is also an excellent time for seniors to provide feedback to the cadets on their performance without embarrassing them in front of their flight.

g. Evaluation Procedures.

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

(2) Oral interview board. The oral interview board will interview each applicant. The board will consist of cadet and senior evaluators. During the interview, all applicants will be evaluated on bearing, image, maturity level, communications skills, and general CAP knowledge. Applicants will be questioned on job preference, encampment preparation, and qualifications. The C/CC has the option of holding a group interview board to see how the candidates interact as a group and who stands out as leaders. Groups of no more that 6-8 cadets are recommended.

(a) Command Staff applicants and Squadron Commanders. These applicants are usually selected prior to CESSnA. They can be selected from the applicants not chosen for cadet commander, but this is at the discretion of the newly selected cadet commander. It is very important that he/she be involved in the selecting of those people that they work closest with. One option for this is, after the cadets have applied, the C/CC can visit their squadrons to see their performance and get some feedback from others that work with them. During this process, the cadet commander will receive input and advice of the commandant of cadets, as he/she will approve the final decision.

(3) Other Cadet Staff Applicants. Evaluation of command presence and knowledge for cadet line staff applicants will be evaluated by a team consisting of at least two qualified CAP members. The evaluation team leader should be the cadet commander and he/she she should be assisted by the cadet deputy commander and a senior member (preferably the commandant of cadets). For force support cadet staff applicants the cadet commander should be assisted by the cadet executive officer and the senior chief of staff. The cadet commander may delegate these evaluation duties to other cadet staff members. Applicants can also be evaluated on their knowledge of the ETG (they will be provided access to this document prior to CESSnA), their ability to delegate, and how well they can implement the principles of the ATG.

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

(a) Drill of the flight or squadron.

(b) Command Voice.

(c) Methods of drill instruction.

(d) Knowledge of environmental safety.

(e) Knowledge of AFMAN 36-2203 appropriate for their position (Example: flight commander applicants do not need a strong knowledge of a squadron commander's role in squadron drill, but squadron commander applicants should have a strong knowledge of flight drill and all roles in squadron drill).

(f) If someone other than the C/CC evaluates this section then the team leader will be present at the final evaluation meeting.

(5) Encampment skills: Initially, each cadet staff applicant may receive encampment skills refresher training if a suitable facility is available. If that is done, then applicants should be evaluated in these areas. Each applicant may be asked to implement a portion of the SOP or inspection procedures relating to barracks arrangement and general house-keeping. Items for the evaluation team to note include:

(a) Team building skills.

(b) Initiative.

(c) Response to limited resources.

(d) Time management skills.

(6) Knowledge examination (Optional): Each applicant will complete timed written or online examination(s) designed to assess his or her knowledge of relevant portions of:

(a) CAPM 39-1, CAP Uniform Manual.

(b) AFMAN 36-2203, Drill & Ceremonies.

(c) CAPR 52-16, Cadet Programs.

(d) Learn-to-Lead Manuals.

(e) Encampment Training Guide.

(f) Encampment SOP Manual.

(g) The scores of the written examination(s) will be available at the final evaluation meeting.

h. Mentoring. The mentoring process begins at CESSnA. If the senior mentor is available for each position, they can offer their experience and knowledge in aiding the cadet to begin their preparation for encampment duties and responsibilities. All cadet staff positions require significant planning and preparation, and the senior member mentors must ensure that the cadet staff members in supervisory positons have done necessary planning. See ETG Volume 2, Chapter 5 for more on mentoring.

i. Final Evaluation Meeting. At the end of CESSnA, the evaluators will assemble for the final evaluation meeting. The objective scores will be tallied and applicants will be placed in rank order for the desired position. Other considerations that can be used in the selection process might include, but are not limited to, personnel compatibility and encampment needs. Once the final placement is agreed upon, the team will match flight sergeants to flight commanders, first sergeants to squadron commanders and flight commanders into squadrons according to their strengths and weaknesses to maximize compatibility and effectiveness.

j. Announcement of Selections. The C/CC will announce/post the final cadet staff roster as soon as possible after the final evaluation meeting.

1-8. Cadet Staff and Senior Staff Training. Following the selection of cadet staff and senior staff, informal training begins and is ongoing. The cadet safety officer, Stan/eval officer, and curriculum & plans officer along with other cadet staff department OICs and NCOICs will coordinate and begin work with their senior staff counterparts. After CESSnA, the squadron commanders will begin coordination with newly selected first sergeants, flight commanders, and flight sergeants to develop daily flight objectives and plans for the conduct of the actual encampment.

a. PIPER Training (PROPERLY INSTRUCT & PREPARE ENCAMPMENT for READINESS). Formal cadet staff and senior staff training begin during PIPER training.

(1) The purpose of PIPER is to identify areas needing further development and to identify strengths that can be capitalized on for encampment. PIPER training gives cadet staff and senior staff members an opportunity to work together and enhance team building. PIPER also provides the cadet staff and senior staff a refresher and/or introduction of the encampment skills and environment. Additionally, PIPER is used to complete any required or identified senior staff training

(2) PIPER Guidelines. Normally, the cadet staff and senior staff arrive at the encampment location three days prior to the arrival of the student cadets, become familiar with the locale, and accomplish final planning, training, and preparations.

(a) Alternatively, PIPER can be divided into two parts. The first part of PIPER should be held as a full day activity on a weekend sometime between CESSnA and the beginning of encampment. A list of possible classes is in paragraph 8-4. Additional curriculum can be designed by the senior and cadet command staff and the curriculum and plans team according to the needs of the selectees. Prior to this training event, cadet staff should have been assigned homework for them to complete by this time. The command staff and squadron commanders can use this training to follow up on the projects for encampment. The second part of PIPER will then be scheduled as described in paragraph 1.7.a.(2), above

(3) PIPER Training Courses. Some of the courses that should be to senior and cadet staff during PIPER are:

(a) Encampment model.

(b) Leadership training

(c) Staff positions: roles and responsibilities.

(d) Encampment objectives.

(e) Encampment specific training procedures.

(f) Transportation procedures and safety

(g) Dining Facility Procedures.

(h) Familiarization tours of off premises facilities (optional).

(i) Cadet Protection Policy and Required Staff Training.

(j) Health issues and procedures.

(k) Safety issues and procedures.

(l) Barracks rules and procedures.

(m) Mentoring Refresher.

(n) Encampment skills refresher.

(o) Customs and Courtesies refresher.

(p) Drill and formations refresher.

(q) Uniform refresher.

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Chapter 2

LEGAL RESPONSIBILITIES AND PROBLEM PREVENTION

2-1. Legal Responsibility. As Encampment Senior Staff members, we must ensure that our actions, and the conduct of the encampment as a whole, comply with CAP directives. Any questions must be directed to the Wing Legal Officer.

2-2. Liability. CAP members carrying out their official duties are provided with liability protection under the CAP National Headquarters Liability Insurance Program. CAPR-900-5, Paragraph 8. You are considered to be carrying out your official duties when your conduct complies with CAP directives. Failure to follow CAP directives may not only expose CAP to liability, it could cause you to lose your liability protection, and make your personally liable for your conduct.

2-3. Reducing the Potential for Problems. The encampment program must be planned and executed in accordance with CAP directives. In addition, we must be conscious of the possible effect our actions could have on our cadet members. Finally, we should be aware of the perceptions our actions create in our cadet members, their parents, and the public at large. Just because an action appears to be "legal" doesn't make it the right action to take. Always be conscious of safety and be aware of areas where injuries or distress could occur. If an incident does occur, we must promptly take appropriate action, including reporting to the appropriate CAP authorities, as described in CAP directives.

a. No Fraternization. Senior staff and cadet staff must read and comply with the paragraph discussing fraternization in Volume 2, Chapters 3 and 4 of this guide. Senior members have a responsibility to set the example at the encampment.

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

c. Prevent Hazing. As part of staff training, the senior staff and cadet staff will complete mandatory Required Staff Training IAW CAPR 52-16, *Cadet Program Management*, Paragraph 2-3.b. ***Hazing will not be tolerated!*** All encampment participants, particularly staff members will conduct themselves IAW all of the CAP Core Values. The Core Value of Respect will be promoted at all times. An attitude of courtesy and mutual respect is essential at encampment.

d. Provide Counseling. Although all senior staff members are potentially counselors, the TAC Officer, in particular, has an important job as a counselor to both the students and the cadet staff. The role of the TAC Officer as a counselor is that of a mentor. See chapter 11 of this guide for more information about mentoring.

(1) Counseling Techniques. Basic counseling skills include at least the following:

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

i . Eye contact

ii . Open body language,

iii . Reflective questions, ("What I hear you saying is… Is that correct?")

iv . Questions that explore feelings or concerns.

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

i . Needs

ii . Self-image

iii . Personal worth

(c) Resolution. Resolution of problems or situations may take one of several forms.

i . Advice

ii . Direction

iii . Suggestions

iv . Explanation or clarification

v . Self-resolution

e. Ask for Help. If you run into a difficult situation, share the problem with other senior staff members, especially the Chaplains. Most CAP Senior Members are not professional counselors are we not at encampment to experiment with counseling skills. Another person's perspective might be helpful.

2-4. Conclusion. The encampment senior staff must follow CAP directives, do their best to provide an effective learning environment and be aware of the need to be flexible and make any necessary changes to plans to ensure safety. The senior staff must be particularly alert to any potential hazing situations and take immediate corrective action. If an accident, an incident, or a violation of CAP directives occurs, it must be promptly reported to the appropriate CAP authorities.

Chapter 3

INSTRUCTIONS FOR CADET STAFF

3-1. General. The success of encampment is determined by how well the cadet staff members carry out their assigned duties and responsibilities. It is crucial that cadet staff members display a positive, constructive attitude at all times. This attitude should form the foundation for every decision made and every action taken by a staff member.

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

b. Cadet staff members have the additional responsibility of leading by example for the students. Cadet staff quarters, personal grooming, uniforms, hygiene, customs and courtesies, and attitude must meet or exceed encampment standards at all times.

c. Cadet staff members, other than a student's immediate superiors, will not interfere with or intervene in student training, instruction, or performance of duties. The only exception to this policy is to correct an immediate safety threat that could cause injury of property loss. Any violations of customs/courtesies, uniform infractions, and military bearing issues should go through the chain of command and be handled by the students' immediate superiors.

d. Each cadet staff member has duties and responsibilities as described in the position descriptions for each cadet staff position in Chapter 1 of this guide. Acceptance of a cadet staff position indicates acceptance of the requirement to perform the duties and responsibilities as described in the position description. It is mandatory that each cadet staff member complete their specific duties and responsibilities and not interfere with the duties and responsibilities of cadet staff members in other positions.

e. Cadet staff members share the responsibility to ensure that the property of CAP and the host facility is respected, properly maintained and accounted for. Items that are broken or appear to be in sub-standard repair should be reported to Logistics as soon as possible for documentation.

3-2. Off-Limits Areas and Dormitory Exits. Certain areas within the USAFA Prep School barracks are considered off-limits areas. The Prep School has designated which areas CAP may use and areas that are off-limits. The off-limits areas will be briefed during the first cadet staff and senior staff training session and will be marked with signs. In addition, the rear doors to each dormitory building will not be used except for emergency purposes. These doors will be marked "Do not use this exit except for emergencies". ***There will be no exceptions to the off-limits policy or the emergency exit policy. Violations may result in dismissal from encampment.***

3-3. Senior Supervision of Cadets. Cadets moving as part of a unit (flight or squadron) must always be accompanied by a senior member. This applies to both inside and outside the boundaries (brick wall) of the USAFA Prep School. A senior member does not have to accompany students or cadet staff not moving as a flight or squadron within the boundaries of the Prep School. However, any student moving to or from the sick bay/health services area must always be accompanied by a senior member or cadet staff member. Specific exceptions to this paragraph may be granted by the CoC for cadet staff members. Any exceptions will be briefed during the first cadet staff and senior member training sessions during PIPER. No exceptions will be made for students.

3-4. Schedule Coordination. Despite the best efforts of the Curriculum & 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 3-4. a., above. Although it is not necessary for force support senior staff to directly accompany force support cadet staff at all times, the force support cadet staff will ***always*** keep their senior staff counterparts informed of their location and what they are doing.

3-5. Dining Facilities.

a. Cadet staff may not arbitrarily cut into the dining hall line. When it is necessary, it shall be done only between flights.

b. Students are not to be disturbed by cadet staff while eating. The cadet command staff is responsible for establishing procedures for appropriately supervising students in the dining hall and for enforcement of dining hall procedures. The dining facility is not a social hall.

3-6. Quarters. Cadet staff shall maintain their quarters in inspection order at all times to set the example for the students.

a. Dormitory room doors are to be left open except when changing clothes. When occupying any room with a member of the opposite sex, the doors will remain ***fully*** open at all times. Cadet command staff and the CoC will perform spot checks of cadet staff barracks to ensure compliance.

b. One cadet staff benefit is having snacks available in their rooms. These must not be visible to students. Cadet staff members will personally dispose of wrappings, containers, cans, bottles and other trash associated with snacks so that the presence of any of these items is ***never*** visible to the students. Failure to comply with this paragraph may result in loss of snack privileges by cadet staff.

3-7. Cadet staff Personal Time. At least 30 minutes per night will be scheduled as cadet staff personal time. Cadet staff members may do the same things as the students during that time. It is not to be used for training, meetings or classes. The C/CC has the discretion to further restrict any activities based upon the maturity and behavior of the cadet staff. He or she may also consult with the CoC for permission to relax any restrictions as a form of reward.

3-8. Sleeping. Cadet staff members will go to bed at staff lights out, and will get up no earlier than 30 minutes before student wake up time. Cadet staff is scheduled for a minimum of eight (8) hours of sleep each night. The only exception is a building evacuation or other emergency. This may not be practical at encampment, but in order to limit the negative impact of sleep deprivation, cadet staff must sleep as much as possible. Naps may be approved by a supervisor but do not count on being able to take them.

3-9. Private Vehicles. Cadet staff members who drive POVs to encampments will not operate the POV while at the encampment. Upon arrival and after unloading vehicles, cadet staff members will park their vehicles in the designated parking areas and will turn-in all car keys to the designated senior member, who will return the keys at the end of encampment. See paragraph 9-5. b., of CAPR 52-16. Leaving the encampment without permission from the encampment commander is grounds for immediate dismissal.

3-10. Notifications to Senior Staff. Cadet staff members will notify the appropriate senior member in the following instances:

a. If you need to leave the encampment area for any reason.

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

c. If any student is injured or becomes ill.

3-11. Behavior. Cadet staff will adhere to Cap Core Values and Cadet Protection Policy at all times. Non-compliance may result in dismissal from encampment and possible termination from CAP.

3-12. Fraternization. Fraternization can be described as ***unduly familiar relationships***. When fraternization occurs, it undermines good order, discipline, and unit morale.

a. Unduly familiar relationships. A key to understanding fraternization is to understand that fraternization it is not necessarily a romantic relationship. A flight commander who is "too chummy" with a member of his/her flight or another flight is potentially guilty of fraternization.

b. Good order, discipline and unit morale. If the supervisor and subordinate become too friendly, this will affect good order and discipline by opening up the possibility of favoritism within a group. Even the ***perception*** that a supervisor is showing favoritism is destructive to unit morale.

c. Romantic Relationships. Any romantic relationship on any level, gone unchecked, is contrary to good order. The individuals are likely to devote too much attention to one another and how they are going to arrange to see each other and be around each other. The result is that mental energy that should be devoted to the task at hand is diverted toward each other. Encampment is a professional environment and pre-existing relationships must be kept well under wraps. These relationships must be "invisible" to others.

d. Seniors members will also follow these guidelines. Seniors are also responsible for setting the example for the cadets. Because seniors have intrinsic supervisory authority over cadets, senior members will not date or have an intimate romantic relationship with a cadet at any time, regardless of the circumstances.

3-13. Energy Drinks. Energy drinks are dietary supplements containing high doses of caffeine and/or other stimulants. Popular brands include Red Bull, Monster, Rockstar, etc. Because the U.S. Department of Health and Human Services has warned that energy drinks are hazardous to teens. IAW CAPP 52-25, cadets are prohibited from consuming energy drinks at CAP activities.

3-14. Alcohol, Tobacco, and Drugs. Cadets will not possess or use alcohol at encampment. Cadets will not possess nor use any drugs that are prohibited under federal law, even if local law permits their use. Further, tobacco products and e-cigarettes are prohibited for cadets at CAP activities. Failure to comply with this standard will result in immediate dismissal from encampment.

3-15. Marijuana. Although Colorado Law allows limited possession of marijuana by those 21 and older, cadets (all are under 21) should never be in possession of marijuana. In addition, the Air Force Academy is a federal facility and marijuana is not allowed on federal facilities regardless of state law. Failure to comply with this standard will result in notification to USAFA Security Forces, immediate dismissal from encampment, and possible CAP membership termination.

3-16. Unsafe or Inappropriate Orders. If a cadet staff member receives an order or directive from another CAP member that is perceived as illegal, inappropriate, unsafe, or creates potential liability for CAP, the cadet staff member receiving the order will bring that order or directive to the attention of the issuing member's supervisor. A person must not follow an order that is illegal, inappropriate, unsafe or not in accordance with CAP regulations. Members will not be disciplined for failure to execute such an order.

SPECIAL NOTE: It is important to note that a perceived violation of the chain of command at encampment ***does not*** constitute an inappropriate or illegal order. The terms "inappropriate" and "illegal" refer to the nature of the order and not to the person giving or receiving the order. In the encampment environment, cadet staff and senior members have their own separate chains of command. While we make every effort to follow the chain of command to the best of our abilities, one thing needs to be made clear. At encampment and throughout 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.

Chapter 4

INSTRUCTIONS FOR SENIOR STAFF

4-1. General. Encampment senior staff is made up of CAP senior members who have completed Level 1 of the CAP Senior Member Professional Development Program IAW CAPR 50-17. Most senior staff positions have additional requirements that must be completed. See the position descriptions for the specific staff position in Volume 1, Chapter 3 of the Encampment Training Guide. Most senior staff positions are full-time positions requiring the staff member to live in-residence at encampment. Some positions may allow the staff member to commute, with permission of the encampment commander, as long as they live in the local area.

4-2. Responsibilities. The primary responsibility of senior staff members is to ensure safety of all encampment participants. Secondary responsibilities are mentoring and support of the cadet staff. For more information about mentoring, see Volume 2, Chapter 5.

4-3. Conduct. The encampment commander will brief all personnel on the encampment's standards of conduct, informing them that gambling, stealing, hazing, smoking or using alcoholic beverages will result in automatic dismissal from encampment and possible further disciplinary action.

4-4. Fraternization. Fraternization can be described as ***unduly familiar relationships***. When fraternization occurs, it undermines good order, discipline, and unit morale.

4-5. Unduly familiar relationships. A key to understanding fraternization is to understand that fraternization it is not necessarily a romantic relationship. As an example, a TAC Officer who is "too chummy" with a cadet staff member of or another cadet is potentially guilty of fraternization. A professional distance must be maintained between senior members and cadets at all times.

a. Good order, discipline and unit morale. If the supervisor and subordinate become too friendly, this will impact good order and discipline by opening up the possibility of favoritism within a group. Even the ***perception*** that a supervisor is showing favoritism is destructive to unit morale.

b. Romantic Relationships. Any romantic relationship on any level, gone unchecked, is contrary to good order. Encampment is a professional environment and pre-existing relationships must be kept well under wraps. These relationships must be "invisible" to others.

c. Seniors members set the example. Seniors are responsible for setting the example for the cadets. Because seniors have intrinsic supervisory authority over cadets, senior members will not date or have an intimate romantic relationship with a cadet at any time, regardless of the circumstances.

4-6. Uniforms. The senior staff sets an example for the cadet staff and students. Senior staff uniforms must be neat and clean and must fit properly. It is essential that uniforms be worn in accordance with CAPM 39-1, which includes the proper uniform combination for height and weight standards.

a. The duty uniform of the day (UOD) is established based on the training location, environment, and type of activities. The encampment commander will establish rules for seniors at each encampment. The duty uniform is worn from PT in the morning until after in-fight/student lights out. Outside of these hours appropriate civilian attire may be allowed. Bring as many uniforms as possible to minimize the need to do laundry.

b. Senior Staff members who do not wear AF Style uniforms must wear an appropriate corporate uniform at all times a uniform is specified during encampment.

c. Except as stated above, civilian clothing is not authorized at encampment.

d. Flight suits are not authorized at encampment

4-7. Living Quarters. The senior staffs' quarters must be maintained neatly. It is sometimes necessary to conduct business in quarters. Senior staff is not required to maintain barracks standards; however, maintaining rooms in a neat and orderly manner is required.

4-8. Legal Responsibilities. For more information about legal responsibilities, see Volume 2, Chapter 2.

4-9. Senior Supervision of Cadets. Cadets moving as part of a unit (flight or squadron) must always be accompanied by a senior member. This applies to both inside and outside the boundaries (brick wall) of the USAFA Prep School. Student or cadet staff cadets not moving as a flight or squadron do not need to be accompanied by a senior member within the boundaries of the Prep School. However, any student moving to or from the sick bay/health services area must always be accompanied by a senior member or cadet staff member. Specific exceptions to this paragraph may be granted by the CoC for cadet staff members. Any exceptions will be briefed during the first cadet staff and senior member training sessions during PIPER. No exceptions will be made for students.

4-10. Schedule Coordination. Despite the best efforts of the Curriculum & 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 they are doing.

Chapter 5

MENTORING

5-1. Overview. The primary CAP references for the mentoring process are CAPP 52-6, *Cadet Program – Mentoring*, and CAPP 50-7, *Mentoring: Building our Members*. Although CAPP 50-7 addresses senior-to-senior mentoring, the same principles are employed in senior-to-cadet mentoring. The mentoring program is a method for seniors to guide the cadets in their leadership development. In Colorado Wing, we strongly believe that the cadet staff should run the encampment program but we also acknowledge that many young people may lack the necessary decision making capability. Senior members have learned decision making through many years of trial and error and experience. The mentoring process allows senior members to pass the benefits of that experience to the cadet staff.

5-2. What is Mentoring? Mentoring is a relationship in which a person with greater experience guides another person in personal and professional development. Effective use of the mentoring process will allow us to accomplish our goal of having the cadet staff run the encampment. The senior staff, having accomplished many of the preliminary support functions of encampment, will act as mentors or guides for the appropriate cadet staff members to help them accomplish their jobs. There are some things that cadet staff simply cannot do, such as drive CAP vans or negotiate with the host facility. With the exception of these areas, the cadet staff is responsible for almost everything.

a. Types of Mentoring. Mentoring can take several forms. It may be highly structured or informal. It may be short term or long term. The most effective type of mentoring is highly structured and long term. However, this type of mentoring is a luxury that we do not have at encampment. We are restricted in time by the tenures of the cadet staff and senior staff. The amount of structure is dictated by the ability of the cadet staff and their mentors willingness to work together prior to encampment. The mentoring during encampment can be much more structured. An understanding of **CAPP 52-6,** *Cadet Program – Mentoring***,** by the senior member mentors is very important and senior staff members are strongly encouraged to review and develop an understanding of this pamphlet as soon as possible.

5-3. Roles of the Mentor. The mentor helps the cadet staff plan for activities before the encampment begins, and then acts as a coach or guide during encampment. You, as a mentor, such as a TAC officer, should not tell the cadet staff what to do, except in safely situations. Instead, offer plenty of feedback and suggestions, as necessary, after the cadet member tried ***their*** plan. If the cadet staff member is floundering, ask them if they would like some advice, and then guide their thought and decision making with careful questions. When you help, it is critical that you do not take over.

5-4. Initial Senior Member Reactions. Initially, it is sometimes difficult for senior staff to give the job to the cadet staff members. A common misconception is that these are just kids and they won't know what to do. Opponents to this program will see cadet staff members make mistakes that require them to “reinvent the wheel” and assume that the process has failed. This is not the case. Encampment is part of the leadership laboratory and it is acceptable to make mistakes and “reinvent the wheel” in order to facilitate the learning process. As long as the cadet staff members learn from their mistakes, the process will be successful. It is certainly acceptable for the cadets to learn from previous encampment experiences, as well.

5-5. Why do we implement this type of mentoring program? The program is designed to give the cadet staff the opportunity to lead. ***Cadets learn to lead by leading!*** It is amazing what cadet staff can accomplish if we give them the opportunity to lead and then challenge them to do so. We are doing them a great disservice if we do not promote a program that is run by the cadet staff. In Colorado Wing, this has become increasingly necessary as fewer and fewer seniors are available to fill positions. It is easier for fewer senior staff members to mentor the cadet staff while letting them run the program. It would be impossible for these few seniors to do all the work without the cadet staff!

5-6. What does the senior member do during encampment? The senior members' primary responsibility is for the overall safety and supervision of the cadets IAW CAPR 52-10, *Cadet Protection Policy*, and CAPR 52-16, *Cadet Program Management*. Although the mentoring responsibility is secondary, it is still an essential requirement.

a. The mentoring responsibility requires that senior members provide a safety net for the cadet staff and students. It may be difficult for seniors to resist telling the cadet staff members, "This is the way it is supposed to be done." The senior is there to offer assistance and direction to the cadet staff but should not do the cadet staff's work for them. Answer any questions the cadet staff member has about the job. Offer suggestions and counseling for their role in the cadet staff. The cadet Officer in Charge (OIC or NCOIC) of a particular area is the person responsible for the actions of their subordinate staff. When offering guidance and suggestions to the cadet staff members, avoid telling them ***what*** to do unless they are not fulfilling a regulatory requirement, violating safety, or not able to finish their work by established deadlines. Use the position descriptions in Chapter 2 for guidance about cadet duties and responsibilities.

b. Cadet staff will make mistakes! As discussed before, we should allow cadet staff to learn from their mistakes. However, for this to be successful, the cadet staff members must realize that they are ***making*** a mistake before they can learn from it. In a perfect world, a cadet staff member's immediate supervisor would notice problems and initiate corrections. In reality, this is not always the case. Mistakes are sometimes made and are ***not corrected soon enough***. This is particularly critical in the areas of drill, customs/courtesies, and uniform wear. If mistakes in these areas are not corrected quickly, the problems will be perpetuated as student cadets repeat the same mistakes when they return to the home units. This is why the role of the mentor is critical. The senior member should step in, ***discretely***, and query the cadet staff member about the error, determine if he/she understands the error and how to correct it. Make every effort not to solve their problem for them. Provide them with suggestions and tools for solving the problem on their own. If the mistake continues, more assertive action may become justified. There will be cases in which a cadet staff member mistakenly believes that their actions are correct. In this type of situation, one possible action might be to ask the cadet staff member to back up their actions by specifically using the applicable regulation, manual, or pamphlet. The senior may be wrong (next paragraph), and if the cadet staff member looks up the reference, they will remember the lesson.

c. Expertise matters! There are few things that can damage the mentor's credibility more than advice that is incorrect! Life experience provides most senior members with the ability to give general advice on topics such as leadership and the professional relationships between leaders and followers. Drill, customs/courtesies, and uniform wear are only learned through experience in those areas. ***If in doubt, do not give advice or instructions unless you are <u>absolutely</u> certain that you are correct and in accordance with regulations.*** In these situations, obtain information from someone in the senior staff who is an authority in the area. The senior standardization and evaluation officer

is a good choice. Senior members are urged to bring a lap top computer to encampment with the current regulations, pamphlets, and manuals downloaded and available for review.

5-7. Matching mentors to mentees. Mentors are assigned to mentees by similar duties. This structure provides the cadet staff member a senior mentor who is familiar with the cadet staff member's duties and responsibilities. The mentoring system does not mean that the cadet staff member can break the chain of command and use the mentor to get his/her complaints heard higher up. Mentors should always make the suggestion that the cadet staff member go through his or her cadet staff chain of command. This is particularly important in the situation discussed in paragraph 11-6. b, above.

5-8. When does mentoring occur? Mentoring is a continuous process that happens throughout encampment. The cadet staff member being mentored should initiate conversation with the mentor at least every other day. If the cadet staff member does not initiate conversation, the senior should speak with him or her. Availability is the most important aspect. If the cadet staff member feels the senior is not available or not approachable, then mentoring will not work.

5-9. Conclusion. Mentoring is a wise step in the development of the cadet program. Easily applied at encampment, mentoring can be extended to the home unit. The Air Force promotes its own mentoring system. The main point is for the mentor to offer ***assistance and be available, but not take charge!*** Encampment staff members have applied these methods, successfully, for many years. For additional information on mentoring, review CAPP 52-6, *Cadet Program - Mentoring*, and CAPP 50-7, *Mentoring: Building our Members*.

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Chapter 6

TAC/TRAINING OFFICER INSTRUCTIONS/HANDBOOK

6-1. This chapter may be published separately and distributed as a TAC Officer Handbook.

6-2. The title TAC Officer may be used interchangeably with the title Training Officer. The term, Training Officer, is used in NHQ Publication CAPP 52-24.

a. Role of TAC Officers. Tactical Officers are CAP senior members who are the first-line adult supervisors of cadet staff and student cadets. The TAC Officer's primary responsibility is to ensure the safety, health and well-being of the cadet staff and students. TAC stands for Teach, Advise, and Counsel. The TAC is a mentor, safety officer, chaperone, and parent all in one. TAC Officers may be called on to provide personal counseling to students. A TAC serves by being a constantly available source of wisdom, common sense, knowledge, and sometimes just an extra set of eyes and ears. To some degree, the TAC Officer role is learned from experience. There will be times when the cadet staff will welcome the TACs comments and critiques. There will also be times when the cadet staff does not need the help. There will be the times when the cadet staff does not want the help, but needs it anyway. Learning which situation is applicable will come with experience.

b. <u>It is NOT the TAC's Flight!</u> One lesson that can be difficult for a new TAC to understand is that the flight to which the TAC is assigned is not "the TACs flight." The flight, and the ownership of that flight, belongs to the flight staff. Just as the encampment, in essence, belongs to the cadet command staff. The senior staff, from the TAC Officer to the encampment commander, serves as custodians of the encampment and its components. We give the encampment over to the cadet staff during the week. The seniors still maintain control and oversight, but the ownership of the encampment and its success or failure must lie with the cadet staff if they are to learn. If a TAC begins to think in terms of "my flight", that TAC is likely to exert too much control over the flight and the flight staff will spend the week doing nothing but being followers. They are here to be leaders not to just "fill a slot." The cadet staff cannot learn if seniors are doing their job for them.

c. TAC Assignment. The CoC selects TAC Officers for final approval by the encampment commander. Ideally, each flight will have an assigned TAC Officer. If qualified personnel are available, the CoC may assign Assistant TACs. A TAC must be aware that they are role models for the students and cadet staff. This impression will affect the future relationship between students and senior members. The TAC should have full knowledge of uniform wear and customs and courtesies, and should comply, fully, with all manuals and regulations. A TAC should also become familiar with drill and general barracks procedures.

6-3. Chain of Command. The TAC Officer is not in the student's or cadet staff's chain of command. Although all students must comply with a directive from a TAC, these directives should be deferred to the cadet staff members, when possible. The TAC must reinforce the chain of command with the students, referring appropriate questions back to the cadet staff. TACs are subordinate to and report to the Senior TAC or Chief TAC, as appropriate.

6-4. Legal Responsibilties. See Volume 2, Chapter 2 of this guide for a more in-depth discussion of legal responsibilities and problem prevention.

6-5. Responsibilities. The following functions are responsibilities of TACs and/or other senior members. TACs ***will not*** delegate these functions to cadet staff.

a. Custody of barracks/dormitory facility. This duty will largely depend on the facility used for encampment. If the flight is assigned to its own building, then the TAC is ultimately responsible for ensuring that the building is maintained in an appropriate condition. This responsibility does not mean that the TAC is responsible for flight members meeting the

encampment's inspection standards. Meeting those standards is the responsibility of the cadet staff and the flight members. TACs are expected to monitor the building for overall livability and engineering issues such as leaky pipes, inoperative windows, roof leaks, furnace/air quality issues, etc. In an encampment where you share a building you may be asked to monitor certain parts. At the USAFA Prep School, each building is shared by the three flights of one squadron and each flight TAC has a shared responsibility with the other flight TACs of that squadron and the Senior TAC.

(1) TACs should regularly check that an adequate supply of toilet paper, paper towels, hand soap, and other consumables are available in each latrine and that all trash receptacles in the building are being emptied regularly. It is ***not*** the TACs responsibility to personally correct these problems; however, the TAC should notify the appropriate cadet staff personnel so that they can correct the problem.

b. Initial shakedown/contraband check. Sometimes, this is a duty that new TAC Officers have difficulty executing because they either do not understand its purpose or feel it is too "over the top." A shakedown inspection is a complete and thorough inspection of the gear, clothing, and luggage that the students and cadet staff bring to encampment. Prior to encampment, each student will have received a list of items that are prohibited and considered "contraband." Experience has shown that some students will still insist on bringing these items. Some items may be the result of simple oversight (forgetting to take their knife out of their field gear) while others will bring items to expressly violate the rules, such as bringing tobacco or alcohol. (This has happened previously!)

(1) Reasons for shakedown. First, we strive to remove any distractions from the training environment that the student may have brought with them. It is difficult to motivate a student to make his bunk when he can play games on the cell phone or text his girlfriend, instead. Secondly, the inspection process allows us to identify and deal with any student who has the intent of expressly violating the rules and engaging in conduct that could seriously affect his/her fellow flight members. These students are the ones who bring alcohol, tobacco, or drugs to encampment. A third reason is that during encampment we want to ensure that the students are eating a well-balanced diet and receiving good nutrition. The shakedown inspections eliminate candy, junk food, and soda (and its associated sugar and caffeine) from the students' diets. Lastly, we use the shakedown inspection process to set a tone. Encampment ***is not*** just another summer camp. Conducting a shakedown inspection sends the message that we are serious about training and about standards.

(2) The shakedown inspection must be thorough and complete. This means opening every bag, holder, etc. including toiletry bags, and so on. TACs should have the student spread everything out, in the TACs presence, to allow inspection of every item. There may be a specific encampment policy for this. If there are mixed genders in the flight, it is recommended that that TAC have a staff member of the opposite gender (either cadet staff or senior) assist the TAC when conducting a shakedown inspection of students that are of the opposite gender. For example, a male TAC will want to ask a female TAC or female cadet staff member to assist in inspecting the belongings of the female students in the flight. Using force support cadet staff for this task may be helpful. The TAC should not forget to check the luggage itself and any pillows or other articles the student brings! If a <u>complete</u> shakedown is not accomplished the first time, another shakedown will likely be required later as evidence of the contraband begins to surface during the week.

c. Collection of contraband articles and vehicle keys. TACs will label any collected contraband items with the student's name and turn the collected items over to the custody of the senior logistics staff for storage. Certain contraband items will not be returned to the student. Any items prohibited by CAP regulations (as compared to encampment standards) or by law will not be returned. If TACs find these items they should immediately notify the Commandant of Cadets.

Items that this would include are illegal drugs, drug paraphernalia, tobacco products, eCigarettes, firearms (or facsimiles), or alcohol.

(1) A detailed list of acceptable and contraband items will be provided to TACs prior to student in-processing. This list will define what items will be confiscated and not returned as well as items that will be returned so that the students will not be concerned about the return of a valuable item. This list will also include a list of acceptable items that may be retained by the students.

d. TAC Officer Flight Briefing. This briefing is conducted ***only*** by the TAC officer. (Reference attachment 8.) On the first evening following student arrival, ensure that the flight cadet staff coordinates a time for the TAC to introduce himself/herself and to explain the TAC's role to the students. The TAC should explain that if a student needs to call home they can ask for the TAC and arrangements will be made during personal time. At this time, the TAC should find out if any students need to call home to let their parents know they got to encampment safely. Find out how each student plans to return home. If there are any medical concerns for students that the MED/Health Services Officer has briefed the TAC on, it is appropriate for the TAC to speak with that student individually and discuss how/if their medical condition may affect their performance at encampment. If a student brings up a previously undisclosed medical issue, the situation must be brought to the attention of Chief TAC and Senior Health Services staff. Explain to the students that flight staff will not deny a request to see the TAC Officer.

e. Supervision of telephone calls home. Occasionally students will need (or want) to call home during encampment. Example: A student may wish to say "Happy Birthday" to a family member or there may be an illness in the family. Unfortunately, there will be cases where the student wants to leave encampment and will try to accomplish this by calling home. Since the majority of calls home are due to family emergencies or homesickness, the TAC must be present to monitor the call. These calls should be delayed until the student's personal time so as not to interrupt the encampment schedule. Prior to arranging for a call home, consult with the Chaplain. The Chaplain will often take care of this for the TAC. If the Chaplain does not take responsibility for arranging the call, the TAC should actively monitor the entire conversation by remaining in the room with the student. Many times parents do not understand what goes on at encampment. All that the parent knows is that their child is calling home, in tears, and asking to come home. Some parents will tell their child to stay and work through their homesickness. Others will tell the child that they are coming to pick him/her up immediately. Obviously, for the sake of the student's encampment experience, we do not want the student to go home. The challenge of homesickness is something the student will have to face some day. By remaining in the room, the TAC is in a better position to discuss any issues with the student or parent. It is probably best if the TAC places the call for the student so that both parties understand that the TAC is present during the call. This gives the TAC the opportunity to reassure the parent that nothing is wrong. TACs should arrange for someone to monitor the flight while the TAC is taking care of this duty.

f. Medical/Health Issues. COWG Encampment does not set a specific time for "sick call" each day. When feasible, and to avoid unnecessary interruptions to the training day, medical and health issues should be handled at the end of the training day when all participants are at the encampment base area. At this time, students or cadet staff who need "routine" medical treatment (icings, wraps, heat rash, etc.) should see the Health Services/Medical Officer. The TAC should encourage students who need these types of medical attention to seek treatment at this time. Although many medical needs can wait until this time, the TAC must ensure that students or cadet staff who require more immediate medical attention get needed attention in a timely manner. Do not force a student to wait until the end of the day to receive help, but encourage students with less significant issues to wait whenever possible to consolidate the flight's medical absences.

(1) Urgency. If the TAC believes there is a student or cadet staff member with an immediate need for medical attention, the TAC should make it happen! Safety and health are of the utmost importance during encampment. Early in the encampment, the TAC should communicate with the Health Services/Medical Officer to become familiar with students in the flight who may have medical problems or are on medications.

(2) A senior member or flight staff member must accompany students to/from the Health Services area. There is no requirement for the senior staff member or cadet staff member to remain with the student during the visit to Health Services. However, Health Services should notify the TAC or flight staff when the student is ready to return to the flight. The TAC or flight staff member must escort the student back to the flight. The TAC and flight staff must be aware of each student cadet's location at all times.

(3) Blister Check. One of the most important duties of the TAC Officer is conducting the evening blister check. Encampment involves a lot of marching, standing, and running. It is hard to make it through encampment with bad feet. Blister prevention and early treatment will help prevent problems later in the week. The TAC, in coordination with the flight staff, must ensure that all cadets understand the importance of immediate reporting of a suspected blister. TACs should consult the Health Services/Medical Officer if they do not understand proper blister treatment.

(a) Each evening, preferably right after showers and ***before*** personal time, TACs should check students' feet for blisters and hot spots. Moleskin and bandages are available from the health services/medical staff. TACs may teach the flight staff to accomplish the blister check and provide any necessary first aid; however, the TAC ***must*** monitor/supervise the checks/treatment. ***TACs will not delegate this supervisory responsibility!*** The TAC must ensure that the flight staff sets aside this time so that blister check can be done without interfering with the students' personal time

g. Personal counseling and/or referral to Chaplain. Encampment can be a very stressful experience for some students. It may be their first time away from home, it may be the stress, or they may just be overwhelmed – in any case, students sometimes need an understanding ear to listen to their concerns.

(1) The flight staff ***should not*** be the ones conducting this type of counseling. They have an image and a "professional distance" that they must maintain. This is why the TAC's role is so important. The TAC can counsel students and allow the flight cadet staff to continue their operations.

(2) TACs should also be ready to involve the Chaplain in any counseling process. Sometimes the needs of the student will be too much for the TAC to handle. That is okay. The Chaplain is always available to assist. If a student should ask to see the Chaplain, the TAC or flight staff will approve the request. The only exception to this is when the flight is very far away from base or when it would be unsafe to leave the flight. Then, every effort should be made to take the student to the Chaplain (or bring the Chaplain to the student) as soon as it is possible. More information about counseling techniques is available in Volume 2, Chapter 5 of this guide.

(3) The TAC may recognize situations in which a cadet staff member may require counseling. The TAC should constantly look for signs that a cadet staff member is nearing exhaustion or is too "near the edge" and needs a break. Inadequate sleep and the stress of the position can cause potential problems with a cadet staff member's effectiveness in the job.

h. Ensure release of minor students to authorized persons at the end of encampment. At the close of encampment, or if a student is going/being sent home early, the TAC may have to release a student to a parent or guardian. The TAC should make sure that they know who is

supposed to be picking the student up, and that the person the TAC is releasing the student to is the correct person.

i. Other TAC Responsibilities. Although the TACs and other senior staff members are responsible for the following items, TACs will require the flight and squadron cadet staff to assist in enforcement of these items.

(1) Safety of all personnel.

(2) General welfare of students, including observation and prevention of heat related and other injuries, fluid intake, availability and use of the latrine facilities.

(3) Observation, training, and correction of military customs & courtesies violations.

(4) Barracks building security. ***All exterior barracks doors must be closed at all times.*** Blocking doors open is a security violation and is unacceptable. For routine entry/exit of each barracks building, use ***only*** the front doors. ***The rear doors are for emergency use only!*** Any time a flight departs the dormitory building, individual room doors will be open, lights turned off, windows closed, curtains open, and exterior building doors locked. All personnel will secure all items of value in the locked personal drawer or their desk. TACs should conduct regular walkthroughs and briefings/reminders to ensure compliance with this paragraph.

6-6. TAC Officer/Cadet Staff Relationship. TACs are the mentors for the flight or squadron staff. Their job is to train, advise, and counsel the flight or squadron staff in leadership decisions. While doing this, TACs must exercise caution to avoid interference with the cadet staff chain of command. Safety related issues will be corrected immediately when the judgment of the TAC Officer dictates. When observing the need for corrections of customs/courtesies, drill issues, uniform issues, and regulation violations, the TAC should identify the problem to the flight staff, for correction. If a TAC observes infractions when students are not in a formation or any organized activity, the TAC may discretely make corrections if a cadet staff member is not available. Additional information about mentoring is available in Volume 2, Chapter 5 of this guide. The TAC Officer is encouraged to share feedback on the flight's development with the appropriate personnel. Matters of concern when dealing with other cadet staff members should be referred to the CoC.

6-7. TAC Supervision and Assistance. The TAC Officer is not alone. Within the encampment structure, there are a number of people available to help the TACs.

a. Senior TAC Officer. Within each squadron, one TAC is designated as the Senior TAC and may or may not be assigned to a specific flight. This person is available to answer questions, coordinate coverage if a TAC needs a break, and to help things run smoothly.

b. Chief TAC Officer. The Chief TAC is responsible for supervision of the TAC Officers. The Chief TAC is someone with whom TACs should share concerns, problems, or positive feedback about certain students or cadet staff members. In addition, if there are issues with the squadron staff or cadet command staff, the TAC should bring these up to the Chief TAC as well. Normally, communications with the Chief TAC should go through the Senior TAC.

c. Commandant of Cadets. The Commandant is responsible for ensuring that the cadet staff executes the encampment plan, completes encampment objectives, and meets standards. Normally, TAC communications with the Commandant should go through the Chief TAC.

d. Chaplain. The Chaplain is available for many types of services and assistance. Counseling, mediating, and listening are just some of the skills and abilities that the Chaplain brings to the encampment setting. TACs do not have to counsel or solve all cadet staff or student cadet problems. Early in the process, solicit help from the Chaplain so that he can help "manage" the load. Some of the students and cadet staff may bring emotional "baggage" from home. Although we

did not create their situation, we do have to help the student to become successful in reaching the encampment goals. There may be times when a TAC needs a sympathetic ear to listen to concerns. The Chaplain will gladly fill this role.

e. Curriculum and Plans Officer. The curriculum and plans Officer (XP) is responsible for coordinating the training schedule, maximizing student participation, and ensuring that the training curriculum is of high quality and is consistent. TACs should consult the curriculum and plans officer for answers to questions about any of the academic material, or the encampment schedule.

f. Standardization and Evaluations Officer. The Stan/Eval Officer (OGV) is responsible for monitoring adherence to all applicable regulations, customs/courtesies, drill/ceremonies, and adherence to the training standards. TACs should address questions about drill or customs and courtesies to the Stan/Eval Officer.

g. Health Services/Medical Officer. The Health Services/Medical Officer is available to help resolve medical problems. If a TAC is not comfortable with any of the minor medical duties, such as blister checks, consult with the Health Services/Medical Officer. Keep an open line of communication with the Health Services/Medical Officer. Occasionally students will attempt to tell their TAC one thing and the Health Services/Medical Officer something else. It is important that communications be open so that any issues can be resolved. It should come as no surprise that students will make up all sorts of excuses to avoid doing the things that they do not like – such as morning PT.

6-8. Other General Duties and Responsibilities. See the TAC Officer Position Description in Chapter 1 of the Encampment Training Guide for a more specific list of duties and responsibilities.

a. Participate in Meetings. As mentors to the flight and/or squadron staff, TAC Officers should participate in flight and/or squadron meetings, primarily as observers, and should constantly evaluate the flight performance and flight or squadron staff performance, providing appropriate feedback when necessary. During these meetings, the TAC and flight staff should review the schedule for the next day. The TAC should solicit information about what the cadet staff might need from the TAC. Discuss any problems with blister checks, medical problems, and any possible training issues.

b. Offer advice <u>when needed</u>. Often, TAC Officers have years of experience either at encampment or with life challenges in general, and can provide possible solutions to students. The objective of the TAC Officer should be to let the flight staff solve problems on their own first, but remain available to offer advice and assistance, as needed.

c. Maintain High Visibility. TACs must maintain high visibility to the cadet staff and students. The students and cadet staff should always be aware that the TAC is nearby. Accompany the flight wherever they go except when coordinating this responsibility with another TAC and after advising the Squadron TAC. TACs should continually reinforce to the flight staff that they must keep the TAC in the loop regarding schedules and planned times of departures for the various activities and that they must not go anywhere without the TAC. This is particularly important in the case of schedule changes. The TAC may not get the word about changes; it is the responsibility of the flight staff to confirm schedule changes with the TAC. Once the departures time have been determined, the TAC must not be late and cause the flight to wait.

d. Senior Supervision of Cadets - General. A senior member must always accompany cadets moving as part of a unit (flight or squadron). This applies to both inside and outside the boundaries (brick wall) of the USAFA Prep School. A senior member does not need to accompany students or cadet staff not moving as a flight or squadron within the boundaries of the Prep School. However, a senior member or cadet staff member must always accompany any student moving to or

from the sick bay/health services area. The CoC may grant specific exceptions to this paragraph for cadet staff members. Any exceptions will be briefed during the first cadet staff and senior member training sessions during PIPER. No exceptions will be made for students.

e. Schedule Coordination. Despite the best efforts of the Curriculum & 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 affected by the change to ensure that everyone has gotten the word.

(1) Schedule coordination 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!***

f. Building Walkthroughs. At least once daily and at other times when appropriate, walk through the building to see the progress that students are making on bunks and rooms and check the overall building condition. Note any unreported broken equipment or safety hazards. Check latrines, supplies, and trash receptacles as discussed IAW paragraph 6-5.a. (1) of this chapter. Ensure that the students are regularly emptying trash receptacles. Bring problems to the attention of the flight/squadron cadet staff or cadet logistics staff, if appropriate.

(1) Bed Check. Each evening after lights out, TAC Officers should perform a building walk through to confirm that all students and cadet staff are in bed. Male and female TAC Officers assigned to the same building should coordinate the walk through to ensure that male and female cadets are accounted for.

(2) Medications. CAP regulations now state that TAC Officers or other senior members cannot be required or encouraged to assist/monitor student medications. All CAP members are responsible for keeping and taking their medications. However, CAPR 160-1, *Operation of the CAP Health Services Program*, does not prohibit senior member staff from monitoring medication compliance by directly observing medication ingestion, having medication forms for the cadet to initial when doses were taken, performing pill counts, or using other compliance verification. Senior members can agree to accept the responsibility of reminding the minor cadet to take any prescribed medication at the times and in the frequencies prescribed; however, no senior member will be required or encouraged to do so. The medication issue will be discussed further at the TAC Officer briefing that is conducted by the Chief TAC Officer

g. Laundry. Ensure that the flight staff has a plan for coordinating laundry for the students. This is often an interesting time management challenge.

h. Flight Honor Student. TACs assist in the selection of the honor student for the flight. The strongest candidates should be evident by Thursday. A squadron selection is usually made late that day or the next morning. A review board may be held to aid in selection.

i. Special Recognition Opportunities. Occasionally opportunities may arise for students to receive special privileges such as orientation rides. Be prepared to help select students for these honors. Selection should be made based on performance, attitude, etc.

j. No Credit Situations. TACs should watch for possible “no credit” situations. This means students that do not participate at a satisfactory level. The students may not be trying to apply

themselves. In addition, this may include students who have not participated in 80% or more of the activities. Sometimes students will look for excuses to sit by and not participate. TACs should try to identify these early and counsel them at the earliest opportunity or refer them to the Chaplain if necessary. Keep the Squadron TAC and/or Chief TAC informed of potential "no credit" situations. ***For students in this category, the goal is to solve problems – not get rid of them!***

k. Student Evaluations. By the next to last day of encampment, TACs should be reviewing the student evaluation forms with the flight staff, helping them with observations. The flight staff should be reviewing the form with each student sometime prior to the banquet on Friday evening. The forms should be collected and turned in to Admin for appropriate distribution. On occasion, the cadet staff has delayed these evaluations or taken shortcuts because they seem to have "more important" things to do. Watch for this situation and take any necessary action.

l. Final Clean Up. Ensure that the students and cadet staff clean up and restore the building. The building will be returned to the host facility in original condition, or better. The TAC Officers must take a ***very high profile*** and be very proactive during final clean up to make sure the buildings are cleaned thoroughly and efficiently.

m. Graduation. Check with the Squadron TAC and Chief TAC regarding the TAC's role during the graduation ceremony. Typical duties involve traffic control and directing parents/guests to appropriate locations.

n. Out-Processing. Review checkout procedures. By the next to last day, the Admin and/or Logistics staff should have provided an out-processing briefing. This will include the process for check in of linen, returning furniture to original location, and building cleaning requirements.

(1) It is important that the TAC understand how each student in the flight is getting home and who has responsibility for pick-up/transportation. Checkout procedures may require a signature from the person taking the student home. Admin will provide sign out sheets. The C/XO will provide and brief an organized out-processing plan.

6-9. Departure from Encampment. TACs should not depart the facility until released by the Chief TAC Officer. Do not forget to turn in your building key cards. The TACs duties are not complete until all students have signed out, left the area, and the dormitory buildings are secured. There may be a staff debriefing at the end of encampment after student departure.