

Proper Use of Techniques and Procedures

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This document is one of several documents that discuss drill problems that need improvement at COWG Encampment. The official reference for all drill and ceremonies procedures is AFMAN 36-2203, also known as the D&C Manual. The new CAP Pamphlet 60-20, CAP Drill & Ceremonies is CAP's equivalent to the Air Force Manual.

Read it, Teach it, Do it! We face a major drill problem, throughout CAP. Many cadets, teaching drill, have not read the D&C Manual. A lack of understanding or lack of knowledge of correct procedures results in incorrect instruction. This leads to the perpetuation of drill mistakes.

We will not allow this to happen at COWG Encampment. The encampment flight staff must be, or become, experts. We will require that cadet line staff obtain and read the D&C Manual thoroughly, teach procedures as described in the manual using the six-step process, and execute the maneuvers correctly. This process must begin *before* encampment. We will **READ IT, TEACH IT, DO IT!**

Techniques vs. Procedures.

Procedures are the specific steps and standards found in the D&C manual for a particular drill maneuver.

Techniques are methods, not described in the D&C, to assist cadets in learning a maneuver. They may be words, reminders, or specific actions that units *add* to the maneuver. These techniques are not in the D&C, are not part of the maneuver, and are not required.

Often, "techniques" are used when teaching drill. Some techniques are good and some - not so good. The difference is in the way the cadet leadership *explains* the techniques and procedures and the *difference* between them.

Most *techniques* we use in drill instruction should only be temporary as an aid to help cadets learn a particular maneuver. Often, teaching a technique may inadvertently allow the technique to become *part* of the maneuver and can cause problems if not handled properly. This can happen when a particular unit adopts a "special method" of accomplishing a maneuver. When new cadets see something for the first time, and the second time, and the third time, they will believe that this *is* the procedure.

If a squadron *does add* a permanent technique to a particular maneuver, they must be certain that they tell the cadets that this is a *technique and not procedure*. The unit should periodically remind cadets of this and that it is a technique for that squadron *only*.

For example, a unit may require that cadets take a step backward and execute an **About, FACE** when the **FALL OUT** command is given. The cadets will get used to this and start to believe that the *technique* is actually part of the **FALL OUT** maneuver. When it is time for the newer cadets to begin instructing drill, how do you think they will teach it? They will likely teach it the same way they learned it. They will use the same technique, thinking it is *procedure*. This problem becomes apparent when cadets are challenged to explain *why* they are doing a drill maneuver in a particular manner. The most often heard answer is "*That's the way we are taught at our squadron.*"

Rather than using potentially confusing quick fix techniques to address drill problems, use leadership skills to correct problems. Cadet staff can easily fall into a trap of using a permanent technique rather than directly addressing the problem.

Examples of “techniques”. They *are not* procedure.

- Using a “countdown” when executing the **FALL IN** maneuver.
- Using a “technique” of taking a step back, executing an ABOUT FACE, and chanting a slogan when executing **FALL OUT**.
- Flight Guide pacing off distance from Flight Sergeant when falling in.