

Flight Commander's Handbook

CADET PROGRAMS, NEW YORK WING

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FLIGHT COMMANDER'S HANDBOOK

PREFACE

*Flight commanders and
their leaders can use this
handbook*

This handbook is a resource for the cadet Flight Commander and their senior member TAC Officers to use in planning and conducting a summer encampment.

Leadership principles presented here are a suggested starting point. Each Flight Commander should develop and use their own leadership style, based on their experiences and education.

All Flight Commanders will adhere to the principles taught in their required staff training when conducting encampment training.

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THE POSITION OF FLIGHT COMMANDER

OVERVIEW

The job of Flight Commander (Flt/CC) is one of the most unique at encampment. The young cadet officer, often with experience at only one or two encampments, is placed in the challenging role of leading and training the in-flight cadets. The Flt/CC has the difficult task of ensuring the cadets learn the “encampment skills” (making beds, drill and ceremonies, customs and courtesies, etc.) while motivating them towards accomplishing the goals and mission of the encampment. This manual is intended to provide some guidance to flight commanders, potential flight commanders, the Flight Sergeant and any higher-ranking cadet officers. First, the potential Flt/CC must understand what is expected of them. The next section is an excerpt from the National Encampment Training Manual (ETM).

The Duties of Flight Commander (Flt/CC).

The Flt/CC is responsible for implementing the encampment training. The Flt/CC directly reports to the Cadet Squadron Commander (Sq/CC) (or Cadet Deputy Commander if there are no squadrons.)

Their Objectives:

- Fostering cohesiveness, teamwork, and unified purpose in the flight
- Ensures the most effective use of flight time and other free time
- Familiarizes the flight members with all rules and procedures as outlined in all encampment Operating Instructions (OI's)
- Measures proficiency of all drill movements and procedures
- Adherence to all customs and courtesies by the basic cadets and flight sergeant

Some examples of tasks:

- Ensure completion of the cadet workbooks for the academic requirements
- Monitors the progress of in-flight position holders, ensuring they perform their duties correctly, and are debriefed when finished with their job
- Teaches the flight the proper reporting procedure
- Delegation of tasks to the flight sergeant, as necessary.

The Duties of Flight Sergeant (Flt Sgt)

The flight sergeant is directly responsible for the personal implementation of the encampment's training program. The Flt/Sgt reports to the Flt/CC and receives advice and instruction from the Squadron and Group/Wing First Sergeants.

WHAT TO EXPECT

Working with the Flight Sergeant



Flight Sergeant's Objectives:

- Implementation of the flight-level academic, physical fitness and training programs
- Instruction and reinforcement of the Basic Cadet OI
- Satisfaction of the daily training goals and objectives established by the Flt/CC

Some examples of tasks:

- Teaches drill movements and ensures knowledge of AFM 36-2203
- Ensure in-flight cadets wear uniform properly through knowledge of CAPM 39-1
- Constant reinforcement of new skills (bunks, t-shirts, drill, etc.)
- For the in-flight cadets with positions, directly train and supervise them to ensure they perform their duties correctly
- Provide feedback with the Flight Commander to the cadets in flight
- Practice and instruction of drill and ceremonies
- Enforce customs and courtesies (verbal greetings, saluting, etc.)

The flight commander will feel as if they must “jump through hoops” to do their job. Filling out seemingly unnecessary paperwork, coping with complaints and feedback, dealing with inspection issues, and the ever-present TAC officer. Executive staff will also approach the Flt/CC with requests.

The Flight Commander will receive much direction and advice from many different places. The TAC officers, the Sq/CC, the Deputy Cadet Commander, Stan/Eval, even the Commandant of Cadets. It is important for the Flight Commander to listen to this advice, since these individuals are surely trying to help them (and have more experience).

Often, the Flight Sergeant is the Flight Commander's first subordinate staff member at encampment. The Flight Sergeant is there for relieving the Flt/CC of routine tasks, assisting in cadet training, provide the first level of discipline, punishments and rewards, and as a source of motivation for the flight. The flight commander provides decisions on the overall direction of the flight, while the flight sergeant implements them.

The flight sergeant is the Flt/CC's teammate on the staff, and should have input in the decisions. The flight sergeant should feel as if he or she has a valued contribution towards meeting the flight and encampment goals; only then will the flight sergeant be most effective.

Finally, the flight sergeant has good and bad skills. Like the commander, they are there to learn, and it is part of the role of supervisor to ensure they receive training and assistance where needed.

Working with the cadets in flight

The in-flight cadets must be the center of attention for the flight staff. The flight staff is there to aid, teach, train, listen, comfort, motivate, correct and praise the cadets.

The first thing a new flight commander will notice at the beginning of an encampment is the cadets will have a lot of questions. Make sure the right kinds of questions are filtered through the element leaders and flight sergeant first, to teach them hands-on, right away what the chain of command is.

Later on in the encampment, the cadets will need more explanations of why the flight does the things it does (inspections, drill, etc.). Likewise, the cadets should be getting constant, honest and constructive feedback in order to move forward. Finally, flight staff will provide formal feedback on their performance as a cadet.

COMMON TASKS

Morning

There are many day-to-day tasks that are common to a flight commander, regardless of the encampment setup, size, goals or location.

When reveille sounds, the obvious first task for the flight staff is to awaken the cadets. As the encampment wears on, this task becomes more and more difficult to accomplish. The first few nights most of the flight will already be awake in anticipation, however this will diminish as the encampment wears on, and the cadets grow tired. The first thing the Flt/CC should allow the cadets to do is go to the bathroom. Since the morning is usually the busiest time, having the cadets take care of this right away will eliminate the onslaught of “can I go to the bathroom” questions. It is vitally important in the morning that the Flt/CC and the Flight Sergeant are extremely organized and focused on the tasks at hand. Since encampments often offer little time for inspection preparation in the morning, it is important to make the most of what little time is available.

Time consumers



A Flt/CC will find the biggest time consuming activity is changing from PT uniforms into the uniform of the day. Finding techniques to assist the cadets in speeding this process will buy the flight valuable time in preparing for inspections. Much like a modern day business, the commander wants to minimize cost and maximize profit. A hectic and mildly stressful morning has two advantages: first, it better prepares the cadets for inspection, and second, it will wake them up and keep them awake for classes.

The second most time-consuming activity is preparing the bunks. Cadets at the Academies, military schools and ROTC camps can expect to have a bunk made in 8-10 minutes *if done alone*. With one partner who is equally efficient, the bunk can be made in 2-4 minutes, more than double the gain in time saved. The lesson here: *have the in-flight cadets operate as a team.*

Building an efficient team

Organizing bunkmates, rooms, rows or hallways is a start in making the flight operate efficiently. The keystone to this is having a to-do checklist prepared BEFORE the morning hours. Once a solid and DETAILED checklist is made, the commander can then plan out their time. See **Figure 1-1** below for a sample of how to fill out the Daily Flight Plan (Attachment 7) and organize time in a detailed fashion.

Once the inspection preparations are finished, encampments often schedule breakfast and then morning training activities. The Flt/CC needs to be less involved in planning these stages, since the encampment has done most of the planning for them.

Common Tasks in the Afternoon

The afternoon offers lunch, and more scheduled training. This is also time for using a few extra minutes for small tasks, such as the Flight Intelligence Officer (see chapter 3 for more detail) giving their briefing, or the Flight Knowledge officer reviewing tomorrow's knowledge. The wise Flt/CC will also motivate his or her troops during this time to keep them energized and awake, since early to mid afternoon is "nappy time" for most people. Use of flight chants, impromptu motivational matches against other flights, jodies, or general knowledge quizzing can revitalize the flight in between classes.

Late afternoon holds dinner and possibly some late training, often in larger groups. Athletics are often scheduled at this time, since it is cooler outside. Stan/Eval can publish their results at this point, depending on scheduling. This is probably the best time for the flight staff to conduct feedback activities, such as asking the cadets how their day went, dealing with issues, etc. This timeframe is usually the first where the flight staff can use their people skills. That doesn't mean it's "touchy-feely" time; the flight staff remains professional, but more open to feedback, discussion and simply relaxing a little.

From	To	Activity	Time Allotment:
0630	0635	<u>Reveille, bathroom</u>	5 min
0635	0715	PT-----	40 min PT – 1st Sgt
0715	0745	<u>Inspection Preparation</u>	*30 min total*
		<u>Make Bunks</u> -----	7 min- to 0722
		<u>Prepare personal areas</u>	10 min- to 0733
		<u>Group activity: 1st element:</u> quickly sweep/mop floors; check closets-----	7 min- to 0740
		<u>2nd element:</u> check personal item arrangements	
		<u>3rd element:</u> check bunks *Flt staff: check own area	
		<u>Change into uniforms</u> + Check over uniforms-----	5 min- to 0745
0745	1930	<u>Follow encampment schedule;</u> give Flt knowledge and Flt intel time to speak; review columns and flanks; practice customs and courtesies	Use free time at meals, and when available
1930	2030	<u>Flight Time</u> – Prepare for tomorrow's inspection-----	1 hour total, schedule blocks around shower
		<u>Shower</u>	15 min – time block TBD by 1st Sgt tomorrow
		<u>Clean Floors/Barracks</u> – divide into three teams, by avail. supply-----	15 min
		<u>Flight Meeting-</u> insp. results; review goals; re-teach bunks + uniforms	15 min
		<u>Stand on in charge-</u> he directs remaining inspection prep time-----	10 min
		<u>Element Ldrs.</u> Check unif.- insignia, iron, re-sew patches if needed	3 min *-second to last activity after showers
		<u>Form shoe-shine party-</u> organize for cadet's personal time-----	2 min *- last activity after showers
2030	2130	<u>Cadet Personal Time-</u> encourage shoe shining and knowledge	1 hour total
		<u>Meet with in-flight position holders</u> to review performance for rotations--	5 min each; 35 min total
2130	2230	<u>Lights Out/Staff Personal time-</u> talk to Flt/Sgt and TAC to pick in-flight positions for next rotation; attend staff meeting if one is scheduled	15 min w/Flt Sgt and TAC, 30 min for staff mtg. 15 min for personal time-shower, bunk, etc.

Figure 1-1. Sample Daily Flight Plan- Detailed Planning

Common Tasks in the Evening

This time of day is the next most hectic, second only to the morning hours. Since the encampment usually schedules “free” or “flight” time, the Flt/CC has much latitude over what occurs. And since the Flt/CC has all day to react to the needs of the flight, planning this time is a little more flexible, in order to accommodate those needs.

Showering Efficiently

The most common activity during the evening is showering, although some encampments do it in the morning. Often, there is an allotted time for the entire flight. There has to be balance between pleasing the cadets with long showers, and getting everyone through, while keeping hygienic needs in mind.

Encampment sites with showers in an “open bay” layout can implement “stations” where various stages of cleaning and rinsing occur. Although the “assembly line” is outside most people’s experience, explaining the situation will help them understand. Encampments with shower stalls should not implement such an idea. Other techniques for more efficient showering can be taught to them. Setting goals or making challenges can help motivate cadets to shower faster.

Get an Edge in Barracks Inspection

The evening is also the time to perform the “deep cleaning” of the barracks, such as the floors, windows, and lockers/closets. Having them sort and organize as many things as possible is best done in the evening. Leaving the to-do list as short as possible in the morning will make the flight better prepared for inspections, and able to spend more time working on the details. Also, having them prepare and hang out the uniform of the day for the next day is time saving. Ensuring cutouts and insignia are properly placed is a good idea.

Personal Time- Cadets and Staff



Personal time is the only “sanctuary” for the cadets. The Flt/CC may suggest some activities to the cadets, but cannot direct them. This is the time for the flight staff to deal exclusively with individual problems and requests. It is also an excellent time for the flight staff to provide individual feedback to the in-flight cadets with positions; this can be accomplished by scheduling meetings with them.

After lights-out, the encampment staff may hold meetings during the staff’s “free” time. This is also the time for the Flt/CC to review the Flight Sergeant’s performance for the day, and get feedback from him or her. And most importantly, since it is often personal time, this is when the Flt/CC can relax themselves, and unwind a little bit. Cadets in flight may have medical problems, or might need to see the chaplain(s) or moral leadership officers, so be alert and accommodating to these needs.

Finally, the Flt/CC should use this time to talk to their TAC officer if they have problems to discuss. The TAC Officer may approach you and the sergeant if he or she has feedback for the flight staff.

COMMON PROBLEMS

Without going into group dynamics in too much detail, the flight will experience varying stages of the group dynamic process (so will the Flt/CC and Flight Sergeant, and the flight staffs as a whole). A discussion on what the group dynamic stages are appears in the Encampment Training Manual (CAPP 52-11), Chapter 2.

The flight may not reach all the stages, and may go through the stages in varying degrees. The important thing for the Flt/CC to recognize is when the flight is in a particular stage, and responding appropriately. Each stage has a specific set of actions that the flight staff can use if their flight has reached that stage.

The flight staff can steer the group to success, but the cadets in flight have to want to put forth the energy and whole-hearted commitment to reaching their goals. The flight staff may feel the group hasn't reached the performing stage, and therefore they are a failure. Some groups may take longer than the encampment has time to reach that maturity level; also the group itself may be crossing over between phases, such as performing in some areas, storming in others, and the storming may skip over to the separation when the encampment draws to a close.

Stages of Group Dynamics

The four stages of group dynamics are **Forming**, **Norming**, **Storming** and **Performing**. Encampments also experience Separation, which exhibits behaviors similar to Storming.

Common Group Problems

Most group-related problems are indicators of one of the 4 stages of group dynamics. Details of each stage appear in the Encampment Training Manual (ETM), Chapter 2. It is important for the Flt/CC to recognize what stage the flight is in, responding appropriately, and guiding them through the process. Each stage has a set of actions that the flight staff can use.

Forming – the flight staff has it easy during this stage; the cadets do what you want when you want without much difficulty (outside of not knowing how to do it). Being together moves the flight to Norming.

Norming – flight staff has an integral role in this stage; setting boundaries of acceptable behavior. The flight staff can create the right kinds of norms that will make the flight work as a team more quickly, such as promoting behaviors that encourage togetherness and teamwork. Some groups may be difficult to steer; stay vigilant.

Storming – this is when the flight staff will most likely get mad or get even. This is a mistake. Patience is required to smooth the sore egos during the storming stage. Helping cadets reach a compromise, or reinforcing the norms can help during this stage. Also, the flight staff will feel as though they have lost control. The cadets no longer follow your every whim, and require more selling-style leadership.

Performing – the flight staff has it easy in this stage, as the flight becomes a team and works harmoniously. This when the flight is self-motivated. And when the flight reaches the performing stage in some areas (such as drill, but not in volleyball), encouragement can bring

Common Individual Problems

them closer together and help them perform in the other areas.

Separation – the flight staff will be an important part of this phase, as they will feel the anxieties of having to leave the encampment. They can let the cadets know what is happening, since members of the group seldom recognize the dynamics stage they are in. This will help the cadets become aware of their true feelings, and ease their anxiety.

The flight staff can steer the group to success, but the cadets in flight have to want to put forth the energy and whole-hearted commitment to reaching their goals. The flight staff may feel the group hasn't reached the performing stage, and therefore they are a failure. Some groups may take longer than the encampment has time to reach that maturity level; also the group itself may be crossing over between phases, such as performing in some areas, storming in others.

The most common individual problem the flight staff will deal with is of a medical nature. Sore throats (especially on the part of the flight staff themselves) and blisters are most common. If the flight staff deals with those problems first (see chapter 12 of the ETM for instructions), it will reduce the load on the medical staff. The TAC officer can assist greatly in this area.

Interpersonal problems are the second and less common type of individual problems a Flt/CC will encounter. Unfortunately, since the flight staff is in charge of the cadets, the cadets will often feel weary of coming to them with these types of problems. Flight staff should encourage the cadets to let it out, if not with them, then with the TAC officer or chaplain staff. Everyone brings his or her "baggage" from home. Any problems they may have there will certainly affect their behavior at encampment. Squadron, group or regional (in the sense of geographic regions within the wing) competitiveness may also find its way into the flight in the middle of the encampment.

Cadets may also have learning disabilities, or medical conditions which affect their behavior. Cadets that seem undisciplined or argumentative and short fused may have learning difficulties or a condition such as Attention Deficit Disorder (ADD). The key to training these cadets is patience and perseverance. Sincere encouragement for small accomplishments and correct behavior, however short lived, is very helpful.

Chapter 2

TRAINING THE CADETS

OVERVIEW

The “meat” of the flight commander’s duties lies in training the cadets. This is a main reason why the cadets are at the encampment, and can be the most memorable part of the encampment for these cadets. Giving them a sense of teamwork, discipline and skill will leave a lasting positive impression. Also, the cadets take back to their home units what they learn while at encampment. This gives the Flight Commander the opportunity to make an impact on many home units. This chapter is a tool for the Flight Commander to use in implementing the encampment and their own training program.

PLANNING AND ORGANIZING

How organized the flight staff is has a large influence on how cohesive and efficient the flight will be. The more structured, planned, and organized flight will make the most of their free time, which maximizes cadet learning. Letting the cadets know what is supposed to be done and when will let them learn when to work hard and when to relax a little. The level of detail is not the most important; the level of organization is.

The flight staff must be sure to organize and plan all of their available free time. Offering challenges to the cadets, working on weaker areas, perfecting stronger skills, and maintaining daily “chores” will foster teamwork, efficiency and results.

Planning Your Goals



Without goals, how can a flight commander plan their free time? What will they do without a direction to head to? The first and most fundamental part of planning is setting goals. The goals can be short-term (clean the barracks), daily (have uniforms in perfect order), or long-term (win honor flight for encampment). Most encampments have mechanisms in place for the flight staff to set goals for their flights. Sadly, those goals are lost to the backburner, or remain only in the mind of the Flight Commander in most cases.

The next important step in goal setting, once it is done, is to make the “troops” aware of them. The flight staff must remember to not only tell the flight right away what their goals are, and have the flight set their own goals, but to also *remember* those goals on a day-to-day basis. If those goals are remembered, then the flight will know where they are headed with all of their work and activity.

Implementing Your Goals

Once the goals are set, and the flight knows about them, they must be implemented into action. This is where the control of the group that the flight staff and the in-flight cadets have meets. The flight staff must steer the flight in the right direction, while empowering the in-flight cadets to control their level of success.

The flight staff must remember to look at their goals before moving

Planning Your Time Around the Goals



ahead with an activity, so the flight does not veer off course. Whether it be through post-it notes in a binder, or reminders next to their barracks door, the flight staff must train themselves to keep their goals in the front of their mind before planning any of their daily activities.

Now that the goals are set, and the flight staff has them in mind, the free time offered to the flight must be planned. No General would deploy into battle without documented procedures and plans ahead of time. By the same token, the Flt/CC is responsible for *documenting* the plan of “attack”, *before* the activity begins. This entails using a daily goal sheet, checklist or flight plan (see attachment 7).

As with any plan, there are unforeseen changes. A late bus, a sick instructor, or bad weather can change the availability of free time for the flight. For this reason, the flight staff should *always* document a back up or “extra time” plan, so some activity or lesson is available and on-hand at a moment’s notice. The true difference between a Flt/CC who is completely organized and a Flt/CC who is semi-organized is the back-up plan. This “layered” planning will help eliminate wasted time, and offer a chance for the flight to work on some activity they weren’t able to beforehand.

The **worst thing** that can drag the discipline level of the flight down is **unplanned** free time. When this occurs, the flight can immediately sense the Flt/CC does not have a plan, and will either not pay attention to what is going on, or will “goof off”, because it’s “free time.” Once the goofing off begins, it is difficult to stop at a time when the flight needs to be serious. When the logistics officer turns to the Flt/CC and says “the bus ran out of gas, and will be 10 minutes late”, the Flt/CC should be able to turn immediately to the flight and say “OK, we are going to work on [whatever].” This gives the impression that the Flt/CC is there at encampment to do business, that the flight must strive to improve, and also does not give them an inch to try to “goof off” when work needs to be done. *Don’t be mistaken- sometimes the flight needs a rest*, and a “goof off” session may be in order- the Flt/CC should determine what activity will have the most positive effect on the flight.

Follow-up With Your Goals

The most important part of swinging a bat or golf club, a volleyball serve, or throwing a bowling ball is the follow through. Without it, the effectiveness and accuracy decrease dramatically. Likewise, without a follow-through of your goals, the effectiveness and accuracy of obtaining them will decrease dramatically. The Flt/CC must spend time when each goal is completed gathering and giving feedback about the process the flight went through to obtain (or not obtain) the goal. The amount of time spent should be directly related to how complex the goal was. The smaller the goal, the less time spent, and vice-versa.

Another aspect of following through with your goals is verifying they were indeed completed. Often, flight commanders (and cadet staff in general) will forget to go back to their subordinates and verify that

the goals were or were not reached or completed. It is important for the flight staff to write down ALL of their goals, be it big or small, and then check-up on the cadets in flight to ensure they were completed, before it is too late to recover. If the cadets in flight learn that their task assignments, goals and challenges aren't checked up on, they will begin to ignore them, or feel they are unimportant and forget them. The corollary is, if the Flt/CC always checks up on each goal set, and verifies success or failure (or at least talks about it), the cadets in flight will be more motivated to follow them.

Evaluation

The final step in the goal-setting process is the evaluation. This differs from the follow-up because evaluation involves a discussion amongst the flight, not just a check to see if it was obtained or not. Like other aspects of training, the evaluation is the feedback session where the involved parties discuss the positives and negatives of the goal, and ways to improve it.

During the evaluation, the Flt/CC should not only evaluate the process (how did it go), but the goal itself. Sometimes, the goal may have been too easy or too hard, and this evaluation period would allow for an adjustment in the goals. Encampment-long goals would be discussed at the end of the encampment, and the feedback applied for the next year's encampment. Short-term goals would be applied the next meal, day, etc. The evaluation also allows the cadets to voice complaints if they feel the goal(s) was/were too unreasonable for the timeframe given. Remember to evaluate the process, along with the goal itself.

KNOW THE REGS



What are the "Regs"? The "regs" consist of the regulations and manuals that are applied and used at the encampment. They include primarily, but are not limited to:

- AFM 36-2203 (Drill and Ceremonies)
- CAPM 52-16 (Cadet Programs manual)
- CAPM 39-1 (Uniform Manual)
- CAPP 52-xx (National ETM)
- Encampment OI's

Any regulations specific to encampment, such as ES manuals for ES encampments

The regs are the standard of conduct for every CAP member. They are the rules of the road, and will be followed. The Flt/CC expects the in-flight cadets to know what is required of them from the regulations. Likewise, the Flt/CC should know those same regulations.

How can the Flt/CC expect his or her cadets to know something, when he or she doesn't know it him or herself? That is the "do as I say, not as I do" mentality, which we have all learned is an ineffective leadership style. Although a Flt/CC may be able to get away with not knowing some critical knowledge, the end result is less control of the flight because their respect for the Flt/CC has been lowered, or they go home not having learned the right skills, concepts or information.

What Happens if you Don't Know the Regs

If the Flt/CC does not know the pertinent regs in their entirety, in maximum detail, one of two things will happen:

1. The Flt/CC will teach the in-flight cadets the wrong thing. This is the more dangerous of the two scenarios, because of the potential effect it has. If two of the cadets return to encampment as a flight sergeant or commander, they will teach their flight(s) the wrong thing. Also, all of the cadets will return to their home unit either confused (because someone at their home unit might correct them) or teaching the wrong thing.

2. The Flt/CC will run into a situation where they must recite or demonstrate some knowledge or concept from the regs, and won't be able to. Since this scenario could signal you're not as capable a trainer, most people will "fudge it" to save face. If you are in a situation where you don't know the answer, it is an opportunity for you to be honest, as well as teach the cadets to look up the answer. You will gain more respect for being honest than you'll lose for not knowing something.

Why Flt/CC's Don't Know the Regs

The first, and most likely reason why a Flt/CC wouldn't know the regulations is they haven't taken the time *learn* them and pay attention to the *details*. A Flt/CC may know the guidon bearer stands in the front and right of the flight. They may not know that the guidon bearer only stands *next* to the element leaders, *regardless* of which way the flight is facing. Since element leaders are usually in front of the flight, there is validity to their thinking the guidon bearer is in the front and right.

The second reason why a Flt/CC wouldn't know the regs is because they were taught incorrectly, at a home unit that "does it the squadron way", or at past encampments where their Flt/CC didn't know the regs.

No one is expected to know every minute detail of every regulation and manual. If you don't know something, point out that you don't know the particular regulation or rule, and make an effort to find out as soon as possible.

What Happens When You Know the Regs

The Flt/CC's who know the regulations should take pride in two things: 1. They have mastered the knowledge they need to have to train their cadets most effectively, and 2. The in-flight cadets will go home having learned the proper methods and skills, and will bring them to the encampment in later years.

The importance of knowing the regs rests in what is taught to the in-flight cadets. When the Flt/CC's know the encampment OI's cold, they can train the cadets faster, better and easier, and answer any questions or concerns they may have right away.

USING THE AFOATS TRAINING GUIDE (ATG)

The AFOATS Training Guide, or ATG, is included in the Encampment Training Manual (ETM, Chapter 3). Having read Chapter 3 of the ETM, this section is intended to provide the reader with the application of the ATG in an encampment environment. As a quick overview, the five steps to the ATG are:

Expectations – Skills – Feedback – Consequences – Growth

Applying Expectations

Tied into the goal setting, the expectations phase is most important. Without it, the Flt/CC cannot provide effective consequences, since the cadets will have to guess what is acceptable, outstanding, or not. The Flt/CC prepare their goals and what they expect from their flight before the encampment. The next step is to then write down those expectations, and discuss them with the Flight Sergeant.

When the in-flight cadets arrive, take the first opportunity to group them together at once. Patiently tell the flight what your expectations are. Explain what you want from each individual, and also from the flight as a whole. You should expect certain behaviors, and for them to demonstrate specific skills. Set a professional tone for them to follow. Finally, make sure that each person understands what the expectations are (answering in unison “yes sir” is not making sure they understand). This can later be a basis of their performance evaluation.

The expectations phase starts on a detailed scale. Demonstrating to the flight how to give an intelligence briefing, how to report properly, and explaining that you want them to perform it that way is an expectation. And with each new skill, you set small goals with expectations each time. This phase can be applied on both the large and small scale, but is equally important to ensuring the flight meets the goals.

Applying Skills

This phase is the time-honored tradition of teaching the cadets. The Flt/CC has already outlined what is expected of the flight with regards to a particular skill. Examples of skills include rolling socks, making the bunk, uniform insignia placement, customs and courtesies, and performing specific drill movements, each at a satisfactory level.

The important thing to keep in mind in this phase is the cadets are learning the skill for the first time, or are attempting it at a new difficulty level for the first time. When cadets make mistakes, the Flt/CC provides feedback. The Flt/CC also applies feedback for duty performance, treating it as a skill.

Applying Feedback



This step ties in closely to the skills phase, because feedback is necessary when learning a new skill. When a cadet does something good or bad when attempting it for the first time, the flight staff should provide the appropriate feedback. A good example of providing feedback is here:

“Cadet Snuffy, you have made your hospital corners correctly. Very good. However, your bed collar is not 18 inches from the end of the mattress. Remake the collar with the proper measurement, using a ruler. Your pillow is well arranged, and properly placed. Overall, you did an excellent job, and as soon as you are finished, help your roommate make his bunk.”

The feedback should apply the “sandwich” rule, where the person giving the feedback starts out on a positive note, provides the corrections, and then ends on a positive note. The acronym **INPUT+** can help you remember the rules for applying feedback.

INPUT +

I - Immediate. Waiting three hours to tell a cadet his shoes were poorly shined during inspection, or telling a cadet that his behavior two days ago was unacceptable causes the feedback to lose its effect.

N - No Labeling. The Flt/CC should avoid using labels, like “Cadet Sloth” or “Grandma” for a cadet that is slow putting on their uniform in the morning. Even “positive” labels are inappropriate. Labeling when giving feedback tells the cadet that you have little respect for them as a person.

P - Proper Person. Be sure to direct the feedback to the right person or group of people. A common mistake is to address the whole flight, saying “one of you did such and such,” especially when the Flt/CC knows who it was. The intended audience may be embarrassed, or the remaining audience may simply not care, wasting their time.

U - Uniquely Specific. A detailed description of what is good or bad is necessary. Telling a cadet his room arrangement stinks, without telling them the bed has poor hospital corners, or the hanging items in the closet aren’t displayed properly, or their shoe arrangement is not flush with the bedpost leaves the cadet to interpret what is wrong. Details are important if you want the cadet to know what to fix.

T - Talk About the Behavior, not the Person. The behavior is the undesirable trait, not the person. Explain that their actions, not who they are, are what’s at fault. A Flt/CC who is skillful at following this step at a minimum, will get much better results, and more respect, when compared to telling the cadet their personality stinks.

+ - End on a Positive Note. Finish the feedback on a positive note, to help smooth ruffled feathers, and also give the cadet a little boost of confidence.

Applying Consequences



The first thing flight staffs don’t do is outline *in advance* what they are going to do if a cadet exhibits behavior X. The flight staff is capable and experienced enough to anticipate certain types of problems, and good behaviors, that will occur. Once the flight staff has listed these behaviors, both positive and negative, they should then decide upon the consequences for those behaviors. The Flt/CC must make sure that the consequences chosen are approved by the Sq/CC (or Deputy Cadet Commander for encampments without squadrons).

Once the Flt/CC has approval granted for the chosen consequences, apply them! The flight staff should not be afraid to apply the consequences they have outlined. If not, the cadet that challenges your authority by misbehaving will continue or get worse, or the cadet that works hard to get ahead will feel let down, because they were not recognized for their hard effort.

Applying Growth

Often, this step will naturally occur. As a cadet has demonstrated their ability with a particular skill, the flight staff will intervene less and less, to the point where they ask for it done, and assume it will be. Once an individual has mastered a skill at the level prescribed, the flight staff

Applying the ATG in a Common Situation



will trust in them to be able to perform that skill again and again.

The problem with growth is this phase can lead to stagnation. When the flight staff know the flight can perform at a certain level, and leave it at that, the flight will soon stagnate, because there is no challenge. The Flt/CC should challenge a cadet to a new level in the skill(s) that they have mastered. Whether it's a more perfect bed, or no longer just doing flanks correctly, but teaching others to, challenges will get the cadet interested again.

One of the common skills to teach basic cadets is making the bunk. The ATG can be easily applied to this situation. Let's look at Cadet Willis and his Flight Sergeant (Flt/Sgt):

Flt/Sgt: Cadet Willis has just arrived into the barracks for the first time this encampment. *"Cadet Willis- My name is Cadet Technical Sergeant McKenzie. I am your flight sergeant for this encampment."* The Flt/Sgt goes on to explain his goals for the cadets. They then proceed to Cadet Willis' bunk. *"Now I am going to show you how to make your bunk properly. For the duration of this encampment, your bunk will be inspection ready at all times unless you are sleeping in it or remaking it (The Flt/Sgt sets his expectations.) I do not expect it to be perfectly done at first, but I do expect you to give your 100% best effort at making your bunk. Now let me show you how..."* (Here is where the Flt/Sgt begins teaching the skill. He tears up the sheets when he is finished.) *Now I want you to try it yourself.*

Cadet Willis (CW): *"Yes sergeant."* CW makes his first attempt, and he has done the hospital corners improperly, and the collar is not tucked too well.

Flt/Sgt: *"OK, Willis. You did well for a first attempt. You need to improve on the hospital corners, and the collar is not tucked in too well. (This is the feedback stage.) I want you to try again, but let's learn how to do the hospital corners again."* The Flt/Sgt re-teaches CW how to make correct hospital corners.

CW: *"Sergeant, how is this now?"*

Flt/Sgt: *"This is good. I am pleased with the work you have done. I will let the Flight Commander know you have done a good job. (Consequences for his actions- he has done well, and gets praised for it.) I am sure he will be pleased. Since you have done so well, I want you to help your roommates make their bunks. (Now the Flt/Sgt has given CW a new challenge, part of the growth stage of the ATG. He sets new expectations, and the ATG cycle begins all over again!) Willis, I will check back on your room tomorrow. I expect your roommates to be able to make their bunks as well as you have. Do you feel able to teach them properly?"*

CW: *"Yes, sergeant. I will make sure they know how."*

C/TSgt McKenzie has demonstrated how to use the ATG with day-to-day activities. Most will find it comes naturally in the learning process. The common mistakes made when applying the ATG are a lack of clear expectations, and to a lesser extent, the growth phase. Most staff members will neglect to give explicit, clear and concise expectations. Without them, the subordinate is left to figure out on their own what you want from them. Telling a cadet to "do good at inspection" is like telling an art student to "paint good". Without the clear and detailed expectations, you let the subordinate assume what is "good".

EXPLAIN THE WHY'S



Common Pitfalls

The ATG is a methodology that the flight staff should use when training their cadets. It is a proven method of training, and produces the best results with the least amount of wasted effort. The in-flight cadets are more likely to respect the flight staff, and the flight staff will train the cadets the right way.

Senior ranking cadets, and more often, senior members who were senior ranking cadets will wonder why things happened the way they did throughout their CAP careers. They will discover that the reasons for what happened (behaviors and actions) when they were low-ranking cadets, or at their first encampment, have been lost. Since organizations rarely explain the real reason behind it's goals, and reasons for our (Civil Air Patrol's) behavior(s), turnover causes the organization to collectively forget. Most decisions were made for a good reason at some point, but that information is soon lost, and the membership soon asks why, and consumes great amounts of energy trying to figure out why, or simply changing things altogether. Of course, decisions or behaviors founded on poor principles should be changed; asking why will reveal those faults.

Sometimes, a cadet in flight will ask why they are cleaning the barracks at four in the afternoon, when the next inspection isn't until tomorrow morning. Or, it seems the flight doesn't care to remain still while in formation. Or maybe there are always some cadets talking while marching from point A to point B. Do these problems occur because the cadets are undisciplined? Most Flt/CC's will feel that their cadets are unruly and are undisciplined, and react poorly to the situation. Leaders offer their subordinates the rationale behind their decisions.

Applying this approach to behavior problems is easy. Since there are plenty of small violations a cadet may commit, most of the available tangible punishments (sending them home, 2B) aren't warranted while at encampment. The flight staff will often resort to explanations or verbal reprimands as their method of punishment. With that in mind, the flight staff must be crafty with their explanations, so the number of times a cadet needs to be told not to move at attention [or not do whatever bad behavior] is minimized. The flight staff member must get to the root of the issue, and solve it there.

Here is an example of a dialogue between a flight commander and her in-flight cadet that talks while marching, and moves when in formation or standing at attention. Prior to this discussion, the flight sergeant has already reprimanded this cadet several times, but to no avail.

Flt/CC: "Cadet Willis! Why are you moving at attention?"

Cadet Willis (CW): "No excuse, ma'am."

Flt/CC: "I don't want to see you move at attention again, is that understood?"

CW: "Yes ma'am."

The Flt/CC feels that she has satisfied the issue, thinking, “since I am the Flight Commander, Cadet Willis will listen to me more closely than the Flight Sergeant, since he has gotten used to the Flight Sergeant now.” However, the Flt/CC soon feels her talk was a waste of time, because three hours later, right before evening formation, Cadet Willis is moving around again.

Flt/CC: Walks next to CW and whispers in his ear (remember, punish in private)- “Willis! What are you doing? I thought I told you to stop moving around!”

CW: Silence. Straightens up to attention.

Flt/CC: “Willis, I don’t want you to move at attention, because it makes our flight look bad. Do you understand that?”

CW: “Yes ma’am.”

Flt/CC: “Good. WHY aren’t you going to move at attention?”

CW: “Because it looks bad, ma’am.”

Flt/CC: “Ok, that’s one reason, but what’s the *real* reason why?” (do not patronize the cadet here)

CW: “Umm... discipline ma’am?”

Flt/CC: “Yes... what did I just say about discipline?”

CW: “Umm... because we, rather I, agreed to be disciplined?”

Flt/CC: “That’s good. You are absolutely right. Now that you have made that agreement, what should you do about it?”

CW: “Not move at attention, ma’am?”

Flt/CC: “That’s right. And what about the agreement you made?”

CW: “I should do what I agreed to do?”

Flt/CC: “Yes. Why should you do that?”

CW: “Because if I don’t, then no one can believe me when I make an agreement. I might also let down my flight, teammates or boss.”

Flt/CC: “Exactly! Now, you understand that this behavior is unacceptable, right?”

CW: “Yes ma’am.”

Flt/CC: “This incident will be noted in your evaluation (or insert some other consequence.) And from now on, you agree not to move while at attention?”

CW: “Yes ma’am.”

Flt/CC: “You understand that if you do this again, you will have to explain your inability to keep a commitment to the Squadron Commander and I?”

CW: “Yes ma’am.”

Flt/CC: “You have excellent insight, cadet Willis, for understanding the reason why it is important to not move at attention. I am now confident that you are able to keep your word, and your commitments (Remember to end on a positive note.) Now return to the flight.” Cadet Willis leaves.

With this second attempt, the Flt/CC is clad-iron positive that Cadet Willis will no longer act up when in formation. The Flt/CC did the right thing this time- and did what she should have done the first time. The Flt/CC explained why it was important for Cadet Willis to remain still, made sure he understood and agreed to the reasons behind it, and made (or reminded him about) a commitment to discontinue his behavior.

It is also important that the Flt/CC explained the consequence if he repeated again. The other times, she and the Flight Sergeant neglected to provide a warning or any indication that there would be a consequence any more severe than what Cadet Willis had received the last

two times. Since the cadet survived his multiple lectures, why should he listen this time, when that's all he will get? Providing the warning will at least have Cadet Willis keeping his behavior in mind. As a follow up, the Flt/CC should discuss this incident with the Squadron Commander (or the Deputy Cadet Commander) as soon as she has a chance. This is in case Cadet Willis moves at attention again- the Squadron Commander shouldn't be surprised if Cadet Willis shows up.

Immediate Advantages

The immediate advantage to explaining the why's is the behavior is more likely to stop. As the example demonstrates, the behavior did not stop in the long run when "conventional" techniques were used. The initial attempts at fixing the problem were only short-term. Using the proper correction methods, and explaining why will give you more long-term results. If the cadet can justify the desired behavior in their mind, they will be willing to behave properly

The second immediate advantage to explaining the why's (in other situations, not just feedback or behavior correction) is the flight as a whole will be more understanding and willing to perform tasks and behaviors that seem silly on the surface. Even 11-year olds are capable of reasoning, and will respond better when you explain why.

Long Term Advantages

The most tangible long-term advantage is having an easier time correcting behavior problems. The cadets in flight will also be more willing to perform routine or mundane tasks, knowing the true purpose behind it. "Problem children" can have their energies refocused with less effort if they know and agree to the reasons behind our actions.

The second long-term advantage is the cadet that had the why's explained to them will be able to do the same when that cadet advances and is placed in charge of others. The ATG discusses the "rationale behind the task" when providing expectations, feedback and consequences to your subordinates. Explaining the reasons why will motivate the subordinate, and will also validate the activity for the Flt/CC.

Use the Chain

When the Flt/CC doesn't know why something is done, they should ask their supervisor, in the chain of command, or ask themselves why something is done. Often, a Flt/CC will not have had the why's explained to them (or they were, but not in a manner that they understood fully). A Flt/CC that doesn't know why they do something has the responsibility of finding out for himself or herself, so they are capable of telling their cadets.

THE “FUN” STUFF

Motivation from the Outside



Encampments are often the most motivating experience for cadets in their CAP lives, and even in their lives overall. The Flight Commander and Sergeant have an opportunity to make encampment a memory cadets will treasure for a lifetime. There are two types of motivation discussed here- “outside” and “inside”.

The Flt/CC and the Flight Sergeant determine what motivational chants and jodies the flight will conduct, or how much latitude to give to the in-flight cadets. Although the flight staff can leave most of the chants up to the cadets, they should provide them with a framework from which to operate, and some starting points.

The framework is the situations where motivational chants and phrases are deemed appropriate. Examples include when falling in or falling out, the guidon is posted, the guidon passes through a doorway, lining up in the barracks. These otherwise unimportant moments in the day can be highlighted with motivational chants, created by the flight staff or the flight itself. The flight staff should outline, by example, the framework.

The starting points should be simple, such as the flight name, mascot, and a jodie or two. These give the cadets in flight some examples to work from. Chants for the guidon can be simple, (a hoo-rah) or creative (a phrase) when passing through a doorway.

Motivational Chants

There should be some chants that are set in stone- they provide a unique identifier for the flight, and will soon become second nature. For instance, if the flight has the same chant for every time they fall out, not only will that flight feel a little more like a unit, it will help them fall out together, as well as announcing their presence.

The consistent chants also give the flight some memories to go home with. Cadets most often remember PT because it is full of programmed and consistent chants and phrases (when done properly). The flight staff can plant the seeds for the flight to bring home flight-specific memories.

The Foxtrot Fireballs. Here are some examples of the motivation ideas used by the “Foxtrot Fireballs.” They have taken normal activities, and highlighted them with motivational chants and actions, increasing esprit de corps in the unit.

- When the guidon went through a door, the guidon bearer yells “Fireball guidon through the door!” and the flight chanted back various phrases, like “Fireballs, Fireballs, Fired up Sir!”
- When the flight is instructed to drink water, the Flt/CC yells, “Fireballs, cool down!” The flight responds with “Wooooooh”, like a fire truck siren, leaning back while doing so.
- When inside the barracks, the Flt/CC yells “Fireballs, on-line!” and the flight exits their rooms and stand at attention in the hallway.



Singing Jodies or Cadence Songs

Singing jodies (A.K.A. cadence songs) must first be sung clearly and with confidence; second, the appropriate type must be selected. The main purpose of a jodie is to keep the flight in step (hence “*cadence*” song) and to motivate them. The squadron commander should provide guidelines about what are appropriate jodies.

Things to remember when calling cadences/leading jodies:

- **Call the jodie on the left foot.** If you find it difficult to stay in step with the beat (running or marching), you are singing the wrong kind.
- Sing running jodies only when running, and marching jodies only when marching. Otherwise, the flight will get out of step.
- Singing mumbled words will confuse the cadets and eventually annoy them.
- Singing without confidence or half-heartedly saps the fun out of a jodie. Not knowing the song, (example: “Mamma once told... no wait! Mamma once said...”) is disruptive to the rhythm at best. Memorize the words or have them in front of you while singing.

Motivation from the Inside

The Flt/CC has a good influence over the amount of internal motivation a cadet has. Some cadets will be more difficult to reach than others will. It is just a matter of finding the “hook” that will grab the cadet’s attention and motivate them. The outside motivation, especially when the flight gets into it, is the easiest and most straightforward way for a flight to get motivated. Success is also a good motivator, and even if the flight doesn’t win honor flight, they should enhance the positive aspects of their performance.



Chapter 3

IN-FLIGHT POSITIONS

OVERVIEW

The concept behind in-flight positions comes directly from AFROTC Field Training. The cadets in flight are assigned duties of different responsibility levels, intended to supplement or relieve the flight staff of these duties. This provides a “leadership laboratory” environment, and offers higher-ranking cadets some hands-on experience. These are not staff jobs, just a practice tool. Each position is filled on a rotational basis- some rotate more often than others. Since most encampments are a week long, **Table 3-1** below is an example rotational schedule.

This process is crucial in successful leadership development of more senior cadets in a flight. There are five available positions for in-flight cadets- element leader, flight standardization officer (“Stando” for short), flight intelligence officer, flight knowledge officer and the guidon bearer. Descriptions appear in sec. 3-2.

Selection Process

Day 0 is the day that the cadets arrive. Since this is the introductory period, and is usually a half-day, no positions are selected except for the guidon bearer, since it is an immediate need. This gives the flight staff some time to observe and make their first choices for the other positions. At the conclusion of the encampment, during the pass in review/parade and “Class A” inspection (if done on this day) only the guidon, element leaders and standos need to do their jobs. If the “Class A” inspection is on the second to last day, the stando is not needed for the last day. The flight commander may relieve individuals from a position for not meeting standards or as a punishment.

Element leaders are selected on a permanent basis. The flight staff should choose the three best cadets in their flight for this job. Element leaders may not do any other job, except for stando.

Standardization officers are selected for half of the encampment (three days for a week long encampment). They may not have any other job besides element leader. If there are four or five (relatively) experienced cadets, then choose three to be element leader, and give the other cadet(s) a chance to be the stando.

The remaining jobs should be on a two-day rotation. No cadet may have two different jobs through the course of the encampment (ex: they can’t be intel the first rotation, then knowledge the next).

Table 3-1. Sample In-flight Position Rotation Schedule for 7 Day Encampment

Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
	Element Leaders (3)						
	Standardization (Stando)			Standardization (Stando)			
	Intelligence (Intel)		Intelligence (Intel)		Intelligence (Intel)		
	Knowledge		Knowledge		Knowledge		
	Guidon		Guidon		Guidon		Guidon

Overall Objective

The primary goal is to give leadership role opportunities to all the cadets in flight, by putting the classroom instruction into action. If there are more than 15 people in a flight at the encampment, adjust the rotation lengths to allow maximum participation. The training officer will determine the rotation schedule.

Advice for Flight Staff

A common complaint among flight commanders is “the cadets I have just don’t know what they’re doing.” This is O.K.—the encampment is an environment where the cadets are there to learn. Show the flight right away what is expected for each position (see Ch. 4). Choose the best cadets for the more difficult jobs, then work your way down. If your best drill performer is an element leader, have him/her help the guidon bearers. If a mid-level cadet knows the general knowledge (initially, or is a fast learner), choose them for the knowledge officer position. If you have difficulty finding people to “fit the bill”, ask the TAC for assistance. Help the weaker people, and encourage the stronger. Be careful of power-hungry cadets- they can cause discord and control problems if not carefully watched. Have the first rotation assist the next-, teaching the importance of continuity. Finally, and most importantly, PROVIDE FEEDBACK to the cadets. Use the evaluation form (Attachment 15 or CAPF 50) to formally go over the cadet’s performance in their job. This crucial step (feedback) is often ignored at the hands of more immediate needs of the flight, with the cadet learning *very little* in the process.

Cadets who are attending their second encampment in flight are better candidates for the more involved jobs. The flight staff makes or breaks this program. If they don’t use it to the fullest extent possible, it is doomed to failure, with the losers being the cadets in the flight.

POSITION DESCRIPTIONS

The following descriptions are guidelines for the staff to use in detailing the specific duties for each position to fill. Adjust the duties to fit the needs of the flight and of the encampment.

Element Leader



The element leader is responsible for supervising the members of their element. They report directly to the Flt Sgt. They are selected from the flight as a permanent position (unless relieved/replaced).

Objectives:

- To implement whatever assignments or tasks the Flt Sgt delegates to the Element Leader
- To assist the membership of the element towards the accomplishment of the mission
- To provide additional assistance and instruction to the members of the element having difficulty
- Contribute personally to the motivation, teamwork and esprit de corps within the element
- To aid leadership development of cadets with in-flight positions, and to ensure proper continuity between rotations

Flight Standardization Officer (Stando)

Examples of Tasks:

- Supplement the teaching of element members any necessary skills
- Leading songs or jodies while marching to and from location
- Providing an internal role model for the younger cadets in the flight
- Primary source of motivation from within the flight
- Momentarily steps in as acting flight sergeant if the flight sergeant is not available

Leadership Laboratory Goals:

- Leadership
- Problem solving and resolution
- Organization
- Teaching/training
- Time management
- Motivating others
- Drill and ceremonies

The Flight Standardization Officer, or Stando for short, is responsible for assisting the flight for barracks and uniform inspections. Anyone in the flight may be selected for this position, including element leaders. There is one rotational change of the stando halfway through the encampment. The stando may not have two jobs, unless he or she is an element leader. Also, the stando may not have another job for the remainder of the encampment, except element leader. The Flt/CC should select a more experienced cadet as the stando. The Stando represents the flight and the flight staff when meeting with the Stan/Eval team- it is up to the Flt/CC to raise any concerns or issues they have with Stan/Eval through the Flight Stando.

Objectives:

- Be the most knowledgeable in and a fast learner of the barracks OI and uniform wear
- Assist flight staff with barracks and uniform inspection preparation
- Meet with the Stan/Eval team as the flight's representative

Examples of Tasks:

- Coordinating daily with flight staff to get questions or feedback for the Stan/Eval team
- Meeting daily with Stan/Eval team at pre-designated time
- Assisting with and coordinating barracks preparation for inspection
- Providing one-on-one assistance to cadets who are slower in learning the skills

Flight Intelligence Officer (Intel)	<p><i>Leadership Laboratory Goals:</i></p> <ul style="list-style-type: none"> • Organization • Representing a group (like Cadet Advisory Council does for their unit) • Problem solving and resolution • Inspection preparation • Time management • Motivating others • Teaching/training others <p><i>Objectives:</i></p> <ul style="list-style-type: none"> • Receives newspaper (USA Today, local paper, etc.) from Training staff each day • Brief flight daily on pre-selected or pertinent current events information • Review with flight members key concepts from previous day's current events to ensure they are able to answer questions <p><i>Examples of Tasks:</i></p> <ul style="list-style-type: none"> • Brief the flight on the day's current events during the Flt/CC's designated times
Flight Knowledge Officer	<p><i>Leadership Laboratory Goals:</i></p> <ul style="list-style-type: none"> • Planning • Public speaking • Organizing • Training/teaching others <p>Quizzes flight on daily knowledge, outlined in the OI, and extra knowledge, as required. Assists cadets with individual studying.</p> <p><i>Objectives:</i></p> <ul style="list-style-type: none"> • To relieve flight staff of task of constantly quizzing the flight on knowledge • To assist slower cadets on a1-to-1 basis with required knowledge <p><i>Examples of Tasks:</i></p> <ul style="list-style-type: none"> • When flight is waiting for class, or resting momentarily, quiz the flight members (with permission) on daily knowledge requirements • To memorize required daily knowledge as far ahead of time as possible, in order to be able to teach it to other cadets <p><i>Leadership Laboratory Goals:</i></p> <ul style="list-style-type: none"> • Organization • Planning • Training/teaching others • Public speaking

Guidon Bearer



USING THE ATG WITH IN-FLIGHT POSITIONS

Applying the ATG at the Start



Objectives:

- Carries the guidon, observing proper procedures; making sure it is stored correctly and that it is not stolen.
- Enforces safe behavior by announcing "[Flight] Guidon through the door" when passing through a doorway.
- Always marches in the proper guidon positioning relative to flight.
- To learn the drill and ceremonies behind the guidon
- To be evaluated on performance as a guidon bearer

Examples of Tasks:

- March with guidon during drill cards
- Study AFM 36-2203 to ensure proper positioning (relative to the flight- see also attachment 13) and use of the guidon

Leadership Laboratory Goals:

- Responsibility (for guidon)
- Drill and ceremonies

It is critically important that the Flt/CC lays out the expectations as soon as possible. This will minimize confusion for the in-flight cadets. Since the concept of in-flight positions is probably new to the in-flight cadets, the Flt/CC must start teaching the cadets as soon as possible, so the cadets who do hold positions are able to gain rewards from the jobs.

Each job has a different method of setting expectation. The Flt/CC may find some methods more effective. Here is a list of suggestions for each position:

Element leader. The element leader has been a long defined role, and is featured in many home units. The cadet chosen for element leader would probably learn his or her job best by a verbal and written description of the duties from the flight staff.

Standardization officer. The stando would learn the most from the Flight Sergeant demonstrating the first day exactly what the flight staff wants from the stando. The flight staff should also warn the stando if he or she will have some flight time to plan ahead of time, so they can prepare.

Intelligence officer. The intel officer position is the easiest for the flight staff to demonstrate to the flight on the first day. Giving a briefing in the format and with the content desired by the flight staff, along with a statement that it is how the flight staff wants it done, would be the most effective way. Make sure the Intel officer follows the established format, with the correct content.

Guidon bearer. This is more or less drill and ceremonies, specialized for one person. Training the guidon bearer should be conducted like any other drill training, for one individual. Positioning is the toughest for any guidon bearer to learn. See Attachment 13 for a detailed description on guidon positioning.

Applying the ATG at the End

Towards the end of the encampment, it is equally important to allow the cadets to grow in the positions. As time passes, the cadets in flight should be given more and more to do by themselves, which offers them more and more challenges. This will maximize each cadet's learning, and also avoid stagnation. It is important the cadets don't grow weary of their jobs, otherwise they will gain little from them.

Finally, remember to give feedback at the end of each rotation to the cadets with jobs. Evaluate their performance and give them tips for improvement. The long-term jobs- stando and element leader- should also get feedback when the other jobs rotate. This way, the Flt/CC can work on improving the performance of the cadets with those jobs.



EVALUATING THE CADETS

OVERVIEW



A formal evaluation offers a subordinate a quantifiable record of their job performance. Also, the subordinate receives feedback on their strengths and areas that need improvement, allowing them to better themselves in the future. The evaluator should remember that the evaluation is a record of the subordinate's *overall* performance during the rating period, not just their performance a day or two before the evaluation. Often, if the subordinate makes mistakes right before evaluation, or they perform unusually well, the evaluator will have a biased report, because the recent behavior is fresh in their memory.

Purpose

The purpose of having a written evaluation is twofold: first, the written evaluation "forces" the superior to do an evaluation, which often does not occur; second, a written evaluation serves as a permanent record of the cadet's performance, which can be used in the future (for staff applications, awards, etc.)

Benefits

The in-flight cadet benefits the most, as they need the feedback the most. The evaluation can be a source of motivation for the cadet. The permanent record of their performance can drive them to excel, and also deter them from serious trouble.

Cadet staff usually receives less feedback, because they are more independent, which is a good reason to formalize the procedure. Thus, cadet staff members will also benefit. Staff rarely provides feedback to their fellow staff unless their behavior is outside of the norm (either great or terrible). Cadets in flight get feedback everyday through their inspection results, as well as attention from the flight staff.

The Flt/CC writing an evaluation offers an opportunity to involve the TAC officer in the flight. It is a chance for the Flt/CC to learn from the TAC officer (mentoring). The TAC officer is a good resource and may have some insights for evaluating some cadets if the Flt/CC is stuck.

Another benefit in writing evaluations comes to the evaluator. Evaluating is one of the best writing skills that CAP teaches. It has direct use no matter what career the cadet chooses later in life, military or civilian. The military has formal evaluations, as do many civilian corporations and even small employers. Cadet staff members can apply these learned skills in their future career field.

USING THE FORMS

The Basic Cadet Performance Evaluation

This section will describe three commonly used forms at encampment: the basic cadet evaluation, the CAPF 50 and the staff cadet evaluation.

The Basic Cadet Performance Evaluation form (attachment 9) has two main sections: the ratings and the comments. One member of the flight staff can (but doesn't have to) complete the ratings section, while the other writes the comments, so both are involved in the evaluation process. The Flt/CC is ultimately responsible for completing it.

The ratings section should reflect the overall performance of the cadet against published standards and the encampment as a whole. Avoid the temptation to check the boxes based on how they did relative to the flight, except when evaluating the group interaction.

The comments section is where you can draw comparisons between the cadet and the rest of his or her peers. Write concise, bulleted phrases. You may use the back of the form, keeping it to a minimum. Be sure to initial each bullet on the back side, identifying it as your comment.

The most significant comments should be placed on the front, good or bad. If the "bad" comments are all minor, then they should be on the back of the form, if they don't fit on the front. Use meaningful comments, discussing quantifiable results ("scored highest in uniform inspection 3rd day", "strong leadership presence in element", etc.). Don't use phrases like "performed well", "needs to be sharper" or "good job"-they are too ambiguous, and tell the reader little.

If you make a checkmark, or underline items in the "below standards" or "exceeds standards" columns in the ratings section, add comments justifying your decision to do so. Ratings that receive marks indicating performance significantly above or below average should be explained in more detail.

The CAPF 50

CAPF 50 is more tuned for home squadron use, but can easily be applied as a tool for encampment staff to use. The instructions for filling out the form are similar to the instructions of the Basic Cadet Performance Evaluation form.

The Cadet Staff Performance Evaluation



The main section of the form contains checkboxes for different areas, rated at three levels: Needs Improvement, Meets Standards and Exceeds Standards. There are several keywords in each section, which are circled or underlined when they apply to the rating that is given. Phrases may also be circled. Words in boxes other than in the one that is checked can also be used (comments in "exceeds standards" can be circled, even if you rate them as "meets standards"). The main section is where the evaluator weighs the ratee's performance against what is noted in the keywords (the published standard.)

The bottom section is split into two parts: Primary Rater's comments and Additional Rater's Comments. The Primary Rater is the direct supervisor. The Additional Rater for this form is the person next in the chain of command above the supervisor, going as high as the Comman-

The Differences Between Ratings



Avoiding Inflated Grading

dant. It is normal for the Additional Rater to have no comments for basic cadet evaluations, because they may not see or be able to comment on every ratee. Staff should have additional comments added. If the comments cannot fit in the box, the rear of the form should be used to continue. Make sure you label the backside with your name, rank and initial each paragraph. The comments section is where the evaluator might weigh the ratee's performance against their peers more heavily.

Evaluate your subordinates based on their peers, and as well as any published standards. The Flight Sergeant should be compared to the other flight sergeants at the encampment, as well as the "ideal" flight sergeant. Evaluations on the cadets should be in comparison to the others in their flight, and all the cadets at the encampment as well. The reason for making evaluation judgments based on two sources (peers and the "ideal") is so they are evaluated both on their relative performance (peers) and their overall performance. If all of the ratee's peers are excellent, as well as themselves, they are relatively average (i.e. the average is "excellent", thus someone who is "excellent" meets the average)-therefore, it wouldn't be fair to the ratee if they were marked as "average" if they were in reality "excellent." Conversely, if all of the peers are lousy, and your ratee was "OK" (like "a one-eyed person in a kingdom of blind people"), you shouldn't give them an "excellent" rating because they stuck out. If either case is true, the comments section should "tell all".

During the course of evaluations, don't be afraid to use the "needs improvement" section. It is important for the subordinate that you provide honest feedback. Anyone reading the form the next year when they apply for staff will certainly understand that the cadet was at the encampment to learn, and they may need improvement in some areas.

Everyone involved will get the most benefit from evaluations if they are written honestly. If a cadet performed average, they should get an average rating. Avoid artificially inflating the results (marking everyone great when they were just average, or marking them average when they were substandard). Also avoid "curving" for the sake of having X "Excellents" and Y "Needs Improvements". Either case will produce skewed results, which does not tell an outsider reading the form how well that individual *really* performed. It is important to weigh the evaluation against the standard, not against a ratee's peers per se.

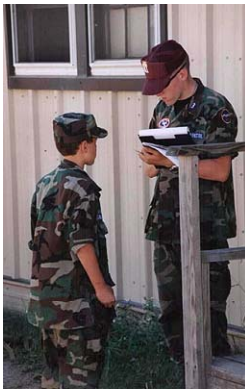
INSPECTIONS AND HONOR FLIGHT

OVERVIEW

Inspections are a measuring tool for the commander to gauge the level of training or ability of the unit. Pre-defined standards are set up ahead of time as a basis of measurement in the performance and learning of the subordinates.

Inspections can also be used as a tool to motivate. Inspections that are used in competitions (such as the National Cadet Competition, or an encampment honor flight competition) have the general goal of fostering teamwork, cooperation and self-improvement in the competing units.

Inspection Standards and Cadet Training



It is important to keep in mind the goals of inspections with respect to cadet training. The standards are created in order to provide a reference for the inspection "vehicle" that teaches cadets how to set a goal and reach it. The flight staff learns by teaching the skills, and the in-flight cadets learn the skills themselves. The standards are the standard by which performance is measured. Thus, flight staff must remember that this is the main thrust of inspections and inspection standards, not for competition and winning.

The objective of the training may vary from encampment to encampment, but one of the goals published by National HQ (CAPR 52-16, 5-1.a.(6)) is to "Instill group cooperation and teamwork." Inspection can be the primary (or one of many) way(s) for the encampment to meet this goal. Keep this encampment goal in mind when preparing the cadets for an inspection. Also use this goal as your measure of success, NOT how well you score in the inspection. It is better for a unified team to perform poorly in a barracks inspection, than for a bunch of individuals to score well. If the flight learns to cooperate and work hard together (a "well oiled machine"), then their lesson will be more robust than one of simply skill.

INSPECTIONS

This section will discuss the types of inspections, how to prepare for them, and a detailed look at the Open Ranks inspection procedure outlined in the Drill and Ceremonies Manual, AFMAN 36-2203.

Types of Inspection

The first type of inspection is the **standby** inspection. This type usually combines several inspections together. The unit being inspected stands by their barracks area, and waits for the inspection team to examine them. For barracks that are open-bay, the cadets stand by the ends of their bunks. In a dormitory setting (2-6 cadets per room), the cadets will either stand in the hallway, or the room, depending on local OI's.

The other type of barracks inspection is called a **walk-through** inspection, and is done without the person being inspected present at the inspection. This is the more common and time effective route.

Preparation Techniques

For barracks inspection, the flight commander must weigh the first impression the inspector has when entering the inspection area as the most important aspect of any inspection. If the inspectors first impression is bad of a given area, the flight is already "fighting" an uphill battle to do well. Even the most unbiased and fair inspector will subconsciously either examine more thoroughly or score tougher when a bad first impression is made. Thus, it is of high importance that the first uniform, drill move or room inspected is of top quality.

This does not mean the first room in a hallway, first cadet in an element, or first drill move should be worked on more. Often, the Flight Commander does not know which room, cadet or drill move will come first, so this leaves them guessing. Instead of spending time trying to determine what comes first, look at the generalities of each situation. How well does the flight march, face and halt? How clean do the hallway floors look, and how organized (generally) do the barracks look? How sharp do the uniforms in the flight look? Begin your preparation plan by asking these questions; work from general idea down to the details.

As with any skill, the two most important steps in preparation are planning and practice. Once you understand the questions you should ask when preparing, you can begin to formulate a plan. Also, practicing the skill (cleaning, organizing, studying, etc.) will improve the preparation for the inspection, or make it more efficient.

The Actual Inspection



Open Ranks Inspection Procedure

During an inspection, it is important to follow the proper inspection procedures. The inspection procedure for an open-ranks inspection (i.e. uniform and/or general knowledge) will be examined, since it is the most common. Flight Commanders should use this procedure and the general concepts herein during an inspection. AFM 36-2203, *Drill and Ceremonies*, paragraphs 4-4 and 4-5, outlines in detail the proper inspection procedures. This handbook merely provides a detailed explanation of the published standard. Local encampment OI's may differ for conducting other inspections, based on the setup.

An open ranks inspection begins with the flight commander reporting to the inspector, or inspection team. The flight should be centered, and in line formation, relative to the head inspector. The flight commander will be centered on the flight (but not between rows, i.e. if there are 4 rows of cadets, the flight commander aligns on the 2nd or 3rd row, not in between). Note that the flight sergeant needs to participate, and will fall in behind the 3rd element, as they would for opening or closing formation. Once the flight is facing the inspector, follow these steps:

1. The Flt/CC faces the inspection team and salutes, saying "**Sir (Ma'am), <Alpha, Bravo, Charlie, etc.> Flight reports for inspection.**"
2. Return the inspector's salute. He or she will prepare their papers while you execute the next three steps.

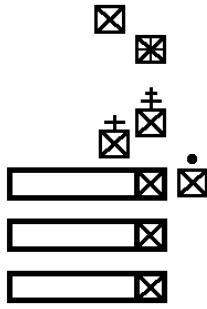


Figure 5-1. Prepared for Inspection.

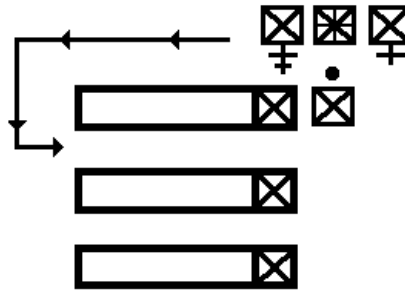


Figure 5-2. Inspecting First Element.

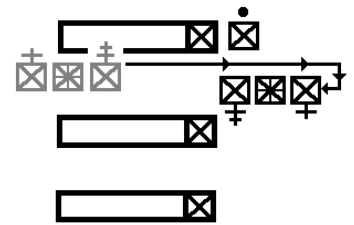


Figure 5-3. Inspecting Second Element.

3. Command **"Open Ranks, March"**.
4. Command **"Ready, Front"**.
5. Call the Flt/Sgt front and center. The flight sergeant's role will be to write notes down about each discrepancy and positive result for each cadet. Having a sheet pre-filled with the names of the cadets in flight would be helpful.
6. When the Flt/Sgt is front and center, (behind the Flt/CC and to his or her left), the Flt/CC positions three paces in front of the first element leader, salutes the head inspector, saying **"Sir (Ma'am), <Flight> Flight is prepared for inspection."** See figure 5-1.
7. The head inspector returns the salute and the Flt/CC commands the flight **"Parade, Rest"**. Then, the Flt/CC executes a half left face, and posts on the right of the inspector. It is important for the Flt/CC to look sharp, as this is the first impression that the inspector makes.
8. The inspector will then inspect the Flt/Sgt. The Flt/CC will need to take notes on the Flt/Sgt as he or she is inspected, returning the notepad back to the Flt/Sgt after the inspector is done.
9. Now, the inspection of the flight begins. The head inspector will bring the inspection team to the first cadet in the flight, the guidon bearer (or the first element leader if there is no guidon bearer). As the inspection party arrives, the first element leader will command **"Element, Attention"**. The Flt/Sgt will follow the inspection team. The Flt/CC will follow only if there is one inspector, or in the case of two or more inspectors, will remain unless invited. The Flt/Sgt will be to the left of the inspection party, and will follow in that spot as a member of the party. The Flt/Sgt will take notes on the in-flight cadets.
10. When finished with the first cadet, the inspection party will come to attention, and "simultaneously execute a face to the right in marching and an in-place halt" (*Ref. AFM 36-2203*) without command. This is done by doing the first count of a right face, then stepping off with the left foot, towards the right (away from the guidon/element leaders). Then, on the next step, as the right foot hits the ground, plant it facing the next cadet, and bring your left heel to your right heel.
11. The inspection party has moved forward one person. The next cadet in the first element is inspected as before.
12. When the inspection party reaches the end of a row, and is finished inspecting, the lead inspector will march past the last cadet, per-

form two left flanks, going around behind the first element. The remainder of the inspection party will follow behind, keeping the same order (i.e. head inspector in the front or to the right, Flt/Sgt in the rear or left- see **figures 5-2 and 5-3.**) The inspection of the backs of the first element is conducted here. The second element leader will call "**Element, Attention**".

13. Once the backs of the first element are completed, the head inspector will march past the first cadet, perform two right flanks, with the party trailing as before (see **figure 5-3**). As soon as the second element begins inspection, the first element leader will command "**Parade, Rest**".

14. Steps (9) through (13) will be repeated for the second and third elements. The element being inspected will be at attention, and the other two will be at parade rest.

15. Once the inspection is complete, the inspection party, Flt/Sgt included, will march back to the front of the flight. At this point, the Flt/CC will come to attention, and command "**Flight, Attention**".

16. The Flt/CC will then salute the head inspector (as the Flt/Sgt posts him or herself next to the Flt/CC) and say "**Sir (Ma'am), request permission to be dismissed**".

17. The head inspector will return the salute and say "**Permission granted.**"

18. The Flt/CC will do an about face, command "**Close Ranks, March**" and then march the flight out of the inspection area.

Inspection Procedure at Encampment

This inspection can be modified to fit the time constraints of the encampment. If little is available for inspections, the inspector may select certain individuals (by position, such as the "2nd element, 3rd person" or by name or number), where the remainder of the flight is not inspected. The inspectors may pull aside three or four cadets, who would then report individually.

HONOR FLIGHT COMPETITION

The goals and objectives of the honor flight competition are the same as any inspection, as outlined earlier in this chapter. The flight should develop group cooperation in the process of competing for honor flight.

Not only does the honor flight competition foster teamwork, it can be a tool to develop unit pride. The flight, especially when successful in the competition, will feel as though they belong to an excellent unit. The focus for developing unit pride should be one of positive improvement of oneself and the group, not destroying the competition.

How to Conduct the Competition

Details on how an Honor Flight Competition is conducted can be found in the ETM, Chapter 8, *Encampments*.

Encampments will have their own specifics on scoring, and what to score. Reference your particular encampment's OI for details on how each item will be scored. Sample forms that Stan/Eval may use are in attachments 5,6 and 8, as well as in the ETM.

How to “Win” the Competition



"Winning" is interpreted in many ways at encampment. The flight should measure their success based on the goals that are set. Thus, if the goal is to foster teamwork, the flight "wins" the competition by displaying teamwork. Points and performance in inspections are a factor in deciding honor flight, as the scoring system is set up to reward those flights that work as a team. However, if two or more groups have close or exactly the same scores, the general group togetherness will be the deciding factor.

A flight that works together as a team will be able to accomplish more tasks. Since the tasks required to prepare are simple, the challenge often lies in making time, or using time more effectively when preparing for inspections. The flight that can accomplish more within a given time, or can manage time well enough to add more preparation time will accomplish more tasks or be able to focus on more details. The more efficient flight will have paid more attention to the details, and will earn more points than the other flights. Through teamwork, the inspection score will improve.

Final Thoughts

Keep in mind that the flight need not have the highest score at the end of the day. Even if they are in last place, and the flight worked together as a team, they have met their goal and won the competition to meet the goals. However, if the scores were low and the flight did not work together, building teamwork is the path to improvement and winning. The true lesson on how to "win" the competition is to not try to win- awards are earned for hard work and exceeding the standard- not by trying to win the competition for the sake of winning. Remember to keep that in mind throughout the encampment.



ATTACHMENT 1 - FLIGHT COMMANDER'S CHECKLIST DAY 0

Pre-Arrival Move-in

- ___ Unpack and setup your room.
- ___ Attach required items to bulletin board.
- ___ Design floor plan of rooms for room assignment.
- ___ Review encampment block schedule.
- ___ Prepare welcoming remarks
- ___ Secure extra paper and pencils for cadets.
- ___ Bedding should be on each basic cadet's bunk prior to their arrival
- ___ Cadet roll call number taped to the bunk or included in hallway sign

Pickup from Squadron Commander:

- ___ Guidon and guidon pole (logistics)
- ___ Road guard vests and flashlights (if available, logistics)
- ___ Staff telephone roster with emergency numbers (communications)
- ___ Flight roster with emergency (home) telephone numbers (admin)

Make sure the following are in good working order:

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

Check building inventory for, and report needs to 1st Sgt:

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

Inventory each room (and turn in to logistics through chain of command) for the number of:

- ___ Student desks with chairs (If appropriate)
- ___ Bunks
- ___ Dressers/night stands
- ___ Desk lamps
- ___ Ash trays
- ___ Other government property

ATTACHMENT 2 - FLIGHT COMMANDER'S CHECKLIST DAY 1

First Meeting:

- ___ Greet each cadet in correct/clean uniform
- ___ Review each cadet for appearance
- ___ Make a list of each cadet (name and serial number)
- ___ Give each cadet a roll call number; put this number on their bunks/room sign
- ___ Start memorizing each cadets name
- ___ Direct cadets to the Tactical Officer for the shake down inspection (contraband search)
- ___ Give welcoming speech

Identify the following for each Cadet:

- ___ Quantity of underwear and socks
- ___ Quantity of service uniforms
- ___ Quantity of Utility uniforms
- ___ Missing uniform items
- ___ Boot and shoe condition (are they broken in?)
- ___ Do they require a haircut?
- ___ Ensure cadets received their copies of the encampment OI and Workbook during inprocessing
- ___ Tactical Officer will collect and receipt non-prescription medication
- ___ Tactical Officer will collect and receipt all high value items (including cash over \$10.00)
- ___ Have cadets laundry mark uniforms and underwear.(if not already done)
- ___ Store extra luggage in locked storage room (if available)
- ___ Send your verification of the flight roster to the Cadet Admin OIC
- ___ Welcome cadets and introduce flight staff
- ___ Review fire exit procedures with cadets
- ___ Walk through fire exit procedure as a flight
- ___ Discuss health and safety as a flight
- ___ Instruct Encampment's OI dining hall procedures
- ___ Instruct the immediate chain of command
- ___ Instruct barracks procedure (Barracks OI); prepare for Stan/Eval mock inspection
- ___ Orient flight to bulletin board
- ___ Begin drill movements (basics of formation)
- ___ Instruct road guard procedures.
- ___ Instruct PT procedures
- ___ Begin looking for element leaders (and other in-flight positions)
- ___ Assign a guidon bearer immediately
- ___ Instruct to them the immediate chain of command.
- ___ Coordinate haircuts with superiors
- ___ Instruct shower procedure
- ___ Explain foot/blister check
- ___ Explain personal time and lights out
- ___ Explain PT uniform and wake-up procedure
- ___ Explain next day's schedule
- ___ Conduct showers
- ___ Assist Tactical Officer with blister check
- ___ Go to sleep on time

ATTACHMENT 3 - FLIGHT COMMANDER'S CHECKLIST LAST DAY

Before the cadets have moved out:

- ☐ Pack all your personal gear the night before
- ☐ Have basic cadets call for rides (night before, if needed)
- ☐ Review information regarding out processing
- ☐ Assist Tactical Officer in return of confiscated articles to cadets
- ☐ Review outprocessing with cadets
- ☐ Have cadets pack their personal gear, except uniform for parade
- ☐ Replace all furniture to proper location according to your room inventory
- ☐ Dispose of linen and blankets per the instructions from 1st Sergeants and/or Logistics

After cadets have moved out:

- ☐ Check each room for cleanliness and lost items. (closet, drawers and under beds)
- ☐ Clean rest rooms and floors
- ☐ Remove all encampment information from bulletin board
- ☐ Empty ALL trash cans
- ☐ Direct cadets to outprocessing
- ☐ Report missing certificates or misspellings to Cadet Admin OIC
- ☐ Return all issued equipment to Logistics (or, if it was a radio, Communications)
- ☐ Assist Tactical Officer in disposition of departing cadets
- ☐ Inspect building for missed items or trash.
- ☐ Out-process with Tactical Officer and Commandant

ATTACHMENT 4 - TACTICAL OFFICERS BRIEFING CHECK LIST

- ☐ **First priority of all activities is always health and safety.**
- ☐ No running inside the building.
- ☐ Touch each step and maintain one hand on handrail while using stairs.
- ☐ No "double-time" in the stairwells.
- ☐ No coming to attention on stairs
- ☐ All furniture movement shall be supervised by a tactical officer.
- ☐ All accidents shall be reported to the tactical officer immediately.
- ☐ Review emergency phone numbers.
- ☐ Review location of fire alarms, extinguishers, and the reporting procedure.
- ☐ Safety hazard identification and reporting procedure.
- ☐ Review Road Guard procedures. Reference Encampment OI
- ☐ Building evacuation briefing and practice.
- ☐ Hot weather procedures and cautions.
- ☐ Cold weather procedures and cautions.
- ☐ Blister check required each night and must be done by a tactical officer.
- ☐ Health problem reporting procedure.
- ☐ Review the need to shower and what has to be done (i.e., use soap)
- ☐ Remind flight to use latrine properly (i.e., flush)
- ☐ Review requirements for restroom and refreshment breaks.
- ☐ Review procedure for sick cadets or minor injuries. (sent to Medical or nearest TAC Officer)
- ☐ Review "personal time" and the expected behavior during that time.

ATTACHMENT 5 - SAMPLE DRILL CARD

- | | |
|---------------------------------|---|
| 1. Parade Rest | 8. Column of Files from the Right, Column Right |
| 2. Left Face | 9. Column of Threes to the Left, Forward |
| 3. Column Right | 10. Hand Salute |
| 4. To The Rear March | 11. About Face |
| 5. Present Arms | 12. Left Step March |
| 6. Close March (while marching) | 13. Dress Right Dress |
| 7. Left Flank March | 14. Open Ranks March |

ATTACHMENT 6
DRILL CARD EVALUATION SHEET

Flight: _____ Squadron: _____ Date: _____

Evaluator: _____

Command	Score			Command	Score		
1	0	1	2	9	0	1	2
2	0	1	2	10	0	1	2
3	0	1	2	11	0	1	2
4	0	1	2	12	0	1	2
5	0	1	2	13	0	1	2
6	0	1	2	14	0	1	2
7	0	1	2	15	0	1	2
8	0	1	2	16	0	1	2
Note: Skipped commands count as a zero.							
Column 1 Total: _____				Column 2 Total: _____			

Penalties:	
# of Boundary Violations:	_____
# Of 30 second intervals past 3 minutes:	_____
Total Penalty points:	- _____

Bonus Points:	
Commander's Evaluation:	0 1 2
Guidon Bearer Evaluation:	0 1 2
Total Bonus points:	+ _____

Sum Total Score:
 (Col 1 + Col 2 + Bonuses - Penalties)

ATTACHMENT 7

DAILY FLIGHT PLAN			
Flight:		Squadron:	Prepared By:
Today's Date:			
<p>INSTRUCTIONS: Flight time is set aside on the daily block schedule to use as the flight staff sees fit. Use this form to plan that time and make it as productive as possible. This plan is prepared by the Flight Commander, reviewed by the Squadron Commander and briefed to the Flight Tactical Officer. It should be completed prior to the evening squadron or group meeting and discussed during that meeting.</p>			
This Daily Flight Plan is for (Day):		Flight time available (Block Schedule):	
Achieved objectives (What have we accomplished today?):			
Objectives NOT achieved (What did we plan for but did not get done?):			
Plan to accomplish missed objectives (What are we going to do to meet the goals the flight has missed?):			
Tomorrow's objectives (What training are we going to accomplish?):			
Detailed Breakdown of tomorrow's flight time:			Reviewed by:
From	To	Activity	Time Allotment:

ATTACHMENT 8

SAMPLE BARRACKS INSPECTION FORM

Flight: _____ **Squadron:** _____ **Date:** _____

Instructions: Enter in at the top of the columns the roll call numbers being inspected (three is recommended per day); if the whole flight is being inspected, use multiple forms to cover the whole flight. Circle the score given. Add up the numbers by cadet, then add the sum column to get the flight score. (*) - An asterisk is to alert the user to check the (New York Wing) inspection standard for scoring criteria (<http://www.nywgcadets.org/caperp/>)

ITEM TO BE INSPECTED (see inspection standard for scoring guidelines)	CADET #	CADET #	CADET #	CADET #
BUNK - Collar of bunk is 6" +/- 1/8" measured in 3 spots*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edge of collar is 18" +/- 3/8" from top of bunk (meas. 3 spots*)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospital Corners on L side of bunk properly folded and flat*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospital Corners on R side of bunk properly folded and flat*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pillow Centered on bunk and centered between top and collar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pillow case has smiley + smiley faces side of bunk w/shoes*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sheets tucked in completely and smooth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER -Laundry Bag displayed properly per OI (0 or 2 pts only)	0 2	0 2	0 2	0 2
Shoe alignment (alignment with foot of bunk)*	0 1 2	0 1 2	0 1 2	0 1 2
Shoe arrangement (order of appearance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cadet name card placed properly and has correct info per OI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HANGING CLOTHES - All buttons buttoned, all zippers zipped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All pant seats on hanger correctly, L shirt sleeves facing out*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hangers are evenly spaced across the bar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garments in closet are in prescribed order in OI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOWER SHELF - T-shirts are all folded correctly*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T-shirts arranged correctly per OI + are stacked evenly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All pairs of underwear are folded correctly*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Underwear arranged correctly per OI + are stacked evenly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All socks are rolled tightly into a smiley (no tadpole socks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All socks arranged per OI + and smiley facing upward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UPPER SHELF - All items grounded to front (rear if additional needed)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All items evenly spaced and centered left-right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOILETRIES - Soap dish clean and arranged per OI* (0 or 2)	0 2	0 2	0 2	0 2
Toothpaste and toothbrush arranged per OI (0 or 2)	0 2	0 2	0 2	0 2
Shaving kit/feminine items arranged per OI (0 or 2)	0 2	0 2	0 2	0 2
PERSONAL ITEMS - Personal items arranged neatly (0 or 3)	0 3	0 3	0 3	0 3
TOTAL SCORE BY CADET				
BONUS ITEMS - Bed passes "ruler test"* (+2 pts only)				
TOTAL BONUS BY CADET	+	+	+	+
PENALTY ITEMS - Hiding items under sheets/mattress (-2 pts)*				
Intentionally hiding items in laundry bag (-4 pts)*				
Items attached to shirt (cutouts, ribbons) -1 pts, -2 max*				
TOTAL PENALTY BY CADET	-	-	-	-
1. TOTAL+BONUS-PENALTY /FIXED MAX SCORE	/33	/33	/33	/33
FLIGHT COMMON AREAS (ITEMS IN ITALICS ARE BONUS SCORES)				
Floor Cleanliness*	0 1 2 3 4 5	<i>Floors pass white glove inspection (+3 pts)</i>		
Locker/Clothing storage unit cleanliness*	0 1 2 3 4 5	<i>Lockers pass white glove inspection (+1 pts)</i>		
General Appearance	<input type="checkbox"/>	<i>Furniture arr. is standardized/per OI (+1 pts)</i>		
Window Cleanliness*	-2 -1 0 1 2 3	<i>Windows are standardized/per OI* (+1 pts)</i>		
Fan Cleanliness*	0 1 2	<i>Windows pass white glove inspection (+1 pts)</i>		
<i>Fans pass white glove inspection (+1 pts)</i>		2. COMMON AREA TOTAL		/11
Take the average score of the cadets (total / # of cadets inspected), then add the common area score total. Last box is barracks score.				
3. SUM ROW # 1		4. DIVIDE # 3 BY # INSPECTED	#4 + #2 = BARRACKS SCORE	/44
INSPECTOR'S LAST NAME, FIRST NAME, MI		RANK/GRADE	INSPECTOR'S SIGNATURE	

ATTACHMENT 9
BASIC CADET PERFORMANCE EVALUATION

PERFORMANCE EVALUATION			
LAST NAME, FIRST, MI		Flight:	Unit Charter No:
INSTRUCTIONS: This form is to be completed for each cadet prior to the conclusion of encampment. The briefing of the form and its contents should occur on the first training day. The evaluation process should include all of the flight staff. Mark the appropriate box in each category. Underline applicable remarks from any column. Complete the evaluation in duplicate. Distribution: 1 each to the cadet, 1 each mailed to the cadet's home unit.			
	NEEDS IMPROVEMENT	MEETS STANDARDS	EXCEEDS STANDARDS
APPEARANCE	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Uniform not maintained properly. Often wrinkled. Often dirty. Shoes need more work. Hair does not meet CAPM 39-1 standards. Insignia improperly worn.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Uniform neat, clean, and properly worn. Clean shaven/ Proper makeup. Hair meets CAPM 39-1 standards. Shoes shined to high gloss. Insignia worn properly.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Uniform needs no improvement. Always clean shaven/ has proper makeup. Hair is properly groomed. Shoes are spit shined. Displays excellent military bearing.
COURTESIES	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Needs better understanding of CAP/USAF customs and courtesies. Manners need improvement.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Uses CAP/USAF customs & courtesies properly. Exhibits good manners.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Has mastered CAP/USAF customs & courtesies. Always uses good manners.
DRILL & CEREMONIES	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Needs better understanding of drill terms & movements. Needs to practice drill movements.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Has basic knowledge of drill terms. Able to perform most movements in AFMAN 36-2203.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Has a good understanding of AFMAN 36-2203. Performs drill movements without error.
ATTITUDES	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Rarely takes duties seriously. Shows little attention to detail. Shows little respect for authority. Has trouble following orders. Sometimes pessimistic.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Takes duties seriously, attentive, strives for improvement. Has interest in duties assigned. Willing to perform most tasks.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Takes duties seriously and enthusiastically. Is careful & precise. Follows all orders to the letter. Always cheerful & optimistic.
GROUP	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Needs to work better with others. Sometimes uncooperative. Needs to gain the respect of peers.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Mixes well with others. Willing to do their share to help group reach goals. Has respect of peers.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Leads the group. Always willing to cooperate. Has the respect & support of peers.
INITIATIVE	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Needs extensive instruction in most duties. Has some trouble understanding leadership concepts. Lacks drive to excel.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Performs duties with minimal instruction. Thinks independently. Has good understanding of leadership concepts. Possesses drive.	<div style="text-align: center; margin-bottom: 5px;"><input type="checkbox"/></div> Performs duties without being asked. Thinks independently. Resourceful. Has the drive to exceed the set standards.
REMARKS (may continue and initial on back):			
IN-FLIGHT POSITIONS HELD: <input type="checkbox"/> Element leader <input type="checkbox"/> Standardization Officer <input type="checkbox"/> Intelligence Officer <input type="checkbox"/> Knowledge Officer <input type="checkbox"/> Guidon			
FLIGHT COMMANDER'S SIGNATURE		TACTICAL OFFICER'S SIGNATURE	

ATTACHMENT 10 - WHITE GLOVE HISTORY

Throughout history, gloves have been used for many functions. The obvious use for gloves is for protection of hands from injury or weather, in ancient times the use of gloves was restricted to the nobility because of cost.

When armored riders went into battle on horseback, armored gloves with long cuffs were worn. These gloves were known as “gauntlets”. The procedure for initiating a duel or personal combat was to either strike the opponent with the gauntlet or to throw the gauntlet on the ground. Even today, the expression “throw down the gauntlet” signifies the issuing of a challenge.

Gauntlets were modified over the centuries. White gauntlets made of cloth and leather are still worn by members of police forces throughout the world for visibility when directing traffic. In the Byzantine empire, a type of cuff became associated with Imperial office. This cuff survives today in the form of a cuff known as “epirnanikia” awarded to deacons, priests and bishops of Byzantine rite churches.

Aside from their practical use, gloves gradually assumed a ceremonial use. By wearing gloves a military unit could achieve a uniform appearance and disguise tattoos, injuries, missing fingers etc. European armies sometimes required the wear of gloves with everyday uniforms as well as with dress uniforms. In the United States, the military gloves tended toward practical uses. White ceremonial gloves were usually used by honor guards, color guards, funeral details etc. in the modern day armed forces this is still the case, with non-ceremonial gloves issued to flyers, work crews, or for cold weather use.

The use of gloves for inspection purposes probably came about as a combination of factors. At first, inspecting officers would be expected to wear gloves anyway since they were usually wearing dress uniforms for inspections.

When khaki service uniforms came into use during World War I, inspections were held in field uniforms, in the peacetime armies of the 1920's and 1930's. A great deal of time was spent on preparation for inspections. In those days soldiers were poorly paid and had limited social diversions available. Troop housing was usually in open bay barracks. It was important for NCO's to keep soldiers occupied. Meticulous attention to minute details was expected. In the British Army, it was customary to shine the soles of boots and to polish pieces of coal. In the U.S., soldiers were assigned to paint rocks which were used to construct elaborate symbols and slogans on the ground outside the barracks. At the same time, barracks were expected to be kept immaculately clean. The ultimate test of inspection preparation was for an NCO to employ white glove prior to informing a commanding officer or inspector that the barracks were clean. Any dirt or dust would be instantly apparent.

During the 1940's the white glove inspection grew out of fashion, while barracks were always kept to acceptable cleanliness standards. World War II required the use of all available time for training purposes. During the 1950's the custom started again, but gradually grew out of use due to the deterioration of barracks facilities, (Temporary facilities built in the 1940's to last 5 years were still in use well into the 80's)

In Civil Air Patrol use, white glove inspections followed the same pattern as the military use. CAP training activities frequently took place at the only available troop housing on bases. It would be difficult to expect CAP cadets to bring a World War II temporary building into white glove inspection condition during a limited training time. Nevertheless, it can be done and has been done.

It may not always be reasonable to expect a barracks to be brought to white glove standards. For that reason, it is preferred to let the white glove inspection be optional, based on officers confidence in the ability of the unit to pass it.

The recommended procedure is for the inspecting Officer to receive the inspection report from the unit leader. If the unit leader wishes to subject his unit and facility to a white glove inspection, the unit leader should present the glove to the Inspecting officer. (NOTE: Only ONE glove is used, and only by the primary inspecting officer). Thus, we have returned full circle to the custom of throwing down the gauntlet or issuing the challenge. A unit commander issuing a white glove to an inspecting officer is stating that he/she has ultimate confidence in the ability of the unit.

It is assumed that the Inspecting officer will not hold back on the scope or severity of the inspection. It is also assumed that, at the conclusion of the inspection, the glove will be returned to the unit leader for all of the members of the unit to examine. The glove is then displayed in a prominent location, regardless of condition, so that members of the unit and outsiders can note that the challenge was issued and met.

Since the unit NCO's have always had a strong role in inspection preparation, it is customary to present the glove to the ranking NCO in the unit upon completion of the training period. In this way, the flight sergeant receives a tangible symbol of service, in the same way that the flight commander receives the guidon.

*Captain Bernard J. Wilson
August 22, 1991*

FLIGHT STAFF SELECTION DRILL EVALUATION				
Cadet's Name:		Position Applying for:		Date:
RATING KEY:	1-2: BELOW STANDARDS	3-7: MEETS STANDARDS	8-10: EXCEEDS STANDARDS	SCORE (1-10)
APPEARANCE - Shave/haircut, shoes shined, uniform clean and tailored.	Does not meet minimum standards. Hair touching collar. Shoes not polished. Uniform soiled/not pressed. Pant/skirt length improper.	Meets minimum standards. Hair styled off collar. Shoes shined, uniform clean and properly fitted.	Superior- Clean shaven, hair neatly trimmed/ styled, shoes spit-shined, uniform sharply creased and well fitting.	
POSTURE - The way the cadet carries themselves.	Acceptable posture, moves with some hesitancy, generally not confident.	Good overall posture. Moves smoothly, not easily rattled. Usually confident.	Always maintains carriage at position of attention, moves crisply never rattled. Always confident.	
INFLECTION - Command voice projects, good tone, understandable and good pitch	Inflection varies considerably. Occasionally projects in a monotone. Occasionally cannot distinguish words or commands. Occasional hesitation during commands.	Inflection always satisfactory. Projection is always very clear and Words or commands usually clear and understandable. Commands are exceptionally precise.	Inflection is outstanding. Projection is always very clear. Words or commands usually clear and understandable. Commands are exceptionally precise.	
PLANNING - How well the drill card is planned; did they add commands smartly, and use smart shortcuts; good positioning relative to flight	Generally movements are not pre-planned, position and cadence not maintained, commands generally not adjusted to situation, commands usually improperly given.	Nearly all movements are pre-planned position and cadence maintained, commands adjusted to the situation, most commands properly given.	All movements are pre-planned, position and cadence maintained, commands adjusted to situation, all required commands properly given.	
SKILL - Overall performance with marching	Performs at follower level. Lacks bearing drill knowledge. Has not mastered basic movements.	Performance needs some polish to perform drill in a line position.	Immediately demonstrates marching skills related to position.	
<p style="text-align: right;">TOTAL EVALUATION SCORE: _____</p> <p>REMARKS:</p>				
EVALUATOR'S SIGNATURE:				

ATTACHMENT 12

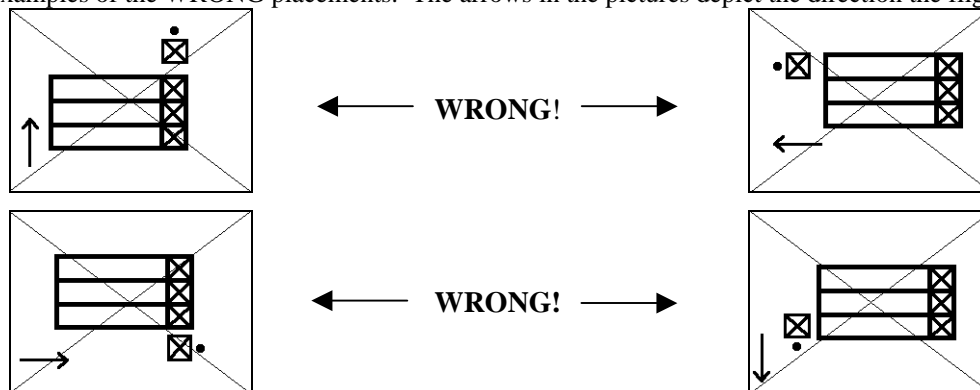
CADET STAFF PERFORMANCE EVALUATION			
LAST NAME, FIRST, MI (Ratee)		Staff Assignment:	Unit Charter No:
INSTRUCTIONS: This form is to be completed for each cadet staff member prior to the conclusion of encampment. The briefing of the form and its contents should occur during staff training. The supervisor (rater) evaluates their subordinate(s) (ratee(s)), with assistance from the ratee's mentor(s). "Leadership skills" applies <u>only</u> to ratees with subordinates. Mark the appropriate box in each category. Underline applicable remarks from any column. Complete the evaluation in triplicate. Distribution: 1 to the cadet, 1 mailed to the cadet's home unit, 1 filed for next year's encampment CC.			
	NEEDS IMPROVEMENT	MEETS STANDARDS	EXCEEDS STANDARDS
DUTY PERFORMANCE	<input type="checkbox"/> Poorly prepared for duty assignment. Performed stated job objectives poorly. Did not complete all major tasks, and/or no additional tasks. Disorganized.	<input type="checkbox"/> Generally prepared for duty assignment. Performed stated job objectives satisfactorily. Completed all major tasks, and some additional tasks. Organized.	<input type="checkbox"/> Well prepared for duty. Performed job objectives outstandingly. Efficiently completed all major and additional tasks. Well organized. Sets the example for the staff.
ATTITUDES & PROFESSIONALISM	<input type="checkbox"/> Rarely takes duties seriously. Shows little attention to details or little respect for authority. Has trouble following orders. Sometimes pessimistic. Poor behavior.	<input type="checkbox"/> Takes duties seriously, attentive, strives for improvement. Has interest in assigned duties. Willing to perform most tasks. Behaves professionally most of the time.	<input type="checkbox"/> Takes duties seriously and enthusiastically. Is careful & precise. Follows orders at all times. Always cheerful & optimistic. Professional behavior at all times.
LEADERSHIP SKILLS (supervisors only)	<input type="checkbox"/> Ignored subordinate's needs. Did not motivate subordinates. Poor interpersonal skills. Trouble understanding leadership concepts.	<input type="checkbox"/> Met subordinate's needs, and generally motivated them. Average interpersonal skills. Average understanding of leadership concepts.	<input type="checkbox"/> Exceeded subordinate's needs, and motivated them to excellence. Exceptional interpersonal skills. Excellent understanding of concepts.
INITIATIVE	<input type="checkbox"/> Needed extensive instruction in most duties. Lacks motivation to excel. Needed extra job training, unwilling to learn on own.	<input type="checkbox"/> Performs duties with average supervision. Thinks independently. Possesses drive. Required average amount of job training.	<input type="checkbox"/> Performs duties with minimal instruction. Thinks independently. Resourceful. Has drive to exceed standards. Needed little job training.
GROUP	<input type="checkbox"/> Needs to work better with others. Sometimes uncooperative. Needs to gain the respect of peers.	<input type="checkbox"/> Mixes well with others. Willing to do his share to help group reach goals. Has respect of peers.	<input type="checkbox"/> Leads the group. Always willing to cooperate. Has the respect & support of peers.
APPEARANCE	<input type="checkbox"/> Uniform not maintained properly. Often wrinkled. Often dirty. Shoes need more work. Hair does not meet CAPM 39-1 standards. Insignia improperly worn.	<input type="checkbox"/> Uniform neat, clean, and properly worn. Clean shaven/ Proper makeup. Hair meets CAPM 39-1 standards. Shoes have average shine. Insignia worn properly.	<input type="checkbox"/> Uniform needs no improvement. Always clean shaven/ has proper makeup and hair is properly groomed. Shoes are well shined. Displays excellent military bearing.
PRIMARY RATER'S REMARKS: (may continue and initial on back)			
ADDITIONAL RATER'S REMARKS (additional rater is supervisor of the rater, or the COC, and does not fill out the checkbox portion)			
ADDITIONAL RATER'S INITIALS: _____			
RATER'S SIGNATURE		RATEE'S MENTOR SIGNATURE	

ATTACHMENT 13 – THE GUIDON BEARER

This is intended to clarify and supplement what is already in AFM 36-2203, Drill and Ceremonies. Often, cadets are taught improper methods, or not at all, while others haven't read AFM 36-2203 to the level of detail necessary to pick up these nuances. The guidon bearer has one of the more confusing roles in drill and ceremonies when it comes to where they stand relative to the flight. Here are some simple rules to follow when teaching the guidon bearer where to stand when the flight does facing or flank movements.

The Five Rules of Guidon Bearer Positioning

1. **The guidon bearer is always next to an element leader**, no matter which way they face. The element leaders are always the same three people, NOT the three cadets who happen to be in front of the flight at the moment.
2. **The guidon bearer will never have more than one element leader next to, in front of, or behind them.** If the three element leaders are next to, in front of or behind the guidon bearer, the guidon bearer is in the wrong spot. See diagram below for examples of the WRONG placements. The arrows in the pictures depict the direction the flight is facing.



3. **The guidon bearer will never take more than three steps, and/or two facing movements to reposition.** If the guidon bearer is taking more than three steps, they are headed for the wrong spot.
4. **The guidon bearer, following rules 1-3, will then stay to the right or the front of the flight.** The table below shows the four directions a flight can face, and where the guidon bearer goes. The Flt/CC in column formation may stand as shown, or left of the guidon, in front of the 1st element.
5. **The guidon bearer will wait until the flight has halted before repositioning.** (Ex: after a to the rear, the guidon bearer waits until the flight halts before moving from the left to the right side, or from back to front)

Line formation	Column formation	Inverted line formation	Inverted column formation
To immediate right of 1 st element leader (front element)	Directly in front of the 3 rd element leader (right-most element)	To immediate left of 3 rd element leader (front element)	Directly behind the 1 st element leader (right-most element)
CORRECT	CORRECT	CORRECT	CORRECT

(Arrows depict the direction the flight is facing)

Notes:

- The Flt/CC cannot call Present Arms when in inverted line or inverted column formations. The reason is obvious above.
- The Flt/CC cannot call Dress Right Dress when the flight is in any column formation. When in inverted line, the command is Dress Left Dress. The bearer is the GUIDE-ON bearer, from which the flight GUIDES on. If the flight is in any formation besides line formation, the guidon bearer is in a position where the flight is unable to align off of him or her
- Since the flight guides off of the guidon bearer, he or she should be the first person to fall in
- The Flt/CC should pause between commands to allow the guidon bearer time to reposition

ATTACHMENT 14 - ABBREVIATIONS

1st Sgt	Cadet First Sergeant
Admin	Administration
AE	Aerospace Education
ATG	AFOATS Training Guide
CC	Commander (any level)
C/	Refers to a cadet staff position
COC	Commandant of Cadets
ES	Emergency Services
ETM	Encampment Training Manual
FLT	Flight
GP	Group
HQ	Headquarters
LG	Logistics
MED	Medical
MSA	Military Support Authorization
NCO	Noncommissioned Officer
OIC	Officer In Charge
OPS	Operations
PA	Personnel Authorization or Public Affairs
PAO	Public Affairs Officer
PT	Physical Training
SET	Standardization and Evaluation Team
SOP	Standard Operating Procedure
SQ	Squadron
Stan/Eval	Standardization and Evaluation
TAC	Tactical Officer
TNG	Training (in ref. to the staff)

ATTACHMENT 15 - REFERENCE LIST

AFM 36-2203	Drill & Ceremonies
AFH 33-337	The Tongue and Quill (30 Jun 97)
T-700	AFOATS Training Guide (Edited from original manual by Michael A. Rosebush, "Applying the Academy Training Philosophy")
CAPR 52-16	Cadet Program Management
CAPP 52-xx*	National Encampment Training Manual

New York Wing Tactical Officer's Guide

Leadership: 2000 and Beyond, Vol. 1-3

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