



Unit Commanders Course ***Student Guide***

SUPPLEMENT

Aerospace Education

Cadet Program

Emergency Services

Mission Support

Director Lt Col John S. Quinn

Presentation Schedule

Day One: Saturday 8 May 04				
Topic	Min	Course Instructor	Time Block	
REGISTRATION FOR DAY 1			0830	to 0845
Opening Remarks			0845	to 0900
(A) Your Role in the Missions	50		0900	to 0950
BREAK			0950	to 1000
(B) The Committed Volunteer	50		1000	to 1050
BREAK			1050	to 1100
(C) Adverse Member Actions	50		1100	to 1150
BREAK			1150	to 1200
(D) Recruiting and Retention	50		1200	to 1250
LUNCH			1250	to 1300
(E) Integrating the Mission	50		1300	to 1350
BREAK			1350	to 1400
(F) Command Responsibility & Accountability	50		1400	to 1450
BREAK			1450	to 1500
(F) Command Responsibility & Accountability	50		1500	to 1550
BREAK			1550	to 1600
(F) Command Responsibility & Accountability	50		1600	to 1650
CLOSING REMARKS			1650	to 1700

Day Two: Sunday 9 May 04				
Topic¹	Min	Course Instructor	Time Block	
REGISTRATION FOR DAY 2			0815	to 0830
Elective Requirement ²	50		0830	to 0920
BREAK			0920	to 0930
Elective Requirement	50		0930	to 1020
BREAK			1020	to 1030
Elective Requirement	50		1030	to 1120
BREAK			1120	to 1130
Elective Requirement	50		1130	to 1220
BREAK			1220	to 1230
Elective Requirement	50		1230	to 1320
BREAK			1320	to 1330
Elective Requirement	50		1330	to 1420
BREAK			1420	to 1430
Elective Requirement	50		1430	to 1520
BREAK			1520	to 1530
(U) Capstone Exercise	50		1530	to 1620
BREAK			1620	to 1630
Course Evaluations	30		1630	to 1660
CLOSING REMARKS, GRADUATION			1660	to 1615

¹ All topics are 50 minutes except: Meeting Planning is 90 minutes, Problem Solving 60 minutes, Budgeting 90 minutes, Setting Goals and Objectives is 90 minutes

² 7 hours of elective requirements are needed.

Contents

Presentation Schedule	i
Contents	ii
(A) Your Role in the Missions	3
Network with other commanders and their staffs.....	3
Menu for Strong vs. Weak Points	3
(C) Adverse Member Actions	4
Administrative Actions	4
(E) Integrating the Missions	5
How the Three CAP Missions Impact on Each Other	5
Relationship of Cadet AE, O Rides, Model Rocketry & Senior AE	5
(F) Command Responsibility and Accountability	1
Change of Command	1
How to Learn What's Going On.....	2
(I) Meeting Planning.....	3
Suggested Quarterly Schedule (CAPM 52-16)	3
(J) Unit Training Programs.....	4
Paperwork to Accompany Duty Performance Promotion Requests	4
Senior Training Report (STR)	5
AFIADL Courses	6
How to Participate in CAP Emergency Services/Disaster Relief	7
How to Participate in CAP Flying	7
(M) How to Work with Group, Wing, and the SD.....	9
CAPRAP	9
CAPRAP Limitations.....	9
"Wish List" for Supplies and Equipment	9
"Hitch Hike by Air" Orientation Flights Requested by Letter	9
ES Funding CAP Form 10	9
(N) Your Staff: What They Do for You.....	11
Position Worksheet.....	11
Contact List	12
(S) Setting Goals and Objectives.....	13
Worksheet.....	13
Staying Focused.....	15

(A) Your Role in the Missions

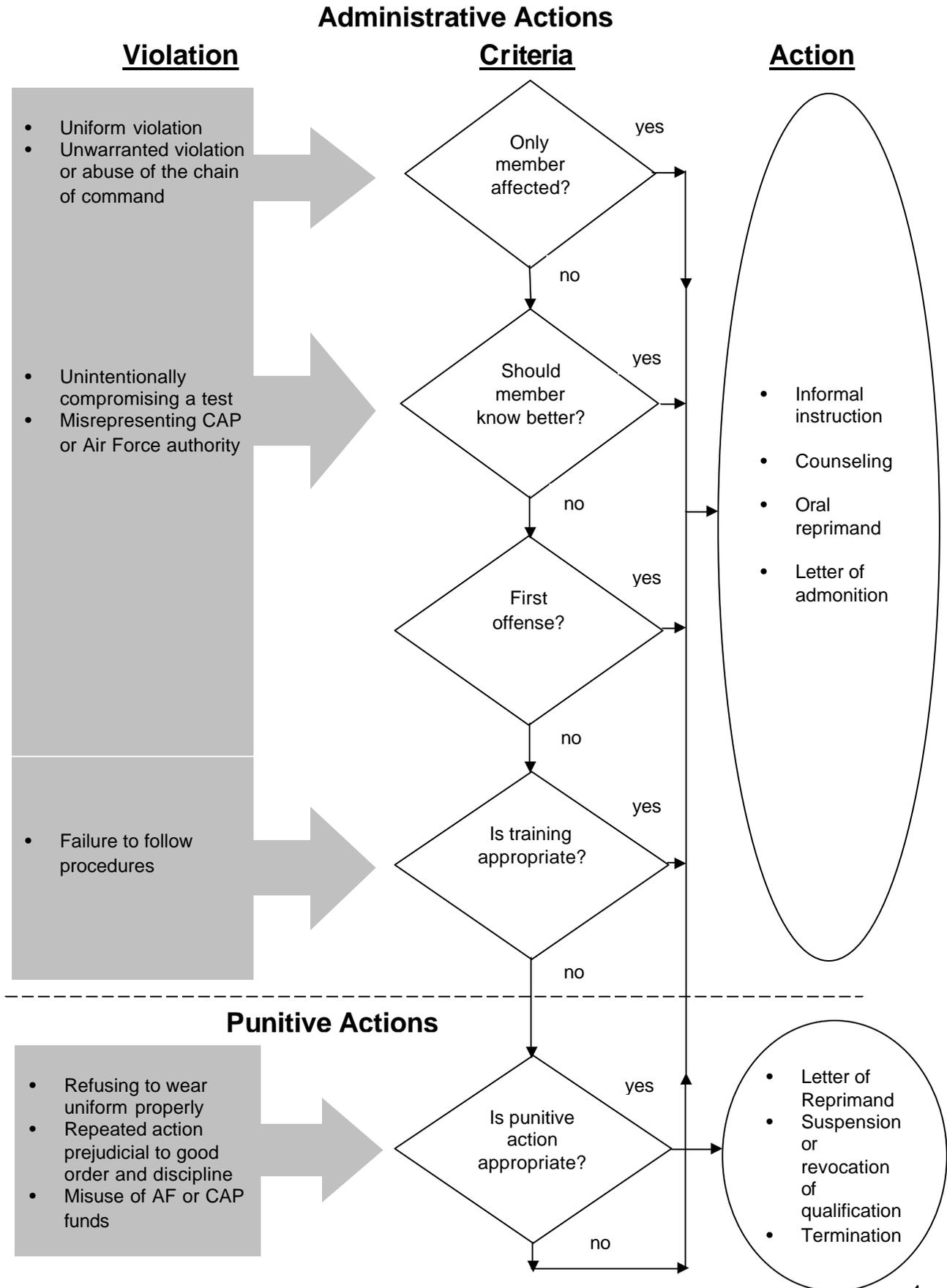
Network with other commanders and their staffs.

1. Go to conferences, group meetings, joint activities, even if 1 of 2 days.
2. Create joint activities with local units. Work out who is in charge, who will pay the bill for last minute contingencies, set up briefing to clarify and communicate this.
3. The more you work with other units the more you trust and communicate.
4. Whatever you plan, ask how does it support the three missions.
5. Procedures and follow-through on communications, chain of command vs communications policy. Command and staff communicate at all command levels. Promptness vs. interim reply with info to the commander.
6. Know when reports are due to higher headquarters and plan around them.
7. Competition vs. cooperation, the balance in intra-unit motivation. When do each rules apply?
8. Focus on Level II and Basic ES to know what questions to ask and what to look for.
9. Properly manage/use regulations, e-mail, and web pages.
10. What is your group's policy in talking to Wing commanders and staff?

Menu for Strong vs. Weak Points

1. General
 - a. equipment
 - b. recruiting displays
 - c. connections with schools, NASA, etc.
 - d. uniforms
 - e. facilities (training classroom, ground team forest, model rocketry field)
 - f. AEPSM
2. Cadet Programs
 - g. cadet tests pass rate
 - h. model rocketry/model aircraft building
 - i. drill/color guard
3. Flying Squadrons
 - j. orientation flights
 - k. observer/scanner, pilot, aircraft
4. Emergency Services
 - l. radios
 - m. ground team
 - n. orienteering/map gridding
 - o. mission base
 - p. ramp search/security/parking
 - q. CPR/First Aid

(C) Adverse Member Actions



(E) Integrating the Missions

How the Three CAP Missions Impact on Each Other

Relationship	AE	ES	CP
AE		AE Impact on ES <ul style="list-style-type: none"> • Aerial search and rescue • Satellite navigation and communication links • SARSAT to lead to lost aircraft • GPS assistance in ground search 	AE Impact on CP <ul style="list-style-type: none"> • Direct link in academic element of Cadet Program • Link through cadet orientation flights • Link in national special activities such as AETCFC, AFSCFC, NFE, NEG etc.
ES	ES Impact on AE <ul style="list-style-type: none"> • The very focus of most of our SAR is a link to AE • Most of the technology CAP uses in SAR has roots within the aerospace industry': aircraft, GPS, microcomputer technology in radios, video equipment, digital imaging, and satellite radio communications. 		ES Impact on CP <ul style="list-style-type: none"> • Provide trained, plentiful resources to assist in administration, communications, ground search • Through ground search cadets provide another dimension of search capability - pilot's loiter time is limited, if the target is found, pilots can't jump out of the plane to make sure. • Frees senior members to do more specialized and complicated tasks.
CP	CP Impact on AE <ul style="list-style-type: none"> • Mandatory element of the cadet achievement program • Cadet Flight Orientation Program 	CP Impact on ES <ul style="list-style-type: none"> • Provides cadets with vital skills and team training • Instills a sense of public responsibility and service 	

Relationship of Cadet AE, O Rides, Model Rocketry & Senior AE

Internal Cadet AE Cadet Module & Name	CAP Cadet Orientation Pilot Syllabus 3 No. & Name <i>OR</i> Model Rocketry	AEPSM Chapter
1 Intro to Flight	6 Ground Handling, 7 Preflight Inspection, 8 Takeoff, Landing	7, 8 ³
2 Aircraft Sys & Airports	9 Use of Inst. in Flight	9, 10
3 Air Environment	10 Weather	18, 19
4 Rockets	Model Rocketry	21, 23
5 Space Environment		24, 25
6 Spacecraft	Model Rocketry	26, 27

³ Phase III cadets must have completed Chapters 1 through 6, Part One: The Rich History of Air Power.

(F) Command Responsibility and Accountability

Change of Command

UNIT:	CHARTER NUMBER:
ALL ITEMS LISTED BELOW ARE REQUIRED FOR ANY CHANGE OF COMMAND	
<p>CAPF 53 (2 copies) <i>Signature Verification Card</i> signed by: Commander Deputy Commander for Cadets Testing Officer Alternate Testing Officer <small>(Deputy Commander for Cadets required for all composite squadrons. Deputy Commanders required for cadet/senior units.)</small></p>	
<p>CAPF 27 (2 copies) <i>Organizational Action</i>. All items are to be completed.</p>	
<p>CAPF 2a (2 copies) <i>Request for and Approval of Personnel Action</i>. Issued by the receiving unit if the incoming commander is a transfer from another chartered unit.</p>	
<p>CAPF 2a (2 copies) <i>Request for and Approval of Personnel Action</i>. Issued by the Group Commander recommending the appointment and approval of a new squadron commander.</p>	
<p>CAPF 2a (2 copies) <i>Request for and Approval of Personnel Action</i>. Issued by the Wing Headquarters for the approval and appointment of Group Commanders.</p>	
<p>I hereby certify that all inventories listed on the most current S-3 (<i>Logistics Inventory</i>), S-8 (<i>Communications Equipment Inventory</i>), and S-9 (<i>Computer Inventory</i>) and S-9 (<i>Computer Inventory</i>) reports (issued by National Headquarters) or any CAPF 37 (<i>Shipping and Receiving Document</i>) issued but not entered on said inventories, contain the present location and condition of all equipment inherited, issued, purchase, donated, or otherwise acquired by this unit. I hereby accept said inventories.</p>	
_____	_____
incoming commander signature	dd/mm/yy
<p>I hereby certify that the attached CAPF 173 (<i>Financial Record for Units Below Wing Level</i>) clearly reflects all moneys due to and/or owed by this unit as of _____. I have thoroughly audited the financial records of this unit and find them in order.</p>	
_____	_____
incoming commander signature	dd/mm/yy
_____	_____
auditing official signature	dd/mm/yy
<p>I hereby certify that the attached statements and documents are true, correct and complete.</p>	
_____	_____
incoming commander signature	dd/mm/yy
_____	_____
approving commander signature	dd/mm/yy
<p>Distribution: OHWG/CV OHWG/DP Group File Squadron File</p>	

OHWGF 2 22 March 97

Previous editions are obsolete.

Local reproduction is authorized.

How to Learn What's Going On

- I. **Know what is “happening around you”**
 - A. Environment familiarization—mission, organizational chart and duty descriptions, historical reports, calendar of events, unit change of size, quality of unit training, state of equipment readiness
 - B. People familiarization—talk with: person you are replacing, your counterparts in other units, counterpart at higher headquarters
 - C. Commander familiarization—adopt the commander’s perspective, not the “we-they syndrome.”

- II. **Let what is “happening around you” know you**—a network of contacts with whom you keep good relations is indispensable for information, assistance and complete, integrated staff work.
 - A. communicate frequently and informally with—commander, counterparts, those you serve
 - B. listen for problems, especially in your area
 - C. do not agree (or be silent) to be nice; agree if you truly concur.

- III. **Be credible**—the staff officer is where the action happens (integrity, service, excellence)
 - A. Do not lose memory. To do list—keep a daily planner or calendar
 - B. Do not lose perspective. Priorities—when in doubt, ask the commander
 - C. Do not lose method. Problem-solving—keep your public informed where you are in this process
 1. Isolate the problem, determine desired outcome, determine alternative solutions,
 2. Evaluate alternative solutions and their outcomes—have complete and current information, know the regulations!
 3. Ask for, and listen to, suggestions—dry run prospective policies and procedures past trustworthy critics whose mental agility, objectivity, and way with words you respect.
 4. Submit only those solutions that you, if you were the commander, would sign. Select the best solution as though your reputation depended on it; it does!
 - D. Do not lose conviction. Argue your solution before the commander decides.
 - E. Do not lose loyalty. Support whatever the commander decides. If anything is wrong with the decision, your commander takes the blame.
 - F. Do not lose your good sense to ego. Be careful with criticism; done poorly, it is the easiest way to career assassination. People are very sensitive to criticism and they will react. They are the same ones who are in a position to help you when you need them.
 - G. Do not lose enthusiasm. Follow-up—plan, organize, coordinate, direct, control
 1. For the past—keep a continuity file (journal or diary) so as not to reinvent the wheel.
 2. For the future—keep a tickler file or calendar
 - H. Do not lose communications. Reports—written and oral
 1. keep deadlines (suspense dates)
 2. Give interim replies or ask for extension of suspense dates.

(I) Meeting Planning

Suggested Quarterly Schedule (CAPM 52-16)						
WEEK	OPENING FORMATION (15 MIN)	EMPHASIS ITEMS (15 MIN)	CORE CURRICULUM (50 MIN)	BREAK & ADMIN. TIME (10 MIN)	SPECIAL TRAINING (50 MIN)	CLOSING FORMATION (10 MIN)
1	National Anthem Cadet Oath Announcements Inspection	Drill & Ceremonies	Achievement Testing	Refreshments Fellowship Purchase Supplies Pay Dues Sign-Up for Activities Obtain Forms , etc.	Emergency Services Drill Team Color Guard Team Sports Rocketry Teambuilding Counseling Guest Speakers Films Awards Night Open House Special Projects Etc.	Final Announcements Promotions Awards
2		Aerospace Current Events	Aerospace Education			
3		Safety Briefing	Moral Leadership			
4		Drill & Ceremonies	Leadership Laboratory			
5		Aerospace Current Events	Achievement Testing			
6		Safety Briefing	Physical Fitness			
7		Drill & Ceremonies	Moral Leadership			
8		Aerospace Current Events	Aerospace Education			
9		Safety Briefing	Achievement Testing			
10		Drill & Ceremonies	Leadership Laboratory			
11		Aerospace Current Events	Moral Leadership			
12		Safety Briefing	Physical Fitness			
13		Open	Open			

Watch Wing and Group Calendar for : Holidays, Training events, Conferences, Activities

(J) Unit Training Programs

Paperwork to Accompany Duty Performance Promotion Requests

Grade	Actions	CAPF 2 Attachments Needed if Not on STR	CAPF 2 Routing
2 Lt	<ul style="list-style-type: none"> Verify STR for 6 months as senior member Assignment of Specialty Track Annotate CAPF 45b and initialed 	<ul style="list-style-type: none"> CAPF 11 for CPPT CAPF 11 for Orientation Course (No CAPF 2a⁴ for Membership Ribbon) 	<ul style="list-style-type: none"> Unit Commander CAP NHQ/ETP (National)
1 Lt	<ul style="list-style-type: none"> Verify STR for 12 months as 2Lt Verify <i>Specialty Track and Study Guide for Technician</i> Level of appropriate specialty Annotate CAPF 45b and initialed 	<ul style="list-style-type: none"> (Annotate STR Spec Track Rating when Technician requirements met) (No CAPF 2a for Leadership Ribbon) 	<ul style="list-style-type: none"> Unit Commander CAP NHQ/ETP (National)
Capt	<ul style="list-style-type: none"> Verify STR for 18 months as 1 Lt CAPF 24 for <u>Certificate of Proficiency</u> to National (Yeager Certificate if Yeager Endorsement seal to be on COP) Annotate CAPF 45b and initialed 	<ul style="list-style-type: none"> CAPF 11 or SLS Certificate AFIADL 13 Diploma Certificate of Proficiency 	<ul style="list-style-type: none"> Unit Commander Group Commander CAP NHQ/ETP (National)
Maj	<ul style="list-style-type: none"> Verify STR for 3 years as Capt CAPF 2a Assignment of command or staff position 1 year ago Verify <i>Specialty Track and Study Guide for Senior</i> Level of appropriate specialty Two Conference Attendance Certificates CAPF 24 for <u>Loening Award</u> to Wing to NHQ Annotate CAPF 45b and initialed 	<ul style="list-style-type: none"> CAPF 11 or CLC Certificate (Annotate STR Spec Track/Rating when Senior requirements met) Loening Award Certificate (No CAPF 2a for Leadership Ribbon Bronze Clasp) (No CAPF 2A for Loening Award Ribbon) 	<ul style="list-style-type: none"> Unit Commander Group Commander Wing Commander CAP NHQ/ETP (National)
Lt Col	<ul style="list-style-type: none"> Verify STR for 4 years as Major CAPF 2a Assignment of command or staff position 2 years ago Verify <i>Specialty Track and Study Guide for Master</i> Level of appropriate specialty CAPF 24 for <u>Garber Award</u> to Wing to NHQ Annotate CAPF 45b and initialed 	<ul style="list-style-type: none"> CAPF 11 or RSC Diploma OR appropriate AFIADL equivalent professional military education Diploma CAPF 11 or Appreciation Letter for SLS staff member or CLC staff member OR Regional or Wing Conference Certificate of Attendance Letter of Appreciation for public presentation to non-CAP group or AE presentation OR Yeager Award Certificate (Annotate STR Spec Trk/Rating when Master requirements met) <u>Garber Award</u> Certificate (No CAPF 2a for Leadership Ribbon Silver Clasp) (No CAPF 2a for Garber Award Ribbon) 	<ul style="list-style-type: none"> Unit Commander Group Commander Wing Commander Region Commander CAP NHQ/ETP (National)

⁴ CAPF 2a is for Activity and Service Ribbons. It is not for Decorations, Cadet Program Awards, Senior Program Awards, Aerospace Education Awards, Activity and Service Ribbons

Senior Training Report (STR)

Help us ensure the accuracy of personnel data in the new CAP membership system. Please check all information carefully. Notify NHQ by mail using write-in changes on this or a copy for any corrections that need to be made. Please attach proof of changes to the STR. If you mail, send to HQ CAP/ETP, 105 South Hansell Street, Maxwell AFB AL 36112-6332. Any questions should be directed to ETP at 334.953.5798 or e-mail to etp@cap.af.mil.

GLR Name	OH	254 CAPID	Level I			Level II			Level III		Level IV		Level V		PME			
			CPPT	Orient	Lvl I Comp	SLS	Spec Trk/Rating	ECI 13	Lvl 2 Comp	CLC	Lvl 3 Comp	RSC	Lvl 4 Comp	NSC	Lvl 5 Comp	SOS	AWC	ACSC
Public John Q			08/93	06/93	01/93	05/98		12/97	07/98	11/03	11/03	05/03		04/03		10/03		
		123456						PROFESSIONAL DEVELOPMENT SENIOR 11/03										

- Issued every odd month.
- Annotate changes with red ink. Cross out the wrong or old information, print clearly the right or new information.
- Attach a source document for each thing you earned but does not appear on the STR.
- Unit Commander must sign.

Name	CAP ID	CPPT	Orient	Lvl I Comp	SLS	Spec Trk/Rating	ECI 13	Lvl 2 Comp	CLC	Lvl 3 Comp	RSC	Lvl 4 Comp	NSC	Lvl 5 Comp	SOS	AWC	ACSC
------	--------	------	--------	------------	-----	-----------------	--------	------------	-----	------------	-----	------------	-----	------------	-----	-----	------

AFIADL Courses

FAX COVER SHEET

To: AFIADL (334) 953-8127
 FROM: _____

MAIL COPY OF THIS FAX TO:

Lt Col Jenny L. Baker, CAP
 Director, Professional Development/ETP
 CIVIL AIR PATROL
 7370 Minuteman Way
 Columbus, OH 43217-5875

REGISTRAR: Please process the attached AFIADL Form 23.

AFIADL ENROLLMENT APPLICATION											
<i>(TYPE or PRINT clearly. Fill out in accordance with instructions in the AFIADL Catalog.)</i>											
PRIVACY ACT STATEMENT											
1. AUTHORITY: 14 USC3101; 10 USAC 8012; EO 9397. 2. PRINCIPAL PURPOSE: Used for individuals to provide information to AFIADL for enrollment in a specific correspondence study course. 3. ROUTINE USE: To provide AFIADL course enrollment. 4. DISCLOSURE: Voluntary. However, if information is not provided, enrollment cannot be accomplished.											
1. AFIADL Course Number				2. SOCIAL SECURITY ACCOUNT NUMBER				3. IDENTITY CODE CATEGORY			
0	0	0	0	1	3					7	
4. NAME <i>last</i> <i>first</i> <i>middle initial</i>						1. pay grade			6. REASON FOR ENROLLMENT CODES		
7. ADDRESS						8. TCO PHONE N/A			<input type="checkbox"/> MANDATORY <input checked="" type="checkbox"/> VOLUNTARY		
						9. COURSE TITLE CAP Senior Officer Course					
						10. SIGNATURE AND TITLE OF APPROVING OFFICIAL					
ZIP CODE						SIGNATURE					
18. ZIP CODE OF TEST CONTROL FACILITY						TITLE					
4	3	2	1	7	5	9	1	0	-	4	_____

AFIADL Form 23, 20000609

Replaces ECI Form 23, 19,19950301, which will be used

What are the most current procedures for Civil Air Patrol members to enroll in AFIADL CAP courses? The Air University Registrar takes care of correspondence course enrollments. Their fax number is commercial (334) 953-8127 or DSN 493-8127. You can call them at commercial (334) 953-8128/1240 or DSN 493-8128/1240.

How to Participate in CAP Emergency Services/Disaster Relief

- CPPT/Level I (Curry of Cadet)
- General ES Course (pass CAPT 116 test on line)
- Complete CAPF 100 request for General Emergency Services Qualification
- Get CAPF 101 with the back showing General Emergency Services Qualification
- YOU CAN NOW LEARN FROM QUALIFIED MEMBERS IN SAR/DR training
 - Mission Staff Assistant recommended if without a planned specialty
 - CAPF 101T for other specialties requires training from [Task Lists](#)
 - Can train for three concurrently
- Maintaining Proficiency—valid through 24th month of the day of proficiency.

How to Participate in CAP Flying

Basic Eligibility

- 1) CPPT/Level I at Unit, Group, or Wing
- 2) *General Emergency Services Course* AFIADL 02130D by correspondence (recommended)
- 3) CAPT 116 Test on National Web site.
- 4) Radio Operator Authorization (ROA) Course by Wing qualified instructor
- 5) Advanced Radio Operator Authorization (ROA) Course by Wing qualified instructor and CAPT 119 Test at Unit

Observer and Scanner

- 1) *Scanner Course* AFIADL 02130A and *Observer Course* AFIADL 02130B by correspondence (trainee qualified; fully qualified if #1 and #2 done)
- 2) Mission Aircrew Course (in late winter) (trainee qualified; fully qualified if #1 and #2 done)
- 3) 2 flights finding aircraft without radio ELT
- 4) 2 flights finding aircraft with radio ELT

CAP Pilot

- 1) Be an active CAP member at least 17 years of age (16 years of age for CAP glider pilots).
- 2) Possess a valid FAA private, commercial or airline transport pilot certificate.
- 3) Possess a class III or higher medical certificate (not required for gliders).
- 4) Possess a current flight review IAW FAR 61.56.
- 5) Complete annual CAPF 5 written exam and annual aircraft questionnaires for each aircraft authorized to fly.
- 6) Satisfactorily complete CAPF 5 flight check in aircraft (in an appropriate group) within preceding 12 months.

Mission (SAR/DR) Pilot

- 1) CAP pilot (with at least 175 pilot-in-command hours, 50 of which must be in cross-country flying)
- 2) Qualified mission scanner
- 3) in 25 SAREX and/or Missions

Counter-Drug/Counter-Narcotics Pilot

- 1) Mission Pilot
- 2) 2 years in CAP
- 3) Re-Finger Print
- 4) DEA & US Customs Certification

Cadet Orientation Pilot

- 1) Be an active CAP pilot at least 21 years of age (or 18 years of age with a valid FAA CFI certificate).
- 2) CAP powered pilots must have a minimum of 200 hours (300 hours for AFROTC orientation flights) total pilot-in-command (PIC) time in the category and class of airplane to be used.
- 3) CAP glider pilots must have one of the following:
 - a) A minimum of 50 hours PIC in gliders.
 - b) A minimum of 100 flights as PIC of a glider.
 - c) A minimum of 50 flights in the past 12 months as PIC of a glider.
 - d) Be a current CFIG.
- 4) Satisfactorily demonstrate thorough knowledge of cadet orientation flight program syllabus to a CAP check pilot and have the CAPF 5 flight check annotated as qualified to conduct cadet orientation flights.
- 5) Be designated in writing as a cadet orientation pilot in the applicable aircraft group(s) by the present Executive Director, region or wing commander or their designee.

Instructor Pilot

- 1) Be an active CAP pilot at least 18 years of age.
- 2) Possess a current FAA certified flight instructor certificate.
- 3) Be CAP current and qualified in the aircraft type.
- 4) Possess a class III or higher medical certificate (not required for gliders).
- 5) Be designated in writing by present Executive Director, region or wing commander or their designee.

Check Pilot

- 1) Be an active CAP pilot at least 18 years of age.
- 2) Possess a valid FAA airline transport pilot certificate or commercial certificate with an instrument rating (Instrument rating not required for glider check pilot).
- 3) Possess a current FAA CFI certificate for the appropriate category of aircraft.
- 4) Satisfactorily complete the *National Check Pilot Standardization Course (NCPSC)* prior to initial appointment and every 4 years thereafter. Satisfactory completion of the NCPSC constitutes recommendation by the wing standardization/evaluation officer or his/her designee, completion of the classroom instruction and a check ride with a CAP check pilot approved by the wing standardization/evaluation officer. Course length and check ride completion standards are stipulated by the current NCPSC.
- 5) Be current and qualified in at least the aircraft group used for any flight check.
- 6) Be designated in writing as check pilot by the present Executive Director, region or wing commander or their designee.

Mission (SAR/DR) Check Pilot

- 1) Be a highly experienced and qualified mission pilot with a thorough knowledge of current CAP operational and emergency services regulations.
- 2) Have a minimum of 25 mission sorties as PIC and satisfactorily complete a CAPF 91, *CAP Mission Pilot Checkout*, IAW paragraph 3-9a of CAPR 60-1. This check is valid for 24 months through the end of the month in which it was taken.
- 4) Be designated in writing by present Executive Director, region or wing commander or their designee.

Note

Fly at least four hours a month. If done in CAP aircraft, the rates are \$20 an hour plus fuel. Once mission-qualified, the IRS allows up to four hours a month to be tax deductible. Non-CAP personnel may not be carried in the aircraft. Check rides annual for all pilots and twice a year for mission-qualified pilots. At least one flight clinic and one SAREX a year.

(M) How to Work with Group, Wing, and the SD

CAPRAP part time, partly funded	
Category B	Category E
1 person in Region	90 persons in Region
2 weeks + one day a month active duty	0 weeks + no active duty
14 ADT Pts + 24 Active Duty Days, min	50 IDT Pts, 0 Active Duty Days, min
Travel and Per Diem funded	No Travel and Per Diem
Phone, paper, etc., funded	No Phone, paper, etc.
Cannot earn IDT Points	Can earn ADT points
Promotions slow	Promotions slower
More likely to be called up	Less likely to be called up

1 IDT point = 4 hours

paid for good years toward retirement

collectable at age 60 or above.

50 points = 1 good year.

Need 125 plus active duty to be considered for promotion.

CAPRAP Limitations

1. Command CAP personnel (except drill for training only)
2. Hold CAP command or staff position (the advisor to the commander in CAPR 20-1 is a dotted line)
3. Be a CAP member (except Patron)
4. Perform CAP aircrew duties
5. Actively raise funds

“Wish List” for Supplies and Equipment

1. Unit makes “wish list” and sends it through Group to Wing Logistics Officer.
2. Wing Logistics Officer consolidates the list, coordinates with Wing Commander and sends list to State Director’s Office
3. State Director looks for items at DRMO (Defense Reutilization Marketing Organization)

“Hitch Hike by Air” Orientation Flights Requested by Letter

1. List of participants by name, SSAN, CAP Rank
2. Contact person’s name, phone and e-mail (unit commander must determine this person able to make final decisions about the flight)
3. Parental Consent Form for cadets under 18
4. Note 1: Flight is “hit and miss” for time, date, and may be called off at a moment’s notice
5. Note 2: Parents may consider requesting a school excused absence because the flight is for education purposes.

ES Funding CAP Form 10

2. Wing Commander writes scenario and estimates expenses (for flying hours, communications expenses, vehicle gas and oil) on back of the form.
3. Wing Liaison Office validates Wing Commander’s request.
4. CAP-USAF Region Liaison Office assigns a mission number and tells Wing what it is.
5. Note: References CAPR 60-3 para 3-5 and CAPR 60-4 Volume 2, para 2-1 through 2-4.

(N) Your Staff: What They Do for You

Position Worksheet

The Job	Who Does It	What Needs to be Done	How to do It	Required for Tech	Tech Done Date	SLS Done	AFIADL 13 Done
Commander		Start and Finish Programs; Assign Staff; Set Suspense Dates; Follows Up	<u>222 Commander</u> Subordinate Unit Inspection Guide				
Deputy Commander (Plans & Programs)		Inspection Checklists; Written Reports; Plans, policies, and statistics to pick special interest areas	<u>203 Inspector/218 Plans & Programs</u> R 123-3; Subordinate Unit Inspection Guide				
Operations		Policies and Procedures; Staff Guidance; Evaluation Methods; Accident Prevention Programs; Requests Transportation and Mission Authorizations	<u>211 Operations</u> AFIADL 2130D; R 62-1; R 62-2	6 mos			
Flight Operations		Unit Aircrews; Aircraft; Flight Management; Flight Administrative Procedures	<u>210 Flight Operations</u> R 60-1; FAR Parts 61 and 91; NTSB Part 830; M 50-15	6 mos			
Safety		Coordinates with Staff on Accident Prevention Programs; Collect Safety Effectiveness Data	<u>217 Safety</u> R 62-1; R 62-2	AFIADL 02170	Badge		
Standardization and Evaluation		Instructor Pilot; Check Pilot; Flight and Ground Instruction; Evaluate CAP Aircraft	<u>212 Standardization/Evaluation</u> R 60-1; R 50-11; FAA Regs Parts 61 and 91	6 mos			
Communications		Maintains and Operates Radio; Trains on Radio use	<u>214 Communications</u> R 100-1; R 100-2	FCC Tests	Badge		
Emergency Services		Establish Relationships with Local ES Agencies; Develops ES plans, training; Standard Operating Procedures; Unit Alert Roster	<u>213 Emergency Services</u> R 50-15; AFIADL 02130D	AFIADL 02130D 12 mos	Badge		
Logistics &		Supply, maintenance, transportation. Receipt; Storage; Distribution; Recovery, Disposal; Motor Vehicle and Aircraft maintenance, marking, painting	<u>206 Logistics</u> M 67-1; M 67-2; R 77-1; R 66-1; R 67-4; R 66-1; R 87-1	6 mos			
Cadet Program		Conducts cadet training in aerospace education, leadership, physical fitness, moral leadership, and other activities. As special assistant to the commander, implements and monitors programs in cadet personnel and administration, cadet activities, aerospace education, or leadership laboratory.	<u>216 Cadet Program</u>		Badge		
Finance		Posting Ledgers; Preparing Vouchers; Checks; Deposits; Budget; Control Moneys; Monitor Transactions; Monthly Activities Reports	<u>202 Finance</u> R 173-2	6 mos			
Moral Leadership (Chaplain)		Worship; Liturgies; Rites; Religious Observations; Pastoral Counseling; Teaches Ethics and Values; Group Pastoral Care & Spiritual Renewal	<u>225 Moral Leadership</u> R 265-1; R 60-3; R 173-1; P 265-2; P 265-4; P 221	6 mos with chaplain			
Public Affairs (Historian) (Recruiting)		Media Relations; Community Relations; Liaison to Outside Organizations; Collects and Preserves Historical Material; Publishes History; Attends Historical Societies	<u>201 Public Affairs/223 Historian</u> M 50-1; R 50-17; R 190-1 R 210-1	AFIADL 02010 12 mos	Badge		
Administration		Master Publications Library; Correspondence; Reports; Schedules; Inventories; Requisitions; Message Center; Review Publications	<u>205 Administration</u> R 0-2; R 0-9; R 5-4; R 10-1; R 10-2; R 10-3; R 50-15	6 mos			
Aerospace Education		Develops Aerospace Education materials and activities for Unit and Community; Aerospace Education Programs	<u>215 Aerospace Education</u> R 280-2; P 15; R 50-4; R 50-17; Aerospace: the Journey of Flight	215 AE Test	Badge		
Personnel		Membership Applications; Promotions; Duty Assignment; Termination; Promotions; Awards and Decorations; Transfers; Aeronautical Ratings Personnel Files	<u>200 Personnel</u> R 20-3; R 39-2; R 35-1; R 35-2; R 35-3; R 39-2; R 35-5; R 39-3; 35-6	6 mos			
Professional Development (Testing)		Training Activities; Training Records; Library; Audio-Visual operation; Training Awards; Coordinates Training with other staff; Instructs	<u>204 Senior Programs</u> R 35-1; R 35-5; R 39-3; R 50-17; R 50-4; P 8	6 mos			

Contact List

	GROUP III 254	AKRON-CANTON SR FLYING SQDN 275	MANSFIELD SR FLIGHT 177	MEDINA SKYHAWKS COMP SQDN 219	MUSCAM SR SQDN 294	NORTH CANTON COMP SQDN 278	TUSCO COMP SQDN 277	YOUNGSTOWN- WARREN COMP SQDN 051
Web Page	NONE				NONE			
Commander								
Admin.								
Aerospace Education					VACANT			

(S) Setting Goals and Objectives

Worksheet

Name: _____

*What do I want my squadron to be good at? Circle only six items in the left column. Of those six, how much like the ideal squadron are we? **CIRCLE 1** for least, **5** for most.*

	Least				Most
ES GROUND					
Ground Team, Orienteering, Map Gridding	1	2	3	4	5
Radio, ELT, ES Gear and how to use all	1	2	3	4	5
Security, Flight Line, Parking Cars/Planes	1	2	3	4	5
ES AIR					
Recruiting/Training	1	2	3	4	5
Pilots/Observers/Scanners					
Cadet Orientation Flights	1	2	3	4	5
SAR/DR/CD Training & Missions	1	2	3	4	5
AEROSPACE EDUCATION					
Speakers, Materials for Schools	1	2	3	4	5
Cadet Aerospace Testing	1	2	3	4	5
Model Rocketry, Aircraft Building	1	2	3	4	5
CADET PROGRAM					
Drill/Color Guard Competition, Encampment	1	2	3	4	5
Uniforms, Cadet Recruiting, Cadet Retention	1	2	3	4	5
Mitchell/Earhart/Spaatz Award Attainment	1	2	3	4	5
MISSION SUPPORT					
Senior Leadership & Management Training	1	2	3	4	5
Office, Storage, Classroom	1	2	3	4	5
Networking In and Out of CAP	1	2	3	4	5

IDENTIFY THE GOAL: Star the top three. Pick one of the three.

Apply the SMAC test to it:

Regarding _____ (name the goal it supports), my unit will

_____ (specifically do what?)

by _____ (measurable time of when?)

to be **compatible** with the CAP mission(s) of _____ and the goals and objectives of higher headquarters.

Is this goal **achievable**? To determine what forces work for and against the goal. Answer the questions below.

<u>What do I have to work with to achieve this goal?</u>	<u>What do I have to overcome to achieve this goal?</u>
Data	Data
People	People
Things	Things

IDENTIFY THE OBJECTIVES: Considering what I have to work with and what I have to overcome (identified above), which management functions will I use.

<u>How am I going to use my resources to overcome the forces against my goal?</u>
Planning
Organizing
Directing
Coordinating
Controlling
Follow-Up/Evaluation

Apply the SMAC test to the above solution. Ensure each statement is **specific** regarding the goal it supports, follows a **measurable** timeline, is **achievable** by those assigned to do it, and is **compatible** with the goal.

<u>What could possibly go wrong?</u>
Turnover _____
Moment of Opportunity _____
Weather _____
Illness _____
Mechanical Failure _____
Human Error _____

Staying Focused

Define the mission. There are prerequisites to setting goals and objectives. The first six items suggest how everyone should learn their strengths relative to the CAP missions. Items 7 and 8 suggest how to adjust to change, and the last two suggest how to handle our nature.

1. Inventory Resources. Who is presently involved with the squadron—senior members, cadets, CAPRAP, parents, and, guest speakers, group and wing staff, and others. Include supplies, equipment, transportation, storage, communications (radio, computer, written, verbal).

2. Learn from who invented the wheel before you do. Discover corporate memory from present and past members. Learn who is who by going to conferences and training and by talking to peers in your class. Talk to other unit commanders. Read the regulations, web pages, e-mail.

3. Learn your unit's infrastructure. How does information, equipment, finances, and supplies get acquired, stored, distributed, and accounted for, both formally and informally. Who does what to operate the infrastructure? Is it supporting CAP missions? Are there self-inspections and inventories to see how well they are being carried out (SMAC)?

4. Train staff. Level III is necessary for unit commanders, but Level I and II are the glue that provides fully-qualified credentials for squadron-level staff. When a member originally joins, he or she usually does not know what they are getting in to. The first time they do this they can identify their skills, training, and experience, but relative to what? What is the CAP program? It is like when we order an unfamiliar meal from a menu. We know our likes and dislikes. But without knowing the menu, we do not know what to order. You are the waiter who provides advice.

5. Assign, supervise, and encourage staff. Ask them a second time to identify their skills, training and experience. Watch them at all activities. Review the back of his or her membership application, the member's personnel file for education level and education specialty, work history, hobbies, interests, and volunteer work.

6. Build on your unit's infrastructure. Staff meetings with an agenda (of defining the meeting and identifying its ground rules first, then handling business of running the squadron next). Decide what is to be decided by yourself, what is to be a shared decision. Prioritize, rank-order, distance between first and second place. Delegate with a means of accountability.

7. Establish a Plan B. Targets of opportunity vary according to Wing, Group and other units' calendar. Grab the gold ring for a joint activity, when schedules change, weather, family emergencies, competing school or work events, turnover (especially cohorts of cadets).

8. Adjust to critical mass. Units take on a different personality when they grow, change personnel, or change to different situational demands. 1 to 5 runs informally (mom and pop family business, informal). Over 10 runs formally (medium corporation).

9. Successfully manage failure. With proper failures we learn immunity to them. With proper success we learn nothing about them. Failures are not the end of the world nor are they inescapable. Everything is an exercise in learning. 90 percent success teaches the least. The 10 percent mistakes teach us the most, but are hard to manage because egos, denial, gray areas of right and wrong, counterfeit right, more than one right answer, problems communicating, lack of patience, problems timing. Beyond a wholesome discipline, be gentle with yourself—so you can become an inspirational example to others as to how to handle adversity.

10. Successfully manage success. Being right is not enough. How you react to someone wrong completes the picture. Everyone volunteered because they wanted to be part of the action. It impacts morale, communications, recruiting and retention.