



Cadet NCO's Guide

AN UNPUBLISHED WORK FOR CADETS OF THE
CIVIL AIR PATROL
HEADQUARTERS: MAXWELL AIR FORCE BASE, ALABAMA

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FOREWORD



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Forward

As a 15-year-old cadet non-commissioned officer (NCO) in the Roanoke Composite Squadron (Virginia Wing) in the early 1970s, I found myself confronted with one of the most significant, challenging, and invaluable experiences of my life: Assignment as a cadet flight sergeant in my home Civil Air Patrol (CAP) unit.

At that moment, significant challenges lay before me as I tackled the new, unfamiliar, and exciting responsibilities of a CAP Cadet NCO. Only later did I realize how important those lessons would be as I earned the General Carl A. Spaatz Award, transitioned at age 19 into the Senior Member Training Program, and confronted ever-increasing challenges as a squadron, wing, and region commander and as National Commander of Civil Air Patrol.

The *Cadet NCO Guide* you hold in your hands is an invaluable tool for cadet NCO leaders in the CAP Cadet Program. While it is not the first effort at providing cadet NCOs with the tools of their trade, it is the most extensive, exhaustive, and professional literature that I have seen on the subject of intermediate-level leadership in the CAP Cadet Program. I commend the authors and all others who collaborated on its publication; they did superb work on our behalf!

Having read the document from cover to cover, I am *most* pleased with the document's breadth and depth of treatment of the art and science of leadership *in general*—and its *specific* treatment of the challenges and opportunities confronting CAP's cadre of cadet non-commissioned officers. As such, the *Cadet NCO Guide* is an *invaluable* tool for all cadets, senior members, and Active Duty and Reserve Air Force officers and NCOs assigned to duty with the Civil Air Patrol.

I enthusiastically recommend the *Cadet NCO Guide* to any leader in Civil Air Patrol. As a cadet NCO myself, the *CAP Leadership Laboratory Manual* was the sole publication available for reference as I tackled the challenges of a cadet NCO. How I wish I had the *Cadet NCO Guide* at my disposal in 1971! On a happy note, the *Guide* is now in your hands. Use it wisely. The United States Air Force and America's Air Force Auxiliary depend on *your* able leadership as we execute our *Missions for America*. Without question, our success depends ultimately on how well *you* apply the lessons of the following pages.

Happy reading—but most of all, ***happy leading!***

A handwritten signature in cursive script that reads "Richard L. Anderson".

RICHARD L. ANDERSON
Brigadier General, CAP
Cadet NCO, 1970-1971
National Commander, 1993-1996

Our Vision...
Civil Air Patrol, America's Air Force Auxiliary,
building the Nation's finest force of citizen volunteers -
performing Missions for America

INTRODUCTION

For the Noncommissioned Officer Corps of Cadets

Why create a handbook for Cadet NCOs?

I feel that Cadet NCOs have the most important job in the Cadet Program. The Cadet NCO is the one who works with the Cadets in the squadron on a daily basis. Therefore, they have an incredible amount of influence on their Cadets. Everything about them, their appearance, their bearing, their command ability, and so on, directly effects the Cadets in their charge.

This is especially true because NCOs are also in charge of new Cadets. There is an old saying that “You never get a second chance to make a first impression.” If the first impression new Cadets receive is a positive experience in the hands of a well-trained, mature and competent Cadet NCO, they’re far more likely to have a good opinion of CAP. Just as importantly, a good Cadet NCO is a good role-model.

I can honestly say that when I first became a Cadet the Cadet NCOs made a greater impression on me than the Cadet officers. The Cadet officers seemed to be distant and superior beings that seldom even noticed me. The NCOs were there constantly; correcting, instructing, cajoling, challenging - whatever it took to get me to fall into line and do the things that I needed to do.

This is the legacy of the NCO, not only of the military NCO, but of the Cadet NCO as well. The strong, motivated, well-trained, hands-on leader. I wrote this guide to try to help all Cadets achieve success as Cadet NCOs.

This guide is the product of my years as a Cadet, a service member and a Senior, and the decades of experience of those who taught me and wrote the things I used for inspiration and reference. It is organized in a way that made sense to me - hopefully it will make sense to you!

I have tried to include information that is not easily available to CAP Cadet NCOs, yet is vital for success in the Cadet Program. You will not find a lot of information that you can get from other sources. For instance, there is nothing here about the wearing of the uniform or the CAP Cadet Program or details concerning drill. You already have that information.

My goal was to include information, tips and techniques that a Cadet NCO could use on a day-to-day basis in the performance of his or her duties, such as instructing drill, spit-shining boots, and evaluating and raising unit morale. There is also useful information for Cadet airmen and officers that can be passed down to your Cadets and help you get a head start on becoming an officer. These lessons in leadership and working with others are useful everywhere, not just in Civil Air Patrol.

The information in this guide, if learned and applied, will help make you an outstanding Cadet and leader - you will be a pleasure to have as a subordinate or superior, and will bring great credit to yourself, your unit and the Civil Air Patrol.

THE IMPORTANCE OF NCO LEADERSHIP

This section is written for the Cadet officer and Cadet Programs officer who may be reading this and wondering “what’s the point?”. Many members of Civil Air Patrol don't believe Cadet NCOs need to receive special leadership training. They seem to feel that the type of leadership that is the role of the NCO is better vested in junior officers. This section will discuss why NCO leadership is important and how not teaching and encouraging leadership in our NCOs is harmful to every Cadet.

After many discussions about why NCOs are or are not important, there seem to be just a few reasons for limiting the role and importance of Cadet NCOs:

- NCOs have too little experience to be effective leaders.
- Cadet officers are often unreliable. NCOs are worse.
- NCOs don't need to lead if the Cadet officers lead.
- If the NCOs lead, what will the officers do?

Three of these reasons have to do with the relationship between officers and NCOs and their separate duties. This is a common problem. NCO leadership and duties are very easy to identify and perform, officer leadership and duties are not. Cadet officership is a subject for another guidebook, but the general duties of the Cadet officer can be discovered from reviewing the duties of Cadet Commander and Cadet Flight Commander in CAPM 20-1 and by reading of the leadership materials for Phases III and IV.

The question of the NCO/officer duty split is difficult. Things don't always go by the book in the Real World, but our jobs as leaders in the Cadet Program is to know the way things *should be* and do our best to make them happen. Give NCOs duties and goals and hold them accountable. Make amends and adjustments where absolutely necessary, but hold NCOs responsible for their jobs and let them drop the ball sometimes. The Cadet Program will go on and your NCOs will learn.

What's Wrong With NCO Leadership?

NCOs have too little experience to be effective leaders.

This can often be true, but there are several contributing factors to this situation:

- **Cadets can become NCOs far too quickly.** Commanders should seriously consider slowing the progress of Cadets who aren't mature enough or experienced enough in the Cadet Program to be NCOs. Take a 13 year-old Cadet who's a C/SrA: He can take tests, but does he understand what an NCO should be or have the maturity to handle the responsibility? Probably not. He should probably sit at C/SrA for a while. The average Cadet should spend at least a year in the Cadet Program before putting on that fourth stripe. By promoting Cadets too fast, they're being set up to fail.
- **Cadets often shoot through the NCO grades in order to achieve the Mitchell.** Sometimes you will have a Cadet who will move through Phase I & II in the absolute minimum time. This is almost always a mistake. You will often end up with a Cadet captain who is just getting to be a pretty good NCO. The ideal is for a Cadet to get plenty of time with the nit-picky details of NCO life before he promotes to officer. That will help to keep him from sticking his nose into the business of

the NCOs. When Cadets move through the NCO grades too quickly they never really learn and get comfortable with the NCO aspects of leadership. This leads to problems when it is time to move on to officer style leadership.

- **Cadet officers often don't allow their NCOs to grow.** This is a big problem. NCOs and officers have different duties that are clearly spelled out in CAP materials. Officers plan and organize, NCOs delegate and supervise. Sometimes when a Cadet promotes too quickly, or doesn't have enough 'officer duties', or simply won't let go, he will take control of things that the NCOs should be doing. When this happens the NCOs never get the experience they need.
- **Too much is sometimes expected of 'new' NCOs.** See "What Should You Expect From Your Cadet NCOs?", page:5 for more discussion of this topic.

Cadet officers are often unreliable. NCOs are worse.

This is a tough issue because you want to delegate and trust, but there are some tasks that simply must get done. There are some rules of thumb to use to motivate people to take their responsibilities and assignments seriously:

- Make sure the person you're assigning the task to is capable of accomplishing the task, knows that it is an important task and why it is an important task.
- Give the assignee room to reach your goals in his own way.
- Make sure that there is a reward at the end. Even if it is just an 'attaboy'.
- And, of course, let them know that there will be some sort of consequences for not coming through.

People tend to respond better when they feel responsible and important to the success of the mission. They also like being challenged to come up with a personal solution. Of course tasks can't always be handed off when you're not sure they'll be accomplished. But start with small tasks and work up as your confidence in the Cadet's reliability increases. And if there are problems, make sure there are appropriate consequences. For instance, if you put an NCO in charge of making sure the schedule is followed and he doesn't follow through, take away some of their break time and bite off a piece of his butt. He should get the message soon enough.

NCOs don't need to lead if the officers lead.

This is just nonsense, of *course* NCOs need to lead! Part of the purpose of the NCO grades is to train Cadet officers. If Cadets don't learn to lead as NCOs they won't be good officers.

Officers shouldn't be doing NCO leadership. It's just wrong. If the officers are doing the job of the NCOs, who's doing the job of the officers? Find things for your officers to do that don't put them in day-to-day, hands-on contact with the Cadets. If you don't, you're stealing valuable leadership experience from your NCOs.

The worst part is that this is a classic Catch-22. "The NCOs can't seem to do their jobs, so the officers have to do them." How will the NCOs ever learn their jobs if they aren't given a chance to try? Tell the NCOs what's expected, hold them to it and don't ever let them off the hook by having the Cadet officers do it for them.

If the NCOs lead, what will the officers do?

This is a problem for the Cadet commander. There is always planning to be done and classes to be taught. The Leadership: 2000 achievements are named for various staff positions, so these are the types of jobs that Cadet officers should hold. Of course some of them would rather be playing with the Cadets than shuffling papers, but that's part of the job. And it's an important part, because the world runs on paperwork! Every Senior can use a Cadet for an assistant, and Cadet officers are perfect assistants when they're not spending all their time hanging around the Cadets.

What Should You Expect From Your Cadet NCOs?

This is a very subjective question. Every commander has different needs; every Cadet has different abilities. But commanders should have a general set of guidelines to measure their NCOs against. The following table is mostly based on personal experience and the Leadership: 2000 materials. Feel free to accept or ignore it at your discretion:

Grade	Time	Abilities
SSgt	1 yr. & 4 mos.	Drill a flight, teach basic drill, teach a Curry class, do a call-out, assist Cadet airmen with administrative tasks.
TSgt	1 yr. & 8 mos.	Teach drill 'on the march', assume flight sergeant duties, run a PT session, perform in-ranks inspections, supervise junior Cadets at tasks, counsel junior Cadets with supervision.
MSgt	2 yr.	Assume staff duties (admin, supply, etc), teach complex drill movements, drill a large flight, assume some autonomous leadership (move Cadets from place to place, stay on schedule, etc.).
SMSgt	2 yr. & 4 mos.	Assume first sergeant duties, drill a squadron, assist with innovative drill, assist in planning, plan minor events (cleanup, PT) without assistance, ensure schedule is met, counsel juniors without supervision, supervise NCOs.
CMSgt	2 yr. & 8 mos.	Assume first sergeant duties for a large activity (encampment), plan and execute a large drill movement (pass in review), plan innovative drill, closely advise the Cadet commander, plan major squadron activities with some assistance.

The Role Of Cadet Officers In NCO Leadership

- **Ensure junior officers have duties and responsibilities.** Keep your junior officers busy. They are the ones most likely to step on the toes of the NCOs. Since they were recently NCOs themselves, they may not have learned to step back. Wanting to personally make everything perfect is an NCO trait. Cultivate a more relaxed attitude in your officers.
- **Rely on your first sergeant and flight sergeants.** They have specific duties and tremendous leadership potential. Use them.
- **Give the NCOs the authority and latitude to accomplish their leadership goals.** The big part of this is to keep Cadet officers away from the NCOs and the Cadets. This more than anything else will give your NCOs authority and latitude they need.
- **Let them make mistakes and learn while providing correction and guidance.** While 'nothing succeeds like success', nothing teaches like failure. You often learn as much or more by doing something wrong as

you do by doing it right. If it won't endanger Cadets or seriously impact some portion of your program, let your NCOs make mistakes. Correct them gently, not harshly. And make sure that all of your Cadets know that you don't expect your NCOs (or any Cadet) to be perfect, only improving. This will take some of the fear of making mistakes out of your Cadets and make them more willing to take charge, improvise and try new things.

- **Make sure you show that you value your NCOs.** There's an old saying that goes "if you tell a group of guys that they're better than everyone else long enough, eventually they'll start to believe it, then they'll start to prove it." Let everyone know that you value the NCOs, expect them to perform to a higher standard and to carry their share of the load. If they believe that they're special because they're NCOs, eventually they should start going out of their way to prove you right.

The Role Of Cadet Programs Officers In NCO Leadership

- **Reinforce the different duties of NCOs and officers.** Officers should plan and organize, NCOs should delegate and supervise. Help the Cadet commander to keep track of his junior officers and keep them busy.
- **Provide guidance and assistance.** Sometimes, Cadet Programs personnel will assume some Cadet NCO responsibilities. This is completely wrong; let the NCOs do their jobs. Help them where it is appropriate and point them in the right direction, but never do their jobs for them.
- **Teach NCO leadership topics.** The duties of the Leadership Officer include instruction in leadership methods and techniques. The Leadership Officer also occupies the part of the Table of Organization normally reserved for the sergeant major or command chief master sergeant. This means that a lot of NCO leadership training is his responsibility. NCOs should be taught leadership separately from the Cadet airmen. Their concerns and topics are different. This will help build a team feeling among the NCOs and set them apart from the airmen, adding to their prestige.

TRADITION

The Importance of Tradition

NCOs are the keepers of tradition in the military. As a Cadet NCO it is your responsibility and honor to know and pass along the history and traditions of the CAP. This is important because it will help build *esprit de corps* and shows new Cadets that they are the newest members of a long, proud tradition.

It is also important that you maintain the traditions and 'legends' of your squadron. Be sure that you know how many Spaatz Cadets, Unit Citation ribbons, finds and trips to the National Cadet Competition your squadron has earned. Be sure that you tell the newer Cadets the stories you were told about Cadets and activities gone by. These are the types of things new Cadets want to know! They want to know the squadron and organization they're a part of is interesting and fun and exciting. It's up to you as an NCO to make sure they see that side of CAP.

A Short History Of The Civil Air Patrol

In the Beginning

The Civil Air Patrol is a product of the tense international situation right before World War II. In the early years of the second World War, before the United States had entered, aviation enthusiasts watched with concern as country after country fell to the Axis powers. And as each country fell, civil aviation was eliminated.

These aviation-minded people believed two things: (1) That the nation's air strength had to be improved, and (2) That civil aviation could play an important part in the nation's war effort. Prior to the war, there were 25,000 light aircraft, 128,000 certified pilots and 14,000 aircraft mechanics in the United States.

Gill Robb Wilson made what was probably the first effort to organize a civil air 'patrol'. After a visit to Germany as a reporter in 1938, he returned to his home in New Jersey and pleaded with Gov. Edison that the civil air fleet be organized and augmented for the coming war. Gov. Edison gave Mr. Wilson approval to organize the New Jersey Civil Air Defense Services.

Mr. Wilson's plan, backed by Gen. H.H. "Hap" Arnold and the Civil Aeronautics Authority, called for small planes for liaison work and for patrolling uninhabited sections of coastline and important installations to guard against sabotage. In addition, civil airport security measures were to be undertaken by the Civil Air Defense Services.

The Civil Air Defense Services were used as a pattern for other organizations. The Airplane Owners and Pilots Association (AOPA) had a "Civil Air Guard" with units in several large cities. Eventually Ohio, Colorado, Missouri, Florida, Alabama, Kentucky and Texas all had civil air patrols of one form or another. But it was Mr. Wilson's Civil Air Defense Services that was the model for the Civil Air Patrol.

The first step to improve civil air strength nationwide was to give refresher or advanced training to pilots. This would allow the military to have a larger reserve of trained pilots to call on when the war came. The second step involved organizing civilian aviation personnel to best use their efforts during the war. This step lead directly to the formation of the Civil Air Patrol.

There were dissenting opinions if such a program was possible, or even desirable. Some thought that civil aviation should be stopped during war. Some thought the military should use all the help from civil aviation that it could get. Even those who thought civil aviation was an asset couldn't agree whether it should be organized at the state or national level.

1941 - The Civil Air Patrol Is Born

Before a national Civil Air Patrol could be started, the federal government had to decide how to use it. The Office of Civilian Defense (OCD) was established on May 20, 1941. The head of the OCD was Fiorella Laguardia, former Mayor of New York and a WW I pilot. Thomas H. Beck, Chairman of the Board of Crowell-Collier Publishing Co., with the advice of Guy P. Gannet, owner of a newspaper chain, prepared a plan for mobilizing the nation's civil air strength. Mr. Laguardia recognized the merit of the plan and assigned Mr. Beck, Mr. Gannet and Mr. Wilson to work on it.

By June of 1941, the plan was completed, but many details had to be worked out. Gill Robb Wilson and Mr. Reed Landis, a WW I pilot, aeronautical expert and OCD consultant, worked to finalize the plan. By October, it was mostly finished. Mr. Wilson left New York for Washington, D.C. to select the wing commanders for the states and to be the first executive director.

General "Hap" Arnold set up a board of Army Officers to determine the uses of the Civil Air Patrol plan. The board approved the plan and recommended that the Army Air Forces help set up and administer the CAP. Because of the board's approval, Mr. Laguardia signed a formal order creating the Civil Air Patrol on December 1, 1941. On December 8, Mr. Laguardia published an order outlining the organization of the Civil Air Patrol and making Major General John F. Curry its first commander. Mr. Wilson officially became executive officer.

The War Years

Immediately after the attack on Pearl Harbor, all civilian flights in the U.S. were grounded. However, this restriction was lifted a few days later. Only the west coast maintained flight restrictions throughout the war.

Earle L. Johnson, later a commander of Civil Air Patrol, decided that airport security was too loose and that U.S. factories were vulnerable to saboteurs. To prove this, one night he took off in his plane with three small sandbags, which he dropped on the roofs of factories near Cleveland, Ohio. The following morning he contacted the plant owners and told them they had been "bombed". Again, all civilian flights were grounded until airport security could be tightened. This helped many more pilots join the Civil Air Patrol because it was the only way weekend pilots could get any flight time. These pilots were of both sexes and all ages. The oldest was 81-year-old Lieutenant A.I. Martin, of Montour Falls, N.Y.

Soon after war was declared, German submarines began sinking as many as two or three ships a day along the Atlantic coast. This not only jeopardized supply lines but it cut deeply into the nation's petroleum supply. Civil Air Patrol officials offered to help patrol the coasts. But the War Department was afraid that the young, undisciplined organization might do more harm than good.

The Navy was strung too thinly along the 1,200 mile coast and German submarines were operating nearly at will. The situation got bad enough for

the War Department to authorize Civil Air Patrol to patrol the coasts in a 90 day experiment. The responsibility for this experiment was given to Gill Robb Wilson. He had been replaced as executive director by Army Captain Earle L. Johnson. The experiment went so smoothly the General Curry gave up his post as national commander to Captain Johnson. Captain Johnson (later Colonel) remained commander until his accidental death in 1947.

Three CAP bases had been set up during the experiment. One in Atlantic City, New Jersey; one in Rehoboth, Maryland; and one in Lantana, Fla. Eventually, there were 21 different CAP coastal patrol bases. Conditions at some of these bases were primitive. At one, the barracks was a converted chicken coop. At another, CAP members shared an old run-down hotel with a large colony of rats. CAP pilots received \$8 a day, ground personnel received \$5.

Originally, CAP aircrews were merely spotters. Their job was to fly the coast and look for submarines. When one was found they would radio in and the Army or Navy would send out planes to destroy it. Naturally, CAP members also wanted to destroy submarines.

One afternoon in May of 1942, a CAP crew spotted a submarine off Cape Canaveral, Fla. The submarine spotted them and, not knowing the plane was unarmed, grounded itself on a sandbar trying to get away. The CAP crew radioed the sub's position, but by the time the bombers had arrived, it had worked itself off the sandbar and into deeper waters.

Shortly afterward, Coastal Patrol planes began carrying bombs. The smaller planes could only carry 100 pound bombs and the fins would have to be removed so they wouldn't scrape the ground. A few of the larger planes could carry a 325 pound depth charge.

One of these larger planes, a Grumman Widgeon seaplane, made CAP's first "kill". Captain Johnny Haggins and Major Wynant Farr, flying from Absecon, NJ, got a call from a CAP plane that had spotted a submarine. They went to the area as the other plane left with low fuel. They spotted the submarine under the water and decided to wait until it came to periscope depth to drop their depth charges.

As they began to run low on fuel, the submarine finally rose to take a look around. Captain Haggins made a low pass and Major Farr pulled the release cable and dropped the depth charge near the submarine's bow. The explosion shook the plane and blew the submarine's bow out of the water. It submerged again, leaving behind an oil slick. They quickly dropped another depth charge on the oil slick and were rewarded with pieces of debris from the destroyed submarine.

The CAP Coastal Patrol operated from March 5, 1942 through August 31, 1943. During that time it reported 173 submarines sighted, two sunk, 83 bombs and depth charges dropped. It had flown 86,685 missions for a total of 244,600 hours - approximately 24 million miles. It summoned help for 91 ships in distress and 363 people in the water. Found 17 floating mines and flew 5,684 special convoy missions for the Navy.

During these missions 26 CAP pilots or observers were killed and seven were seriously injured. Also, 90 aircraft were lost. However, CAP members were rewarded with Air Medals and War Department Awards for "Exceptional Civilian Service."

The Coastal Patrol was stopped because the Navy and Army had sufficient strength to take over these duties. This left the Civil Air Patrol to

pursue its other wartime missions. From January 1, 1942 through January 1, 1946, Civil Air Patrol flew 24,000 hours of assigned search missions. It also flew 24,000 hours of unassigned missions, paid for by CAP crews. No record or missions accomplishments was kept, but during one week in February 1945, seven missing Navy and Army aircraft were located.

CAP search missions had three advantages over the AAF. First, their planes flew lower and slower. Second, they were familiar with the area. And finally, they had ground teams ready to rush to the crash site. In Nevada, ground teams used horses and had water dropped to them by parachute. In Florida, where Zack Mosely was wing commander, they used flat-bottomed air-boats to search the swamps. In "snow-country", teams used skis. And in Washington, a parachute team was created, but never used.

CAP also flew cargo and courier flights for the War Department. From 1942 to early 1944 CAP airlifted 3.5 million pounds of mail and cargo and transported hundreds of military personnel across the United States. This experiment was first tried in Pennsylvania Wing in 1942 and proved to be such a success that it was used fully. This freed many valuable aircraft for use in the war.

The CAP Southern Liaison flew the Mexican border between Brownsville, Texas and Douglas, Arizona. CAP members flew 30,000 hours over 1,000 miles of rough, rocky terrain. From July 1942 to April 1944, the CAP "Border Patrol" reported 7,000 suspicious activities on the ground and reported 176 suspicious aircraft.

CAP flights also performed target-towing missions for anti-aircraft crews. Occasionally, the gunners would lead the targets a little too liberally and punch holes in CAP aircraft. CAP also provided practice for searchlight crews. On at least one occasion, a CAP pilot looked into the searchlights, lost his night vision, became disoriented and crashed to his death.

CAP flew many other types of missions, including: blood transport for the Red Cross; cruising over forests looking for fires; flying mock raids to test blackout procedures and air raid warnings; and supporting bond drives and scrap collection drives. CAP pilots once flew a 'wolf patrol', killing cattle-eating wolves in the southwest by shooting them from low-flying aircraft.

CAP also performed pilot training throughout the war. In early 1942 the Cadet program was started. Each senior member could sponsor one cadet of the same sex. The cadets had to be healthy, fit, American-born high school juniors or seniors with good grades. The program was somewhat similar to today's. It helped cadets because if they were drafted they already had a concept of military life and were familiar with aviation. Over 20,000 cadets were active during the war.

CAP performed so well that the War Department made it an auxiliary of the Army Air Force. On April 29, 1943, command was transferred from the Office of Civil Defense to the War Department. The War Department later issued a memorandum giving the AAF command and control of the CAP.

By this time CAP membership was over 75,000 in 1,000 communities. Early pilot training had created a corps of trainers to help teach future Army aviation cadets. For this reason, the Army loaned CAP 288 Piper L-4 "Grasshoppers". These were used for aviation cadet training and

recruiting. In 1944, 78,000 aviation cadets and prospective recruits were flown a total of 41,000 hours. By 1945, CAP had recruited an oversupply of cadets and had taken over some screening procedures.

During the war, CAP had flown 500,000 hours of missions; sunk at least two submarines; and located countless aircraft crash survivors and survivors of disasters at sea. They spent their own money on missions, occasionally constructed their own facilities, helped recruit air cadets and assisted when natural disasters occurred. Many proved their dedication by sacrificing their lives.

The Postwar Period

After the war, the future of CAP was in doubt. The Executive Order making them an auxiliary of the AAF was invalid in peacetime. Also, the AAF was resuming many of the tasks CAP performed. After March 21, 1946 monetary support was withdrawn because of a rapidly shrinking defense budget. General "Hap" Arnold called a meeting with the wing commanders. In January, 1946 they met and from that meeting came the plan to incorporate.

On July 1, 1946 President Truman signed Public Law 476. This incorporated Civil Air Patrol as a benevolent non-profit organization. CAP's stated objectives at that time were to: (1) inform the general public about aviation and its impacts; (2) provide its seniors and cadets ground and preflight aviation education and training; (3) provide air service under emergency conditions; (4) establish a radio network covering all parts of the United States for both training and emergency use; (5) encourage the establishment of flying clubs for its membership; (6) provide selected cadets a two-week encampment at air bases; (7) provide selected cadets flight scholarships; (8) encourage model airplane building and flying; (9) assist veterans to find employment; and (10) contribute services to special projects of an aeronautic nature.

The Army Air Forces also asked CAP to perform other tasks. These had to be done with no official AAF assistance. Obviously, a decision had to be made about CAP and the AAF's relationship. After the Air Force was formed (July 26, 1947), a CAP board met with air force officials to plan establishing CAP as a USAF auxiliary. A bill was introduced to congress and became Public Law 557 on May 26, 1948. This law made CAP an auxiliary of the Air Force.

The History of the NCO

As long as there have been armies, there have been NCOs. The titles may have changed, but there has always been a need for well-trained, experienced people capable of directing and teaching troops.

We can imagine that even among the bronze-age armies there were the grizzled veterans of prior campaigns. Their skin burned brown through many years in the field, their weapons and harness well broken-in and well cared-for, their bodies carrying scars from not-quite near-misses. They probably would have walked about the camps with a swagger earned through all those experiences, their eyes measuring the younger men around them. It would be natural for these younger men to seek their help. And, because the nobles who commanded would be spending their time planning, these veterans became the on-site leaders.

We can see that NCO had to arise. It is normal and good that younger people should turn to older and wiser people for help and guidance and that higher-ups should have trusted subordinates to put their plans into action.

The NCO is merely the military's way of filling that role.

Many people are confused about the term 'Non-commissioned Officer'. Just what does that mean? And why did they choose it? What is a commissioned officer, and why are NCOs 'non-commissioned'?

Centuries ago, during the time of the Renaissance, there were two types of people who fought wars. They were officers and soldiers.

Officers were appointed to their post by their ruler, usually some form of nobility. This appointment was called a 'commission'. This commission gave the officer the right to act on the ruler's behalf. At this time the officer would either be placed in charge of some unit of the ruler's army or sent off to raise his own army. The important thing to remember here is that the officer was commissioned by the ruler to lead troops. Officers were almost always nobility.

Soldiers were private citizens. They joined or were conscripted into the army for a set period of time. It might be for a single battle, it might be for the duration of the war, it might be for life. However, they weren't nobility, they were just people. If they had been nobility they would have received commissions.

Most private citizens, who made up the soldiery of any army, had very little military experience. They were craftsmen and farmers who were fighting briefly and would sooner or later return to their shops and fields. In fact, campaigns were often halted because so many of the soldiers needed to return home in the fall to get the crops in for winter. They weren't used to military life or order.

Officers, as nobility, were more familiar with warfare. Most nobility studied weapons and warfare from an early age, leading men and warfare being the only decent occupations for a nobleman. They had training in tactics and discipline and so on. However, there were far more soldiers than a nobleman could hope to control at any one time. And a nobleman was expected to do his share of the fighting, generally charging with other noblemen at other noblemen on horseback. Therefore, someone was needed who could combine the war experience of a nobleman with the lack of nobility of a citizen. Thus the NCO was born.

Non-commissioned officers were 'officers' because they were given authority over other soldiers. However, they had not received a commission from a ruler. And without that commission they didn't have the same level of authority, they were 'non-commissioned'. It would probably be better in modern American English to say 'uncommissioned officers', but we're stuck with what we have.

An NCO's job then, as now, was to bridge the gap between the officers and the enlisted. To be the eyes and ears of his superiors. To make sure that the job gets done and that the troops are taken care of. To bring orders down and concerns up. An officer can't be everywhere at once, so he will have several NCOs working for him at various levels to make sure the mission is accomplished and the men are cared for.

If officers are the brains of the organization and the troops are the muscle, the NCO corps is the spine. It supports both the head and the extremities. It also encompasses the nerves that carry commands to the muscles and information back from them. A truer statement could not be made: the NCO is the backbone of any military organization.

LEADERSHIP THEORY

Why Learn Leadership?

NCOs specialize in small group, hands-on leadership. That is their stock in trade, their reason for being. If an NCO is not good at this basic task, he isn't a good NCO. It is vital that every NCO make an effort to understand the basic concepts of leadership and apply them to his day-to-day situations.

This information isn't useless outside CAP. NCO leadership concepts are used everywhere, everyday. In every company and organization there are the managers and team leaders who supervise and are responsible for just a few employees. These people need to know and use NCO leadership techniques. Unfortunately, most people don't know these techniques. That's why there is a movement in business today to bring this type of training to the people who need it. Businesses want 'leaders', not just 'managers'.

So you can see that what you learn here can be of value to you no matter what you do or where you go. The same things that make an outstanding Cadet NCO are the same things that make an outstanding NCO in the armed services. And these are the same things that businesses today are looking for in their lower management.

Why Do We Need Leaders?

Every Cadet (and Senior) from the newest member to the most senior colonel needs leadership. Everyone at every level in CAP has things to do. Because it would be difficult to do all of these things alone, unit leaders are needed. In the Civil Air Patrol, these unit leaders form the chain of command, from the National Commander down to the smallest unit.

Leadership is needed any time a group gathers to accomplish a set goal. A group without a leader is basically a mob. There are three reasons why leadership is so essential.

The first reason is to coordinate people and activities within a group - that is, getting the right people to do the right job and making sure that everyone is communicating. If a squadron is called for a mission, certain tasks must be assigned and completed. The mission leader will make sure that the communications officer is assigned to the radios instead of dispatching vehicles. Also, rather than have each person contact every other person, the leader has the responsibility of talking with each team member and passing vital information to everyone. This is why the leader is called the 'brains of the outfit'.

A second reason for leadership is to hold a group together. If a group is going to accomplish its goals, it must be capable of working as a team; not just a bunch of individuals. A leader should train and help his people to work together as a team toward a common goal rather than behaving like a mob or heading in different directions.

A third reason for leadership is to inspire and motivate a group to work toward the common goal. People don't always need inspiration and motivation, some groups take care of that themselves. However, most groups will need the leader to occasionally remind them of what they're working toward and why it is important. If a group loses sight of their goal and fails to achieve it, the leader has failed as much as the group.

Definitions of Leadership

"Leadership is the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective."

The first thing you should notice is that nowhere in that definition does it mention or imply that a leader is some sort of tyrant. A leader is someone who can *influence* and *direct* his people. Influence simply means effecting their feelings and decisions in the way the leader wants. When a leader directs his people, he is assigning them tasks, not dictating their every move.

It also charges a leader with winning the *obedience, confidence, respect* and *loyal cooperation*. These are the ultimate goals of leadership - to be the kind of leader that people willingly follow. All history's greatest leaders shared the ability to inspire those feelings in their followers.

Finally, notice that the entire goal of leadership is *achieving a common objective*. Leadership is not about making people do things they don't want to do! Leadership is about organizing and inspiring people to work together to do something they want to do. This may not always seem to be true - for instance: who wants to clean a filthy shower area? However, the common goal is the health and well-being of the entire group. The individuals who are actually doing the cleaning should understand that their contribution to the group at this point is to clean the shower. It is up to the leader to create that understanding.

Another definition of leadership is: ***"The sum of those qualities of intellect, human understanding, and moral character that enables a person to inspire and control a group of people successfully."***

This definition adds some new ideas. It points out that a leader must have **moral character** in order to lead people. This doesn't mean that only people who have no flaws can lead, but it does mean that people will not follow someone they find contemptible. In other words, if your people think your behavior is disgusting, they won't respect you and won't follow you. Luckily, most people are understanding of the slight flaws we all have. However, 'leaders' who lie, cheat, steal or generally can't be trusted are not going to find themselves with followers for long. People have to be able to trust those they follow.

This definition also mentions **intellect**. Intellect is important in a leader because people want to know that their leader thinks about what he's doing. No one wants to follow someone who charges blindly without thinking about consequences. Eventually such behavior will lead to trouble. Intellect is also important because leadership is something that most people have to think about. Not only do most of us have to learn leadership, we also have to think about it while we do it. Yet leadership is something that can be learned. Leaders can improve their leadership qualities and abilities by thinking about what they're doing and why.

Finally, the definition mentions **human understanding**. This means understanding that your people are people; they aren't machines that can be turned on and off or animals to be lead about by a ring through the nose. You need to understand their needs and motivations in order to lead them. This also shows your people that you care about them; people look for that concern in their leaders.

The Elements of Leadership

Three things are needed to perform as a leader. They are the leader, the

group and the mission. Of those three, the mission will be constantly changing. Each situation is unique. In order to lead to the best of your ability, your watchword for all three of these elements should be 'knowledge'.

As an NCO must know yourself and your weaknesses. If there is an area where you are weak, you should try to improve or make sure that you use the abilities of someone in your group who is more capable. If you aren't sure of a drill movement you shouldn't fake it; either learn it or find out if there is a member of the group that knows the movement.

This leads directly to the next element: the group. You should know your group and their strengths and weaknesses. You should also know their likes and dislikes. It is not only useful for you to know that your group is capable of performing a mountain rescue, you should also know that they prefer pizza to barbecue. Any weak areas in the group should be attacked just as vigorously as you attack your own weaknesses, and in the same way: training.

Finally, the mission is constantly changing, so you can't know the mission as well as you know yourself and your group. However, you should know the general types of missions that your group will be called for and train for them. Also, when you do receive a mission, make sure you get absolutely as much information as possible. This will help you to make good decisions and avoid situations you're not prepared for.

This discussion about leaders, groups and missions may not seem to apply to a squadron situation or to a flight sergeant, but it does. In any situation where there is a leader and a group, there is a mission. In the case of the weekly meeting, the flight sergeant's mission is to keep control of the flight and carry out the training schedule.

Even if you are an NCO without a staff position you have leadership duties. For instance, if you think of all junior Cadets as the 'group' and enforcing customs and courtesies the 'mission', then this section even applies to a weekly meeting. As an NCO you should constantly seek to lead and train your juniors.

The General Responsibilities of Leadership

With leadership comes responsibility. Your responsibilities as a leader can be summed up in three short words. In order from most important to least important they are: mission, men, and self.

The first goal of any group that needs leadership is to accomplish a mission. It may be a group formed at the church to plan a bake sale or it may be a ground team searching for survivors of a crash. In either case, the mission is the reason for the group to exist. If the mission is not accomplished then the group has failed utterly.

The mission is more important than the members of the group because members come and go; the organization and its missions continue. There is an old saying: "No one is irreplaceable." CAP is a perfect example of this. No matter how many members CAP has or will ever have, it will lose every single one of them. When they go someone else will step up and take their place or other members will make extra effort to pick up the slack.

The mission is even important to the point where a CAP member might lose his life. This is because CAP members have made a conscious decision to risk their lives to help others, while the people CAP helps are the unwilling victims of accidents or disasters. In other words, the mission comes before the men.

This does not mean that the men are not important! They are very important because without them the mission can't be accomplished. There are many ways that you take care of your people. You should make sure they are adequately fed, clothed and housed. You should work to make sure they have the tools they need to do their job. You should go out of your way to free them from other concerns, such as administrative tasks and interference from higher-ups. And make sure they are properly trained, not only so that they can accomplish the mission but because such training will help save your people from risk. For instance, men with some training in rope work might be able to rescue a victim, but men with good training will rescue the victim and minimize their risk.

You should also be sure that your men know that their efforts are appreciated and needed. Don't take care of the physical needs of your people and ignore their emotional needs! People who feel appreciated are motivated to perform well, which in turn means they'll train harder.

Finally, you must take care of yourself. After the mission is accomplished and your people are all set, make sure that you have enough to eat and a place to sleep. Keep up with your own training, as well you that of your people. A leader who is too sick or hungry to lead or too untrained to make good decisions is ineffective and can ruin the chances for a successful mission. And whenever you give your people a pat on the back for a job well done, understand that some of that accomplishment belongs to you and your efforts.

The Leader's Code

"I become a leader by what I do. I know my strengths and my weaknesses and I strive constantly for self-improvement. I live by a moral code, with which I set an example that others can emulate. I know my job and I carry out the spirit as well as the letter of orders I receive."

"I take the initiative and seek responsibilities, and I face situations with boldness and confidence. I estimate the situations and make my own decisions as to the best course of action. No matter what the requirements, I stay with the job until the job is done; no matter what the results, I assume full responsibility."

"I train my men as a team and lead them with tact, with enthusiasm, and with justice. I command their confidence and their loyalty; they know that I would not consign to them any duty that I myself would not perform. I see that they understand their orders, and I follow through energetically to insure that their duties are fully discharged. I keep my men informed and I make their welfare one of my prime concerns."

"These things I do selflessly in fulfillment of the obligation of leadership and for the achievement of the group goal."

To be an effective leader, you must know your personal strengths and weaknesses. The Leader's Code is a guideline to use in making an HONEST evaluation of these strengths and weaknesses. This will help you to improve weaknesses and use strengths.

The self-evaluation is simple. As you read each sentence, as yourself, "Is this what I do?" You must answer HONESTLY! When your answer is NO, you become aware of a personal weak area and you know it should be improved. This evaluation is not meant to be the bible of leadership. Yes and no answers do not make or break you as a leader. The Leader's Code is simply a guideline to follow in the progress of self-development.

The Creed of the Noncommissioned Officer

"No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as 'The Backbone of the Army.'"

"I am proud of the Corps of Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety."

"Competence is my watch-word. My two basic responsibilities will always be uppermost in my mind - accomplishment of my mission and the welfare of my soldiers. I will strive to remain tactically and technically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment."

"Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!"

This is used by the U.S. Army. However, it is no less valid for CAP Cadet NCOs. As you read this creed, remind yourself that you are carrying on a proud tradition that has gone on for centuries - the NCO. Carry the torch proudly and add something of yourself to the tradition as you pass it to the Cadets you lead and train.

The Leadership Traits

Leadership traits are individual characteristics. Understanding the fourteen leadership traits will help you to gain the respect, confidence, willing obedience, and cooperation of your Cadets. The purpose of the fourteen leadership traits is to help you set guidelines for yourself. By testing yourself against the leadership traits, you can find your personal leadership strengths and weaknesses. By following the traits as a guide you can exploit your strong traits and develop your weaker traits.

- **Integrity.** Integrity is the quality of absolute honest, trustfulness, and uprightness of character and moral principles.
- **Knowledge.** Nothing will gain the confidence and respect of your subordinates more quickly than demonstrated knowledge.
- **Courage.** Courage, the physical and mental control of fear, is a mental quality that recognizes fear, yet enables you to meet danger or opposition with calmness and firmness.
- **Decisiveness.** Decisiveness is the ability to weigh all the facts in a situation; analyze the facts and then arrive at a sound and timely decision.
- **Dependability.** A dependable leader is one who can be relied upon to carry out any mission to the best of his or her personal ability.
- **Initiative.** The trait of initiative is simply seeing what has to be done and doing it without having to be told to do it.

- **Tact.** Tact is the ability to deal with people without causing friction of giving offense.
- **Justice.** Justice is fairness, it must be impartial.
- **Enthusiasm.** Enthusiasm is showing sincere interest and zeal in the performance of duties.
- **Bearing.** Bearing is your general appearance, carriage, deportment, and conduct.
- **Endurance.** Endurance has two distinct parts. Physical endurance means not giving in to pain and being able to function when tired or in pain. Mental endurance is the ability to think straight when fatigued, distressed or in pain.
- **Unselfishness.** Unselfishness means not taking advantage of a situation for personal gain at the expense of others.
- **Loyalty.** Loyalty is the quality of faithfulness to your country, the Civil Air Patrol, your superiors and your subordinates.
- **Judgment.** Judgment is the ability to logically weigh facts and possible solutions on which to base sound decisions.

The Leadership Principles

The eleven leadership principles are general rules that through the test of time have been proven as guides to successful conduct and actions. The purpose of the leadership principles is the same as for the traits, that is to give you a proven set of guidelines to follow while developing your personal leadership abilities.

- **Be technically and tactically proficient.** Technical proficiency is knowledge of skills. Tactical proficiency is knowledge of what makes a good NCO.
- **Know yourself and seek self-improvement.** Evaluate yourself using the leadership traits and determine your strengths and weaknesses.
- **Know your people and look out for their welfare.** Knowledge of your Cadet's personalities will enable you, as an NCO, to decide how best to handle each Cadet.
- **Keep your people informed.** To promote efficiency and morale you should inform the Cadets in your unit of all happenings and five reasons why things are to be done.
- **Set the example.** As an NCO, your duty is to set an example for your Cadets. Your appearance, attitude, physical fitness, and personal example are watched by all your Cadets.
- **Insure the task is understood, supervised, and accomplished.** Speak clearly, give the correct amount of supervision and, above all, accomplish the mission.
- **Train your people as a team.** Teamwork is essential from the smallest unit up to the entire Civil Air Patrol. Insist on teamwork; train, play, and operate as a team.
- **Make sound and timely decisions.** You must be able to rapidly estimate a situation and make a sound decision based on that estimation.
- **Develop a sense of responsibility among your subordinates.** One of the best ways to show interest in your subordinates is to give them an opportunity to develop by assigning tasks and delegating authority.
- **Employ your command in accordance with its capabilities.** Biting off a bigger task than you can chew will only lead to discontent and

resentment in your unit.

- **Seek responsibility and take responsibility for your actions.**

To continue to develop, you must actively seek out challenging assignments. You must also take full responsibility for your actions and the actions of your subordinates.

PRACTICAL LEADERSHIP

Organization And Structure

This is not about how organization and structure work, but why they are important. Understanding this basic human need will help you better understand yourself and your Cadets. People crave structure. People throughout history and all over the world have formed orderly societies. Societies differ from place to place and time to time, but they all have a structure.

Why is structure so important? In part because it places us, sets boundaries and gives meaning to our lives. When we are part of an ordered society, we know what we should be doing, who we should be doing it with, who leads us, who we lead, etc. These are all important for our mental well-being and overall happiness.

An ordered society is also important for the benefit of the society itself. Obviously, when everyone is doing their part everyone gains. None of the great works that benefit all of us would be possible in a place with no rules or order. How would roads, electric grids, sewers, gas pipelines, the internet or cable TV have been put in place if thousands and thousands of people weren't all doing their jobs and working together according to guidelines?

Many people seem to feel that by making themselves a part of a larger group that they are somehow making less of themselves. Wrong! Being part of a team allows us to accomplish things that we couldn't accomplish on our own. If you join the right team, the behaviors and goals of the team will complement and enhance your own behaviors and goals, instead of suppressing or changing them.

So, organization and structure are what people want, and it's good for them. Civil Air Patrol is a hierarchically-structured organization. This means that the organization has superior and subordinate parts. Everyone in CAP has a superior. Most everyone in CAP has subordinates. These are reflected in two ways: grade and position.

Grade is obvious. A C/staff sergeant outranks a C/airman. A C/captain outranks a C/sergeant. You have been taught this lesson since the day you entered the Cadet Program. By itself this gives a lot of structure and order to CAP. By grade alone you are usually aware of who you should take orders from and who should take orders from you.

Position is the other piece of the puzzle. A position carries with it an expectation of respect and deference. This is because there is a level of effort and expertise required for that position, so the position would normally be held by a particular grade. For instance, a Cadet commander is normally a C/LTC and a Cadet first sergeant is normally a C/MSG. People in these position, regardless of their actually grade, should be treated as if they held the grade their position commands. (See "The Authority To Command", page: 21.)

Since everyone has superiors, everyone will eventually have to take direction from those superiors. Is this a bad thing? No, it is a good thing as long as the superior is giving appropriate direction. Who wants leaders who don't lead? A leader who doesn't lead is worse than no leader at all. An organization has to get its leadership from somewhere. If it doesn't get that leadership from the right people, someone else will step into the gap. This causes problems because the correct leadership structure (the chain of

command) isn't working. If a flight sergeant is doing the flight commander's job, who should the other flight sergeants go to for help?

The Authority To Command

Authority is: *the legitimate power of leaders to direct subordinates or to take action within the scope of their responsibility.* Any discussion of the roles, responsibilities and authorities of leadership are useless if we don't understand what gives a leader the authority to command.

Civil Air Patrol is a volunteer, civilian organization. Within the Civil Air Patrol we have a hierarchical command structure and a grade structure that mimics the armed forces. In the Cadet Program responsibility and authority rests with those who hold higher grades. The entire program would fall apart without this basic concept.

Everyone talks about grade, and out-ranking someone. People new to CAP seem to understand this concept immediately. They don't know how to read the chevrons, but they know that the more stripes the better. Understanding of a hierarchy or 'pecking order' is very basic to our nature. But there has to be a good reason for someone to hold authority over someone else in any organization.

How does the Cadet Program justify that authority? Through the promotion system, which is set up so that increased grade - and authority - are granted as you complete achievements. Authority is given to those who have proven they are capable of accomplishing ever more difficult requirements.

But why should you take orders? As a Civil Air Patrol Cadet you have sworn to abide by the Cadet Oath which says, in part, "*I will...obey my officers...*". What is an 'officer'? An officer is anyone with the word 'officer' in their title or grade. This includes Cadet noncommissioned officers, Cadet officers and the various Cadet staff 'officers'. Which officers do you have to obey? The ones who hold a higher grade than yours, hold a staff position to which you report or hold a staff position and are acting in the capacity of that position.

It's simpler than it sounds...

You must obey the orders of 'officers' who have a higher grade than you. You also must obey the orders of 'officers' who hold a staff position to which you report. This means that even if you outrank your flight sergeant, you must obey his orders. Finally, you must obey the orders of staff 'officers' when they are doing their jobs. For instance, if you outrank the Cadet admin officer, you can't order him to fill out your paperwork for you; if he orders you to redo a sloppy form, you can't refuse.

Now that we know what an officer is, how is an officer created? What makes an officer an officer and gives them authority? Both the promotion and the power are granted by the promoting officer. And the promoting officer was given his authority by regulations and the officer who promoted him. This concept carries the authority straight back to the National Commander. The National Commander, of course, derives his authority from the National Board and the Constitution and By Laws.

Every order given carries the full authority of whoever signed that person's promotion. When a promotion is signed, the signer is passing along the authority of the one who promoted him. In effect, every order given by the newest Cadet staff sergeant carries the full weight and authority of the National Board, conferred to the National Commander, and

through everyone who's signed a promotion in between,. When you get an order or give an order, it is as if the National Commander were giving that order. This is why the penalties for disobeying orders affect your position with CAP as an organization, not just with your squadron.

Assuming A Leadership Role

When you are new to a squadron or new to a leadership role within a squadron, you have a special set of challenges to face and decisions to make. It is important that you make a good impression with your superiors, peers and subordinates. Part of that impression is, of course, how well you do your job. But a big part of that impression is going to be *how* you do your job.

Many people feel that the best way to assume a new position is to sit quietly for a while, figure out what's going on and then begin to act. Others believe that you should blow into a new position like a spring thunderstorm and only back off once things are running your way.

If you are coming into a leadership position in a finely-tuned, efficient unit, you don't want to immediately begin making big changes. If things are working well try to understand how they work and why. Then try to adapt your style to fit into the existing organization. When you and the unit have learned to work together, then you can begin considering changes you feel would improve the squadron.

On the other hand, if you are taking a position from a weak leader, a misguided leader or an incompetent leader, you may need to begin by putting things back into shape. Let it be known that there are standards to be met and missions to be accomplished and that's what's going to happen. Be firm and unyielding at first. Then, after things are starting to go the right way, you can begin to relax.

Obviously, a path somewhere in the middle is going to be the most commonly used. However, you should now have an idea of how to go about settling in to a new position.

Orders and Commands

Although orders and commands are similar, they aren't the same. Knowing the difference and using those differences is the hallmark of a good NCO and a good leader and it will benefit you and your Cadets.

A *command* is an instruction that requires immediate, unquestioning obedience. Drill is a good example of a series of commands. Another good example is an NCO ordering a group of Cadets to unload a van. Commands should be clear, short and distinct.

An *order* is an instruction that allows a little more leeway. An order sets a longer range goal and leaves the method up to the person carrying it out. For example, an NCO might be ordered to take the squadron and perform PT, leaving the where and how up to the NCO. This gives the NCO a chance to practice planning and show initiative.

Whenever time permits explain why you are giving an order and allow for questions. People are often far more willing to do difficult or unpleasant tasks if they understand why and how it is important to the mission.

Make sure you give commands and orders at the right times. Whenever possible, give an order to a junior NCO and let him give the commands. You'll both benefit.

Leadership ≠ Yelling

Leadership does not equal yelling.

Never mind what you learned watching "*Gomer Pyle, USMC*" and "*Full Metal Jacket*", leadership is not about yelling at people. Yelling at your people doesn't accomplish anything and usually does more harm than good.

Inexperienced or unskilled leaders will yell at their people when their people have made a mistake. They yell because they're trying to impress upon their people that a mistake was made and that the leader would prefer if they didn't make that mistake again. But keep in mind that when your people make mistakes, it's either because they don't know better or they don't care.

If your people don't know better - that is, if they don't know how to do something right or don't realize how important it is to do something right - yelling at them isn't helping because they already feel badly about being wrong. Your people don't want to make mistakes, but mistakes sometimes happen to the best of us. In this case, the solution is not to yell, but to remind them what needs to be done, how and why.

Most of the time, people just need a reminder of what is expected and then a chance to try it again. If you yell at them for making an honest mistake, you'll only make them feel stupid and useless. This will make them resent and dislike you; after all, who enjoys being around or working for someone who makes them feel stupid and useless?

Sometimes people's mistakes will be your fault, not theirs. If you don't train them properly or don't give them complete information on what is expected of them, how can you yell at them for failing? The fault is yours - and your people will know that as well.

Finally, what good does it do to yell at someone who doesn't care to do the right thing? If he doesn't care enough about what he's supposed to do in the first place, then he sure doesn't care about your yelling. In fact, your taking the time to yell at him may be giving him a thrill. You're certainly giving him a lot of attention, aren't you?

There are times when yelling is appropriate, but mostly those times are when you want to get someone's attention when their mind is wandering; for instance, if Cadet Jones is staring at the birds during drill. But this is merely to get his attention so that you can explain his mistakes in a normal tone and get on with the job at hand.

Yelling at people for their mistakes is for bullies, not for leaders.

Building Morale and *Esprit de Corps*

Morale and *esprit de corps* are closely linked and they effect each other. Both are very important and it is part of an NCO's job to do his best to monitor them and increase them.

Morale is a mental condition that is comprised of things like how Cadets feel towards each other; how they feel about their superiors, and how they feel about the Civil Air Patrol in general. It is a Cadet's attitude toward everything about CAP. When a Cadet's morale is good, his attitude and outlook are good. When a Cadet's morale is bad, so are his attitude and outlook. The morale of a squadron is the sum of the morale of the members.

Morale is very important because it has so much to do with how a Cadet works with the others around him. Good morale will give a Cadet a desire to work harder and accomplish more. It will make him easier to get along with. Good morale means that members will feel a greater sense of loyalty and that they will be excited when the group succeeds. High morale

is essential to good teamwork.

Morale is important so it must be watched constantly. Sometimes the morale of a squadron is obvious; squadrons with good morale are just happy places. However, there are some things that you as an NCO should look for when evaluating a squadron's morale:

- **Appearance of the squadron's members and common areas.** If the members of a squadron look sloppy and they don't take care of their areas, it probably reflects a "don't care" attitude.
- **Personal conduct.** Quarreling, disrespect, laziness, failure to follow orders, etc...
- **Standards of military customs and courtesies.** This is an instant indicator and is very telling. A squadron with poor customs and courtesies is almost always very low in morale. It also indicates that the NCOs aren't doing their jobs!
- **Meeting attendance.** In CAP, where we are all volunteers, this is an clear indicator of poor squadron morale. While no squadron can expect every member to be at every meeting, if you consistently have meetings with few members present, you have a problem.

Cadets who are suffering from a morale problem will suffer poor performance in many of these areas. Some things, like appearance, military courtesy and motivation during training, will slip because the Cadets just don't care. Others, such as quarreling and response to orders, will suffer because the Cadets are feeling stressed. Either consciously or unconsciously they're reacting badly to the situation.

Esprit de corps, which is French for "spirit of the body" or "unit spirit", is an important part of the morale equation. It is the pride the individuals have in their squadron, a knowledge of the squadron's history, traditions and honor. A squadron with a high *esprit de corps* shows pride in itself, a good reputation, a competitive spirit and is willing to participate and take up challenges. *Esprit de corps* is something that is difficult to define but easy to recognize.

Both morale and *esprit de corps* are states of mind and both constantly change. They may be high one week and low the next. Both personal and CAP-related problems will effect the mental attitude of your Cadets and the squadron's performance. As an NCO, you must always be aware of the mental states of your Cadets. This can be hard to do, but there are things to do to help keep morale and *esprit de corps* high. To maintain high morale you should:

- **Ensure that basic needs are satisfied.** As has been stated before - take care of your people! If they're cold, hungry or tired their attitude and morale are going to suffer.
- **Teach belief in the cause and mission.** As an NCO you are the most immediate and direct example your people have. You have to be enthusiastic about everything that your squadron is doing and your part in it. Understand how you contribute to the success of the mission and make sure your people understand their parts.
- **Instill a confidence in themselves and their leaders.** Make sure your people know that you think they're capable and worthwhile. Give them confidence in their leaders by being the best leader you can and by never disrespecting your superiors. Your superiors deserve your support as much as you deserve the support of your people.
- **Carefully consider job assignments to get a good fit.** Don't assign

the 90 pound Cadet Airman Basic to unload a truck full of bricks!

- **Establish an effective awards program.** This is part of making sure your people know that those in charge can see their efforts and accomplishments and that they are appreciated.
- **Make your Cadets feel they are essential to the squadron.** Make sure your people know that they are important to the success of the squadron and the mission. Everyone likes to feel that they're needed!
- **Recognize your Cadets' individuality.** Don't treat your Cadets as a bunch of robots. Each of them has individual characteristics and likes and dislikes. Allow your Cadets to express themselves and their individuality when it won't harm with the mission or go against regulations.
- **Maintain a professional atmosphere during activities.** Your Cadets want to feel that they're part of a professional team accomplishing important goals. Don't treat them like a group of children you're babysitting or a bunch of your friends out at the mall.

High *esprit de corps* can be developed and maintained by following these methods:

- **Start new Cadets off right.** Tell them about the history and accomplishments of the squadron. Show your pride. Make sure that they know that being a member of the squadron makes them special and that they're expected to live up to the squadron's high expectations.
- **Develop the feeling that the squadron must excel.** Set high goals and standards for your squadron and insist that your people meet them. The higher the standard, the better they'll feel about themselves when they accomplish that goal.
- **Recognize and publicize the achievements of the squadron and its members.** Make sure that the individuals in the squadron receive credit and recognition when it is due. Be sure to talk up the squadron as a whole - not just among yourselves, but to people outside the squadron.
- **Use competition to develop teamwork.** Competition is an incentive to excel. Use competition appropriately - don't try to outdo another squadron that is clearly superior in some area. Start slow and work your way up if necessary.
- **Make proper use of decoration and awards.** Giving too many awards is even worse than giving none at all; they lose their value. Go out of your way to make sure you're aware of your peoples' accomplishments so that they can receive appropriate awards.

Achieving Discipline

The Leadership: 2000 materials have a lot to say about discipline, mostly self-discipline and the importance of discipline. Here the subject is how to achieve and reinforce discipline and what happens when your squadron doesn't have it.

As an NCO you must learn and teach high standards of personal behavior, job performance, courtesy, appearance, and ethical conduct. Being a good example will make Cadets more willing to perform their tasks thoroughly and efficiently. Indicators of discipline are:

- **Attention to detail.** If your people are too lax or lazy to take care of the little things they know they should do, you have a problem.
- **Proper senior-subordinate relationships.** Beware if the junior Cadets don't care to address their seniors appropriately – and the senior Cadets

don't care enough to enforce an appropriate relationship.

- **Standards of cleanliness, dress, and courtesy.** Cadets should be courteous as a matter of politeness.
- **Promptness on responding to orders and directives.** If your Cadets don't do what they're told when they're told, that's a discipline problem.
- **Using the chain of command.** Using the chain of command is a good sign because it takes patience. Undisciplined Cadets will go straight to the person they think is going to solve their problem.
- **Ability and willingness to perform effectively with little or no supervision.** Cadets with discipline will work without someone constantly reminding them what they're doing.

Effective training, hard work and intelligent leadership can achieve discipline. *Esprit de corps* and morale have a lot to do with discipline. Discipline can be as much a source of pride for a unit as anything else that a unit does well.

You can teach discipline. However, teaching discipline is more than just yelling at your people to stand still. For real discipline, your Cadets must understand why it is important for them to be disciplined. It is up to you as an NCO to make sure your people have that understanding. Remember: self discipline is the most important kind of discipline; it is the basic building block for everything else.

Discipline is part of what gives a unit its 'snap and pop'. Nothing reflects good unit discipline like a sharp drill movement or an order that is carried out after being given only once. That 'snap and pop' is yet another part of what goes into a unit's *esprit* and morale. Since you should always keep your people informed, you should tell them why discipline is important to their mission. It doesn't matter if that mission is drill, a clean up, a class or a rescue.

For instance, if the mission is drill then Cadets will have to be disciplined before they can learn or practice anything. It is hard to teach drill to a group of Cadets who are moving, or joking around. During a clean up discipline is necessary for the NCO in charge to trust that everything is done. This is probably a job that is too big for a single person. The NCO is relying on the discipline of his Cadets to make the common areas livable for everyone. In a class, like in drill, it is important for Cadets to be disciplined enough to pay attention and not disrupt. The lessons they are learning could save a life someday!

To achieve and reinforce discipline, you should:

- **Demonstrate discipline by your own conduct and example.** This is the most important. Your Cadets learn a lot about being Cadets and what is okay by watching and emulating their leaders - especially their Cadet leaders. You must set as good an example of discipline as you can. Your Cadets won't have discipline unless you have it yourself! You will hear it again and again: leaders lead by example.
- **Enforce discipline consistently and immediately.** Something that leaders often forget is that their people mostly want to do the right thing. If a Cadet - especially a new Cadet - shows a lack of self-discipline, it's probably because he's not used to being self-disciplined. He has either forgotten self-discipline is important, or he's forgotten he's supposed to exercise self-discipline. A quick and simple reminder of what is expected ("Cadet Jones, stand still.") should get his mind back on what he's supposed to be doing and reinforce the correct behavior.

- **Strive for mutual confidence and respect through training.** If you train with your people and train often, both you and your people will benefit from the close contact and increased teamwork and proficiency. Your people will learn to trust and respect you because you do the same things they do and you will learn to trust their level of training.
- **Encourage self-discipline among your Cadets.** Don't just force your Cadets to be disciplined - you're not there all the time. Make sure they understand the challenge and value of self-discipline. Let them know that you trust that they will do the right thing.
- **Enable their success.** Don't set discipline goals for your Cadets that they simply can't achieve. For instance, don't leave your flight standing at attention for five minutes in the sun while you figure out where you should be. In such a situation they're almost certain to break discipline move around. Put them at ease! Or, if you are going inside for fifteen minutes to arrange something, put your people at rest or even have them fall out. It is almost guaranteed that they'll talk and move, so putting them at parade rest or at ease only sets them up to fail. Be practical, be compassionate.

Training and Unit Proficiency

"...and advance my education and training rapidly to be of service to my community, state and nation." Your Cadet Oath shows that training and improvement is important. But why?

- **Training prepares you and your Cadets for CAP's missions.**
- **Training builds teamwork and *esprit de corps*.**
- **Training exercises the mind and body.**

Proficiency is a measure of how well your people accomplish their missions. Some thing to look at when deciding how proficient your squadron is are::

- **Appearance of equipment and the squadron area.**
- **Professional attitude demonstrated by Cadets.**
- **Abilities of subordinate leaders.**
- **Degree of skill shown when accomplishing tasks.**

There's an old saying for this situation (isn't there always?), and that is: 'practice makes perfect'. This was never more true than where mission critical training is concerned. You must improve the individuals in your squadron, and by improving the individuals improve the team.

To achieve proficiency, you should:

- **Provide training.** (See: How To Instruct, Page: 65) Obviously your people will never learn anything unless they're given an opportunity to learn. Train them yourself or find someone who can train them.
- **Set high standards of performance and insist they are met.** While it is true that 'practice makes perfect', it is also true that practicing something wrong won't help too much either. Perfect practice makes perfect - make sure your people do it right even when they're only training.
- **Check proficiency by inspecting and testing.** Keep an eye on what's going on. Don't just give a training session and assume that they've got it. Run spot checks. For instance, if all your people are First Aid qualified, run a spot First Aid quiz or practical test occasionally. If they do poorly you'll know you need to improve their training and they'll

know they need to keep up to speed. After all, you never know when your mission skills will be needed!

- **Emphasize teamwork through the chain of command.** Teamwork is obviously needed, but why the chain of command? Simple: you want to emphasize to your people that they are accomplishing their missions according to a plan, not just doing whatever they like.

One of the tasks of the NCO is to make sure that his people are well trained and ready for their missions. This is true if the mission is drill or performing CPR. Be aware of the training schedule. Be ready to assist with training if you can. If you're not qualified in a subject, learn all you can in class.

If there is an area where you think additional training would be helpful, suggest it to the training officer. Better yet, be ready to give that training to your people. Your superiors will think a tremendous amount of you if you can go to them and say, "I think we need additional training in map reading and I've prepared a half-hour class." It's always better to approach someone with a problem and a solution than to approach them with just a problem.

The Importance of Unit Integrity

Throughout this Guide, you will find the word 'team' or 'unit' repeated many times. It is constantly stressed, sometimes mentioned directly and sometimes indirectly. But it's there. Obviously, a strong, cohesive team is important.

The reasons are obvious. A team is more than the sum of its parts. It is an entity that can accomplish with ease things its members could only accomplish alone with great difficulty – if at all. A team can tackle challenges that individuals could never face. Membership in a team – a group – is as important to the individual as the individual is to the team. The members of a team are strengthened through their membership.

But what can you do as a leader to build your people into a team and to help keep that team feeling? A team member's performance is based on discipline, a sense of duty, confidence and comradeship. These things help people endure hardships and accomplish their missions. As a leader you must work hard to establish these feelings in your people.

Discipline is absolutely necessary if your team is going to accept instruction and behave properly. Good discipline leads directly to comradeship and *esprit de corps* and it helps Cadets perform and behave with confidence and dedication.

You must always train and lead your people as a team and work hard to gain their confidence and trust. Apply the leadership tools and principles you learn, be knowledgeable, patient and fair. Set a good example and by all means be strict. Your unit will lose its *esprit de corps* if you don't set a good example and will then be just a group of individuals in similar clothing.

Finally, remember that all leaders should have confidence in themselves, in their teams and in what they're doing. Confidence is just as catching as any other part of an attitude. If your people know you think they can do something it will help them think they can do it!

Motivating Your Cadets

Motivation is probably the most important thing you can ever achieve or inspire in your people. This is because motivation is the drive we all

have to do things that are important to us. If the success of the group or accomplishing the missions are important to your people, then they will do these things because they are personally important to them. This is where motivation comes into play.

It is important when motivating your people to give them a sense of ownership of the group goals. They must feel that when the group succeeds, they succeed and vice versa. Your people must know that they are as important to the group as the group is to them. To create a feeling of motivation, you should try to do the following:

- **Make new Cadets feel welcome.** This goes right to the heart of giving people the feeling that they're important to the group. If new Cadets are left out of the group or forced to 'prove themselves' in some way, they'll won't feel that they're part of a team and the team's goals won't be important to them.
- **Assign useful tasks.** Before assigning a task make sure there is a reason for the task to be done. Nobody likes to waste time. Every task should be important to the goals of the group and therefore to the individual. Ensure that the person or group assigned even the lowliest or dirtiest of tasks knows why that task is important to the overall goals.
- **Provide guidance and supervision without over supervising.** Over supervising is almost as bad as under supervising. While the task may get done, the person assigned the task has probably learned nothing new - other than the fact that his NCO is a nag. Steer your people in the right direction but give them some leeway and stay out of the way when the job is getting done.
- **Allow the Cadet to try personal methods to accomplish a task.** Part of a feeling of success for many people is the feeling that they've learned something or put themselves in the job. This is the difference between a craftsman and someone who just makes things. When your people put themselves into the task they are both learning new skills and showing initiative; something a leader should encourage and reward.
- **Express appreciation for jobs well done and recognize efforts.** While it is important that your people understand that their tasks are necessary, it is just as important that they know you appreciate their efforts. Nearly everyone wants a pat on the back and an 'attaboy' once in a while. But don't overdo it; you'll seem like a phony.
- **Refrain from personal humiliation and embarrassment. Don't reprimand a Cadet in public.** Don't ever get in a Cadet's face in front of their peers. This is bad in two ways. First, it causes the Cadet to feel belittled, which will make it hard for him to work with the others in his group - and may encourage him to act out in order to regain respect. Second, it also shows the other Cadets that their personal feelings and self-respect aren't important to you and that you won't hesitate to destroy them. Behavior like this will make your Cadets resent you, not respect you. There are other, better ways to handle these situations!
- **Challenge Cadets in accordance with their capabilities.** Don't assign tasks that are too easy or ones that the Cadet can't do. It is very discouraging to be given a task you simply can't accomplish. You feel like a failure and you know that you've disappointed those who were depending on you. As a leader, you should never assign your people impossible tasks. You're only setting them up to fail. This isn't saying

that you can't assign them difficult tasks - the most motivating accomplishments of all are those that were difficult and rewarding. But assigning an impossible task sets the motivation level to zero to begin with and there's really no place for it to go from there but down. At the other end of the spectrum is the easy task. Your Cadets want to be challenged and rewarded for their efforts. If there is no challenge, boredom will quickly set in and any reward will seem phony.

There are different ways to motivate your Cadets: both mental and physical and positively or negatively. Each uses different methods and each has different problems and advantages. Some should be avoided because they may violate the Cadet Protection Program. We will briefly discuss each method of motivation.

Positive motivation is by far the best. Positive motivation lets Cadets satisfy their desires and creates initiative and a desire to succeed. Positive motivation is accomplished by rewarding a Cadet for a job well done. Rewards can be given in many forms, but be careful not to reward Cadets when they're just doing their job, they'll come to expect it and then normal praise will be worthless. Give special rewards for superior achievement but not just for accomplishing the mission.

Positive motivation can also be achieved by telling the Cadet that his performance is outstanding and that you appreciate the effort. Make sure the Cadet knows that his efforts are worthwhile and that he's a valued member of the team. Once again you must be careful to not praise efforts that barely get the job done. But not praising at all makes a Cadet feel that his leaders don't appreciate his efforts.

The negative method of motivation is threatening a Cadet with punishment for failure to perform as expected or directed. This method may achieve immediate results for a while, but in the long run it can hurt the Cadet and the squadron. Threatened punishment can take both physical and mental forms. Physical punishment can be in the form of a threat of extra duty unless a job is properly finished. Mental punishment is such that a Cadet knows he'll be punished by losing respect of his peers or by not being promoted if the job isn't done properly.

Negative motivation can create problems in several ways. First, it may kill the initiative of a Cadet. Second, it may instill fear in the Cadet. Poor performance may not be a result of poor motivation but may be because the Cadet can't perform the task. If a Cadet is punished for not completing a task that is impossible for him, he won't want to try because punishment is the only possible outcome.

Balancing Work And Play

Everybody wants to accomplish the mission. CAP Cadets tend to be goal-oriented. They have things that they're working toward at all times. As a leader of Cadets part of your job is to help your Cadets achieve their goals while the squadron and you achieve yours. However, while putting in all that time and hard work, don't forget to stop and have fun.

You might find that they are people in CAP who believe that every minute of every activity should be used strictly for completing the mission or conducting training. Sometimes they will be Cadets, especially higher-ranking Cadets. Most of the time this type of person will be a Senior, and that can be a prickly issue.

No organization will survive for long if it ignores the social needs of its members. Or, to put it another way, everyone needs some 'down time' to

relax and play.

Most organizations schedule social activities for members. Schools, businesses and even the military set aside time to relax. This allows a 'kiss and make up' period when differences can be worked out. It also gives the group a chance to get to know one another on a personal level, strengthening the social bonds between them. A social function such as a Dining In or picnic, or even a weekend activity like a canoe trip, can be a powerful tool for making an organization function smoothly. Use them sparingly, but regularly.

Also, don't forget to schedule some 'down time' during activities. Everyone needs a little time to relax, especially if they've spent a long day training. In addition to regular breaks, set aside time for a fun activity. Group sports such as volleyball are excellent. A good rule of thumb is to set aside 10%-15% of your time. In other words, 10 minutes each hour and one-and-a-half hours in every ten.

It's just as important to make sure that you don't have too much fun. CAP is not all games. There are serious missions to accomplish to save lives and build for your future. If there is too much slack time and not enough serious training or mission time, many things begin to suffer. It may be surprising, but morale and *esprit de corps* will suffer from too much 'slack time'. People want to feel like their efforts are accomplishing something worthwhile and that they are drawing closer to their goals. If you are sacrificing training time for the sake of 'having a little fun', you will definitely begin to lose people. And, ultimately, driven, goal-oriented people are the kind you most want in your squadron.

Pushups As A Discipline Tool

As an NCO and a leader, you may be a member of a unit or know of a unit that uses pushups or some other exercise as a discipline or leadership tool. There have been debates for years about the value, of this leadership tool in the Cadet Program. In late 1998, the National Cadet Programs office stated simply that pushups and other types of exercise were not available as leadership tools for Cadets. This should have ended the debate, but hasn't.

As easy as they are, there are problems with pushups as a leadership tool. They lead to a laziness on the part of leaders. It is far easier for an NCO to merely order a problem Cadet to: "Drop and give me twenty" than it is to try to understand what the trouble is and to help fix it. This also leads to a false sense of accomplishment: the leader is not actually getting anything done. He's stopping everything to make sure a Cadet is doing the pushups he was assigned.

If a Cadet learns that his punishment for almost anything is only a set of pushups, he'll learn contempt for his leaders and their leadership tools. A healthy Cadet has no fear of twenty or thirty pushups! In this case using pushups is actually hurting the prestige of the leader. His leadership tools are ineffective and so is he.

Or, if a Cadet who is punished with pushups just can't do them, his peers will learn contempt for him because he doesn't have their physical abilities - in spite of what other abilities he may have. Cadets will also learn that their leaders don't care about their self-respect or their standing with their peers. In either case, the leader has lost prestige and the respect of his people.

If an NCO learns to depend on pushups as a leadership tool, he

assumes they're fixing things without really addressing the problems his people have. He and his people will be very surprised when pushups stop working and his Cadets are suddenly facing suspensions, demotions or dismissals. Pushups give a false sense of actually solving leadership problems; they don't.

The NCO Support Channel

There is only one 'chain of command'. However, there exists a structure that parallels and reinforces it. This is called the 'NCO support channel'. The NCO support channel is often confused with the chain of command. You will very often find the two incorrectly mixed into some sort of weird mutation. They are two separate things, though they are related.

The chain of command is the line of commanding officers from the Commander-in-Chief on down to the flight commander. And vice versa, going up. These positions are almost always filled by officers. Sometimes an NCO will take a command position when there isn't an officer for the job.

The other part of the chain of command is what is called the 'NCO support channel'. These are the NCO positions that show on the organizational tables as 'sticking out' to one side of the commanding officer. In the military, these are the command chief master sergeants (or sergeants major), first sergeants and flight sergeants. They are not in the chain of command, but they occupy a key position in the organization.

Normally, the NCO support channel is used as the start of the chain of command. This is just a convenience to lighten the load for the commander, there is no need for Cadets to discuss things with the NCO if they don't wish to. They should see the NCO before speaking with the commander, but they can respectfully decline to discuss their issue with him.

A key member of the NCO support channel who is often overlooked is the Leadership Officer. He occupies the position that a sergeant major or command chief would have in the military. He is in charge of all your training in military and leadership skills. Don't hesitate to call on him if your other attempts to solve a problem lower in the structure have failed.

You And The First Sergeant

(Note: For more on this subject, see the "Cadet First Sergeant's Guide" from the same author, available over the internet.)

As the senior NCO in the unit the first sergeant is in charge of all the NCOs in the squadron. He should teach you what you need to know to be a good NCO and maybe to someday take his place. Your goal as an NCO should be to someday be the first sergeant. Even if you are never appointed a first sergeant, as a good NCO you should meet every requirement for being one; you should be ready to pin on the diamond at any time.

To do this, watch the first sergeant. Pay attention to what he does and how he does it. Offer to help where you can. Ask him what he used to help him learn how to be first sergeant. Was there a book he read? Was there a movie he watched? Which of the Cadets and Seniors had the most influence on him? Spend as much time with the first sergeant as you can. He is the only one who knows how he wants his NCOs to perform and you can't find out what he wants if you never talk to him. Also, since he works with the Cadet commander and the Cadet Programs Office staff, he probably has a pretty good idea of what's going on.

You should go to the first sergeant with any problems or worries even before you talk to your flight commander. The first sergeant is likely to be able to help you and it is his job to know what is going on with his NCOs. The Cadet commander should never find out about a problem except through the first sergeant. If you are having problems with an officer or one of your fellow NCOs, it is most likely that the first sergeant will be able to help you with your problem. He's probably already had a similar problem in the past and can offer suggestions. And, since he is in charge of all NCOs, he should be able to help settle any differences you might have with another NCO in the unit.

PROFESSIONALISM

Superior/Subordinate Relations

Your Relationship With Your Officers

Your approach to officers must be professional. As an NCO you should always be friendly with officers, but not too friendly. If you are friendly and cooperative, officers will trust you and you can work together easily. If you are corrected, you must remember that officers are there to guide and help you. The reprimand is not due to the officer's personal feelings, but should show you where you can improve. Nothing insulting is intended. Learn from the incident and continue to greet your officers with a cheerful smile and a sharp salute. To do so indicates that you are well adjusted to your work and that you want to cooperate. It gives the officer confidence in you. His confidence in your abilities is crucial.

Tact is another important part of working with superiors. An NCO should study his superiors. Each will have different ways in which they do things. You should adjust yourself to them.

In the services, where NCOs and officers progress along different career paths, it is a fact that NCOs have more experience than junior officers. It takes years to become a sergeant; it only takes months to become a second lieutenant. Because of this, NCOs and officers are taught a proper relationship from the beginning: *NCOs are subordinate to officers and must show appropriate respect and deference, but should not be trifled with or ignored because of their tremendous and sometimes superior knowledge and experience.*

You can understand and maybe have seen yourself that a Cadet can have more time as a C/MSgt than a C/2Lt has in the Civil Air Patrol. Especially if the Cadet officer completed each achievement quickly. When this happens the behavior of the Cadet NCO is very important. The C/2Lt will probably rely on the C/MSgt for help. It is up to the NCO to be respectful and obedient and at the same time helpful, all without making the officer look bad. Truly, this is the mark of a professional NCO!

Your Relationship With Your Cadets

Without people to lead there can be no leadership. The relationship you have with your Cadets is one of the most important things about being an NCO. If your Cadets like working under you and with each other, your assigned tasks will be accomplished with a lot more ease. As an NCO you are in close contact with your Cadets on a regular basis. You have the responsibility for making sure the day-to-day tasks of the squadron are accomplished. NCOs provide the close supervision needed by junior Cadets.

You hold your grade not only to direct subordinates to perform tasks and accomplish goals, you hold your grade to help your Cadets. It is up to you to make sure that your Cadets have what they need and that they are taken care of. If you are given the task of cleaning an area, don't just pass on the order and take a break. Make sure your Cadets have the equipment they need. If they don't have it, use your grade and experience to get it for them.

Don't use your grade to keep your Cadets away from you. While your grade is important and should be respected, it should never be used to keep your people from talking with you when they need something. Grade has its

privileges, but it also has many, many responsibilities. One of the biggest is to be there for your Cadets.

Your Relationship With Your Fellow NCOs

It is often very difficult to maintain a correct professional relationship with your fellow NCOs. After all, you're all NCOs together, right? However, in any given situation one of you will be in charge and the rest will be under him. This is normal and should be understood and accepted.

From time to time you will encounter an NCO who seems to be incapable of professional behavior. They refuse to cooperate, butt in during other NCO's classes and are disrespectful, insubordinate or rude. Worst of all, they will do this in front of the Cadet airmen. Fighting among the NCO corps can mean disaster for even the most motivated of units. If the Cadets see the NCOs being disrespectful with each other, they feel as if they have the same privilege. It also removes some of the prestige of the NCO. The Cadets can see that an NCO is just a Cadet with some extra stripes who behaves just as childishly as anyone else. They should see a motivated, accomplished professional who is trusted with a lot of responsibility and deserves respect.

Don't ever refer to another NCO by their first name in front of your Cadets. It practically gives them license to do the same. Don't just refer to them by their last name, either. You should try to address all Cadets by their grade, but always address NCOs by their grade in front of your Cadets.

It will also effect how your superiors treat you. If they feel the NCOs are behaving like children, or they can see that the NCOs no longer have the respect and obedience of the Cadets, they're going to stop assigning the NCOs their proper duties. How can the Cadet commander trust the NCOs when they can't drill for five minutes without arguing and correcting each other? How can the Deputy Commander for Cadets allow the NCOs to run the training schedule when he hears that they're disrespecting each other in front of the Cadets?

It can not be over stated how important professionalism and mutual respect are in the NCO corps. Even if there is no real respect between the NCOs, their professionalism should get them to act properly in front of the Cadets.

If professionalism and respect is a problem, someone should fix it. Normally that will be the first sergeant, who is in charge of the NCOs. However, any senior NCO should be prepared to step up and solve the problem. Try having the NCOs train apart from the airmen. This will add to the to the prestige of the NCOs. It will also help the NCOs learn to work together and remove the pressure of having the Cadets around.

You and your fellow NCOs should never forget that you're all in this together. You are a band of brothers (and sisters). How you behave and treat each other effects how your Cadets and your superiors see you and treat you. Always try to be on good terms with your fellow NCOs, even if you're not best friends. If you are not on good terms you should treat your fellow with NCOs respect.

The NCO As Follower

An issue that Cadet NCOs often face is the question: "Who's the boss?" When is an NCO a leader? When is he a follower? What are his obligations toward fellow NCOs?

Every leader is also a follower. From the Chairman of the Joint Chiefs of Staff to the newest Cadet staff sergeant, everyone with a leadership position is someone else's follower. The role they take depends on the situation and it is important to behave correctly.

You are subordinate - a follower - to anyone who has a higher grade or holds position over you. You are required to be respectful of them. But what if the person in question doesn't have a higher grade or hold position over you? Are you their follower? Do you owe them respect and consideration? If so, when?

Consider the following situation: *Your flight is practicing drill. You are a C/TSgt and the flight sergeant is a C/MSgt, so you are an element leader. The first sergeant is giving all his NCOs drill command practice, and chooses a C/SSgt to lead the flight in drill. The first sergeant leaves instructions with the C/SSgt to pass command to another NCO after ten minutes, and leaves to attend to other duties.*

What are your obligations in this situation? Are you now a follower of the C/SSgt, although you're just practicing drill and he doesn't outrank you? The answer is YES! During drill, or any organized instruction, you are subordinate to the person who has control of the 'class'. You must follow their orders and treat them with respect. That C/SSgt is acting with the authority of the first sergeant. You should behave no differently than if the first sergeant was drilling the flight himself. That is true of the C/SSgt who is leading you in drill and for the C/A1C that is giving a class on aerospace.

Or what about this: *A group of NCOs are the only Cadets left at the squadron building after a meeting. An NCO who has a higher grade than all of you says, "The first sergeant forgot to have the building cleaned. You guys get it taken care of." Normally the first sergeant has two or three airmen do cleanup. Plus, the NCO who told you to clean the building has no staff position.*

So, what do you do? Easy, you grab a broom and you clean the building. The NCO who has told you to clean the building has a higher grade, you are obligated to follow his orders. If you believe he has made a mistake, you should take it up the chain of command...later. In the meantime, get the job done. Now, it would certainly be more polite and more professional if the NCO who issued the order pitched in, but he isn't required to.

Examples aside, this issue mostly boils down to a simple rule of thumb: *If you are in charge or the senior Cadet present, you are the leader. If you aren't in charge or the senior Cadet present, you are a follower.*

Let this simple rule guide your actions and you're almost certain to be behaving correctly.

The 'Sergeant-At-Large'

Sometimes you may be in a situation where you won't feel very much like a leader. Especially after an activity such as an encampment. At the encampment, you might have been a flight sergeant. You were responsible for twelve or more Cadets, twenty-four hours a day for a week or more. You took pride in your position, your behavior and your appearance. You left the encampment with a feeling of energy and purpose.

But, back at the squadron, you're not even a flight sergeant. Perhaps the flight sergeant is an NCO junior to yourself who has been given the duty on a rotating basis, or because he needs the experience. Or maybe the flight sergeant outranks you based on when he was promoted. For whatever

reason, once back at the squadron you don't have duties in the chain of command or the NCO support channel. Are you still a leader? How can you show your abilities and professionalism without 'stepping on' the NCO's who hold positions in the squadron?

This situation is a fact of life in the active duty military. Because of the technical nature of modern warfare, people are promoted on the basis of their ability in their jobs and don't have a leadership position. For instance, an experienced avionics or computer technician will be an E-5 or E-6. In a combat unit, this is a squad leader or platoon sergeant. But, because the chain of command in the military often isn't organized along work groups, that E-5 or E-6 probably doesn't hold a true leadership position.

The Cadet Program offers a very similar problem. Your progress through the Program is rewarded with increased grade and responsibility. However, these are 'general' responsibilities. You won't always have a leadership position at the squadron.

Yes, you're still a leader. But now you have to demonstrate a different kind of leadership. One of the most important parts of leadership is setting a good example and requiring the Cadets you outrank to follow this example. So, you must set the example in the wearing of the uniform, you must set the example in customs and courtesies and, most importantly, you must set the example by being professional with the other NCOs in the squadron and respectful of the NCOs that occupy the NCO support channel.

You should also try to be aware of the strengths and weaknesses of the squadron and the Cadets in it. If you see room for improvement, talk to the flight sergeant or first sergeant about it. Keep taking care of those 'little things' that are what NCOs are all about. Don't let a Cadet skip a salute or grow his hair. Just because you're not the flight sergeant doesn't mean that you shouldn't keep on the Cadets in the squadron.

Acting like an NCO and a leader when not in an official 'leadership position' will gain you the gratitude of the flight sergeant and first sergeant. They need all the help they can get. Also, it will be noticed and remembered when the time comes to pick a new flight sergeant or first sergeant.

The Prestige Of The NCO

Part of being an NCO (or an officer) is prestige. Prestige is *standing or estimation in the eyes of people*, or *a commanding position in people's minds*. This means that an NCO should have an aura or air of command in the minds of the people around him. You know what this is.

Think about your first few weeks as a Cadet or your first encampment. Did the Cadet staff seem smooth, competent and polished? Were they individuals you wanted to emulate and associate with? And yet, at the same time, they probably seemed like they were somewhat 'above' you. They were more accomplished than you and had an air about them. Everyone has had the experience of spending time in the command of a squared-away NCO or officer. You were constantly aware of his presence, even when he was standing behind you. Being around him made you want to stand a little taller, march a little better and make sure your uniform was straight.

Prestige is more than just being superior. Prestige is a basic understanding in the minds of your Cadets that because you are an NCO you are special. This doesn't mean that NCOs are god-like creatures that should be bowed down to. It means that your Cadets should feel that they

can assume a high level of accomplishment and ability in any NCO, including you. Everything you do as an NCO has an effect on your prestige, and the prestige of the NCO corps as a whole. Just as each CAP Cadet represents all CAP Cadets, each NCO represents all NCOs.

Part of what gives an NCO the ability to command is prestige. Without that small measure of superiority that NCOs have, their commands are worthless. Cadets will feel free to do what they like as opposed to what they're told.

You've heard the saying "rank has its privileges", and you've certainly seen enough examples of it in your daily life and in Civil Air Patrol. For example, at most activities the Cadet Command Staff will get 'midrats' or midnight rations during evening staff meetings. This privilege is associated with increased grade and responsibility. In other words, the more you do, the more you get to do.

Sexual Harassment And Offensive Behavior

Unless you've been living in a cave for several years, you're aware of an issue called 'sexual harassment'. This is discussed in this Guide for two reasons. Knowledge of sexual harassment and hostile environment issues are basic requirements of employment. Therefore, knowledge of these issues can only benefit Cadets in and out of CAP. And, because Cadets are teenagers, and unsure of their sexual behavior and adult norms, they must be told what are minimum standards of behavior.

Sexual harassment and other hostile environment topics are Cadet Protection Program issues. Obviously, behavior that would generate problems in these areas would make a Cadet feel harassed or hazed.

Harassment comes in two forms -- "quid pro quo" and "hostile working environment." The former is pretty straightforward: "sleep with me or you're fired." Essentially, "quid pro quo" harassment involves making conditions of employment (hiring, promotion, retention, etc.) contingent on the victim's providing sexual favors

Hostile working environment is speech and/or conduct, of a discriminatory nature, which was neither welcomed nor encouraged, committed by or permitted by a superior, which would be so offensive to a reasonable person as to create an abusive working environment and/or impair his/her job performance.

So, what does this mean to Cadets? It means, obviously, that you can't promise that cute, new Airman that he or she can have a staff position if they go out with you. It also means that you can't create an environment that makes someone feel offended if a reasonable person would be offended. In other words, if you're telling dirty jokes, or ethnic jokes, or making rude remarks about someone's (anyone's) nationality or religion, that's inappropriate.

It is also inappropriate to make unwelcome sexually-oriented remarks. *Sexually-oriented* means something that would only be directed at someone of the opposite sex. For instance, complementing someone on their how their uniform looks is okay, you would say that to anyone. Complementing someone on how their butt looks in uniform isn't okay, because you wouldn't say that to someone of the same sex.

And it goes without saying that touching someone who doesn't want to be touched is a Bad Thing.

However, this doesn't mean that anything and everything is harassment. Harassment is something a 'reasonable person' would find offensive. Also,

one person can't be offended over behavior that affects someone else.

For instance, if a person enjoys a nickname that some might consider offensive (i.e.: 'Dumbo'), it is perfectly all right to call that person by his nickname.

The most important thing is to try to be sensitive to the feelings of others. And, if you are not sure where you stand, or if someone says, "Hey, this bothers me", *stop!* Your position as an NCO and leader makes it even more important that you avoid even a chance that your behavior is offensive. People often won't say what they're really feeling, especially if they're in a subordinate position. However, they may tell someone else and it could come back to bite you.

Humility

It is important as a leader that you understand how to be humble and apologize.

No one likes a braggart or show off. Many people feel a need to knock such individuals down a notch or two. And they often don't mind doing it in public. Rather than lord your abilities and skills over others, you should use them to try to raise others to your level. Train your people!

You don't know it all and you can't do it all. Recognize the abilities of your people and let them do the things they're good at. It will build their self-esteem and make them better members of the team. If you take the time to show that you've noticed their abilities and allow them to use them in public, you boost your Cadets' opinion of you. It will also help you learn to use your people to their best advantage and accomplish the mission.

If you do make a mistake and offend or hurt someone, apologize to them. If you did this in front of the squadron, apologize in front of the squadron. This will actually raise you in the eyes of your Cadets, because they'll know that you're sensitive to them as individuals, that you care about their feelings and that you're big enough to admit your errors and make amends. This will give them more confidence that you will treat them fairly and are someone they want to lead them.

Apologizing to superiors will give them the sense that you're not a know-it-all and that you're willing to listen and acknowledge your mistakes. This will let them know that you are eager to train and improve yourself to become a better follower and, by extension, a better leader.

Flirting With Disaster

This section is about sexuality and how it can affect you as a leader. Humans are sexual animals. That means is that we're sexually dimorphic; we have two sexes and each is needed for reproduction. As you know from biology class, there are many other ways of reproducing, none nearly as fun.

It is a given that girls mature faster than boys. For instance, at age fourteen girls are busy selecting senior prom dresses while boys are still thinking that wearing the same underwear for a week is pretty much okay. For the same reason, girls figure out this 'sexuality' thing faster than boys. If girls mature faster than boys then a fifteen year-old girl could be as mature as a boy of sixteen or seventeen. So, obviously girls will often try to attract the attention of older boys. This is a safe conclusion and we have all seen that this is the case.

Studies have shown that human females, just as females of other species, tend to be attracted to the 'best' males around; the biggest,

strongest and best providers. This is a natural tendency. In the Cadet Program, the older a male Cadet is, the 'better' he looks from a 'male of the species' point of view. Boys do a LOT of growing and filling out between ages 15 and 18. Cadets are also more serious and self-assured than their non-Cadet peers.

For whatever reason, female Cadets will often flirt with male Cadets two or even three years older than they are. Teenaged boys, being teenaged boys, naturally appreciate this attention. The problem is that generally older Cadets will have a higher grade, which may also make them appealing. So, if a fifteen year-old Cadet airman is busy making eyes at a seventeen year old Cadet master sergeant and he's enjoying it, what's the big deal?

Perhaps no big deal, but it could be a disaster. It really depends on how the senior Cadet handles the situation. If he treats her any differently from any other Cadet, he'll lose a tremendous amount respect among his subordinates because he is showing favoritism. It can also lead to jealousy among other Cadet who might want his attention or favor.

The root of the problem is that this is all normal human behavior. The trick is to resist those instincts (and hormones!) and do the professional thing.

Fraternization

You must have a good working relationship with the officers in your unit or you really aren't doing the job of an NCO. Having a good working relationship doesn't mean you have to be best friends. The military is full of examples of officers and NCOs who have worked together for years and have great respect and fondness for each other, yet they still address each other by their proper grades or titles. There is nothing wrong with this. These formalities strengthen a professional relationship because each person knows where they stand with the other and with the organization.

You must have a professional attitude when working with your superiors at CAP. While you may be very good friends with a superior when at school or home, at the squadron you must present a picture of the proper superior-subordinate relationship. There is a simple reason for this: to be a good leader, you must first be a good follower. You must show the same cooperation and respect toward superiors that you expect from your subordinates. You have to set an example of proper superior-subordinate behavior that they can follow.

Before an NCO can be trusted with the authority to lead others, a commander must be able to assume that the NCO will carry out instructions. If you are relying on a personal relationship with a superior to 'get by', that trust doesn't exist.

This is also true of your subordinates. Don't let your good friend who just joined the squadron call you by your first name! It may seem harsh but it will be better for everyone, including your friend, if you put distance between the two of you when you are at CAP. It may be easier to think of it like this: while you are 'on-duty', treat your friends who are superior to you in grade or position the same way you would treat a Senior, or a Cadet officer you didn't know.

Even though your contact and relationships with your Cadets is often not just at CAP, professionalism and proper customs and courtesies should be the rule when 'on-duty'. Don't call your subordinates by their first names. It's too familiar and unfair because they can't do the same to you.

They may resent you being more familiar than they are allowed, or they may decide to just go ahead and call you by your first name anyway. Either situation, resentment or familiarity, is bad for a leader. Cadets will generally have less respect for a leader they feel too comfortable with or close to. Remember the old saying: 'Familiarity breeds contempt.'

Favoritism

Showing favoritism will destroy the prestige of a leader and the integrity of a unit. People resent favoritism, especially when it isn't being given to them. Some people even resent being the favorite, and rightly so. In the case of your 'high-speed, low-drag' Cadet it can appear that the only reason they are excelling is because of the favoritism.

The person being favored can also take unfair advantage of the situation. Either by using social status to throw their weight around among their peers or by using their status with the leader to avoid unpleasant tasks or situations.

Obviously favoritism is a Bad Thing.

Vulgarity

Simply put, vulgarity isn't needed and it isn't allowed. Military drill instructors teach recruits and have a better reason to use vulgarity than anyone. Yet the services frown on it and drill instructors will try hard to avoid it.

Everyone sometimes slips and says something that they shouldn't. This is understandable and excusable, as long as it doesn't become a habit. The big things to avoid, even when you make the occasional mistake, are sexual comments, such as calling someone a 'female dog' and blasphemy - misusing religious words. Both of these can be very offensive and should be avoided.

Now, this doesn't mean you can't use salty or colorful phrases. There are plenty of ways to get your point across without resorting to vulgarity or blasphemy.

Here is a list of suggested 'colorful phrases' that you can use:

- **Doggoned or daggone.** "Dog-gone it! Will you people stand still!"
- **Freaking.** "I can't believe what a freaking mess you left!"
- **Pig-lipped son of a gun.** "Come on, you pig-lipped son of a gun, fly!"
- **Gee whiz.** "Gee whiz, that sure hurt a lot."
- **Jeez O'Pete.** "Jeez O'Pete you Cadets make me angry."
- **Holy smokes.** "Holy smokes! We're going to crash."

Some of those are pretty lame, but the basic point is sound. You really can't be vulgar toward or in front of your Cadets. It isn't necessary, it isn't professional and it can be a Cadet Protection Program issue. So, use the phrases listed above, make up your own, or don't use colorful language at all. Just keep it clean.

Cliques And Cadres

When people group, they have an unfortunate tendency to form cliques (pronounced: *clicks*). Cliques are small, exclusive groups of people that have something in common. The problem with cliques is that they are exclusive. Membership is often (mostly?) more of a matter of popularity than anything else.

Cliques will damage a squadron for the very simple reason that a squadron should be one large family and team, not a bunch of little groups. Cliques discourage understanding among members of the larger group and

can be very damaging to the esteem of the 'non-members' because they are exclusive.

You already know what a cadre is, even if you don't know the term. A cadre (pronounced: *cah-dray*) is a group of experienced people who are capable of leading and training others. The corps of NCOs is the cadre of NCOs. NCOs and officers are often called the Cadet cadre, because they are the most experienced Cadets.

While cliques and cadres are both groups of people, there are big differences in how they are formed and how they effect people. The members of a clique set themselves apart and see themselves as special. Part of what makes them feel they are better than those around them is the fact that they exclude those they don't want.

A cadre is composed of highly trained, accomplished people who's job is to lead and train others. They aren't setting themselves apart to show their superiority. Instead, their abilities set them apart. Unlike a clique, a cadre is always willing to accept new members, and will do so once someone has begun to progress their level of training and expertise.

Members of a cadre will naturally tend to group together. Since they have the most in common and have been together the longest, it is natural they will want to spend time with each other. This normally won't cause a problem with junior Cadets, as Cadets will understand that they are different and a little bit special because of their grade and time in the Program. Every Cadet should aspire to someday gain the respect of the Cadet cadre and join their ranks.

The only caution is that the members of the cadre should be *very* careful not to turn themselves into a clique. As an NCO, you will more than likely be a member of your squadron's cadre. Make sure that you are all open to welcome new NCOs into the fold. Don't work to exclude junior Cadets from the group, but Cadet airmen shouldn't be spending too much social time with Cadet NCOs anyway.

Finally, the cadre will sometimes include those Cadets who have been with the program for a while but haven't made progress. They naturally want to spend time with their peers - the people who joined at the same time they did. But no matter how long they have all been in the Program together their peers have promoted and they haven't. Don't allow these 'older' junior Cadets to hang around with the NCOs. That will seem to be favoritism to the newer junior Cadets and will turn the cadre into a clique. Besides, being cut off may force the 'older' junior Cadets to think about their commitment to the program and either shape up or ship out.

Ethical Leadership

(Concepts from "Military Leadership" FM 22-100)

Ethics is knowledge of right and wrong. Ethical behavior is doing the right thing. Ethical leadership is doing the right thing when you are in charge and teaching your people to do the right thing.

If you ever have any questions relating to ethics, you should talk to your chaplain, your Moral Leadership Officer or your Commander. Your ethical training in the Moral Leadership Program is their responsibility. They should be able to help you answer any questions you may have.

Ethical leadership is critical. If you fail to behave ethically when leading your Cadets, you will either lose their respect or create an environment of bad ethics. It is also important to teach your people the correct ethical decisions in complex situations.

- **Be a role model.** Always do the right thing, even when it is hard or costly. There is no excuse for compromising your ethics. It is essential for a leader to always behave ethically.
- **Train your subordinates ethically.** Make decisions and give training that will help them develop ethical values. Whenever there is a decision involves ethics, discuss your decision with your Cadets. You should make an extra effort to discuss things when the wrong decision was clearly easier or attractive. Your Cadets need to know why you made the decision you made, even if you only tell them, “It was the right thing to do.”
- **Avoid creating ethical conflicts for your subordinates.** Don't ever violate the ethical values you have been taught and are teaching when you issue an order or give advice. For instance, if a piece of equipment comes up missing, don't tell your Cadets, “Replace it, I don't care how.” If they are unable to find an honest way of replacing it, they will have to resort to dishonesty. This is a violation of the Honor Code, and clashes with your ethical training. It is also teaching your Cadets that unethical behavior has its rewards and is sometimes better.

When Your Friends Succeed

(From “Finding Your Strength In Difficult Times” by David Viscott, published by Contemporary Books.)

We all wish our friends well, but not that well.

Don't be put off by this. You're only human. You want your friends to succeed, but when they do and you are not sure of yourself, you fear being shown up.

When you feel down about yourself, it's easier to tolerate hearing about a friend's misfortunes than his or her successes.

Because your friends are closest to being like you, their success makes you question yourself.

“Why not me?” you ask. We all feel this way.

Nothing alienates people quite like success.

It is lonely at the top.

Your friends need to celebrate their success without feeling that they are intimidating you and to share their failures without your taking secret satisfaction from them

Allow your friends to confide their success in you without becoming envious of it or asking to participate in it.

Just say, “No one deserved it more.”

You'll probably be right

You'll certainly be a friend.

Cynicism and Gullibility

One of the qualities of a good leader and a good NCO is openness. Openness is a state of being where one is receptive to new ideas and thoughts. An open person will try new ways of doing things and find new ways of looking at things. Openness also allows leaders accept new ideas from subordinates, peers and superiors alike.

However, you should be careful not to be gullible or cynical. There is a fine line between openness and gullibility. Gullibility is when a person will believe anything, no matter where they heard it or how wild it sounds. The opposite of gullible is cynical. Cynicism is believing the worst thing in every situation or believing nothing at all. It is also important not to be too cynical. This section is about keeping yourself from being too gullible or

too cynical.

A gullible NCO will tend to make decisions and form opinions with too little information or wrong information. A cynical NCO will not trust anyone, or believe the worst in every situation, and make decisions from that point of view. Opinions and decisions made for the wrong reasons are something a leader should avoid!

Rumors, Innuendoes and Things Left Unsaid

We've all heard someone say something completely outrageous that they 'heard' or 'read' somewhere. Often it's about a famous person, sometimes about a group, sometimes about someone we know. Often these stories are funny, sometimes just unbelievable and sometimes they can be harmful. Sometimes we'd like to believe these things, sometimes not. They can make events and the lives of others seem a lot more fun and interesting. The bad thing is that they can also cause a great deal of harm to people's reputations.

These are stories called 'Urban Legends'; stories that everyone has heard, but no one has ever seen it themselves or talked to someone who saw it. You always hear it from someone who knows someone who is related to someone whom it happened to. You'll never hear 'it happened to me'.

An example of an Urban Legend you may have heard is that certain drugs, LSD in particular, are 'around' as water-based tattoos. According to the legend, children thinking these are the tattoos found in cereal or crackerjacks might lick them get a dose of the drug. Authorities have denied this story, yet it resurfaces in a different part of the country every few months. You may have also heard that HIV infected needles are being put into the change slots of pay phones with a note that says, "Welcome to AIDS". This is also an Urban Legend.

To discredit these stories, it is important to try to find out the original source. If you hear it from someone who heard it from someone else, that's pretty flimsy; and don't take it seriously if you hear it from someone who 'read it somewhere'. Look for logical flaws in the story. If needles were being put in pay phone slots wouldn't you hear about it on the national news? These are the type of things that should make you go, "Hey, wait a minute. That sounds kind of stupid."

This doesn't just apply to Urban Legends. If you hear a rumor about someone and it doesn't sound likely, or no one you've heard it from has first hand knowledge, it's probably not true, no matter how good it is! The better the rumor is, the less likely that it is true. When you hear something bad about someone you know, try to get to the bottom of the story. How likely is it? Is it something you can ask them about? If you can't even ask the person about the truth of the rumor, you shouldn't spread it around. If you know it is incorrect or just seems too crazy to be true, you should do your best to stop spreading the rumor. People can't defend themselves against a rumor because they're not there to tell their side. Plus, rumors often grow in the telling or get garbled, like a game of 'telephone'.

The Rest of the Story

As a leader, and as a citizen who will have the right to vote, it is your responsibility to see all sides of an issue and make sure that what you're hearing is fair and balanced. Without taking the time to find out what's really going on, you could make a mistake that can have a great effect on you and those around you. You have a responsibility to yourself, your Cadets and eventually your country to be as well informed as you can.

Partisan media is very popular right now. Partisan, in this case, means slanted in one direction or another. There are both print and broadcast forms of this media, but you're probably most familiar with the radio personalities. Possibly the most famous of these is a man named Rush Limbaugh. Mr. Limbaugh, and others like him with all sorts of opinions, are not reporters. They are actually commentators or, to use a big word, ideologues. They have absolutely no reason or interest in presenting fair, balanced stories to their audiences. Everything you hear on these types of programs and everything you read in these types of magazines and newspapers is presented with the idea of achieving a goal. That goal, of course, is to sway your opinions and get you to believe in their particular views on things.

When getting news it is important to remember that news is a business. All forms of media make money by getting people to buy their product. The more interesting the news is the more likely people are to buy it. This is a leading cause of sensationalism in the media. Sensationalism is the reporting of items or stories that truly aren't ready to be reported, but they're so interesting or sordid that they are rushed to the public. At times they're minor stories that are blown out of proportion. The rash of scandal reports, especially from government, is a good example. These stories are featured because they're lurid. These stories can go from rumor to national crisis in a matter of hours.

In the end, it often turns out that these crises were created over very weak rumors and they turn out to be no big deal. Then the story quietly goes away without any of the people who stirred up the fuss coming forward and saying, "Sorry. We were wrong. It was no big deal." This is irresponsible because it leaves the public with the impression that there really was something going on.

The point is to show that you should always take your news with a grain of salt and from more than one source. When someone is presenting an especially good or bad picture of *anything*, ask yourself what their agenda is. "What does that person, or his organization, have to gain by me believing what he's telling me?" If you know why people say the things they say then you're a much closer to knowing what you can and can't believe.

Gathering news and opinions for different sources is also a good way to get at the truth and try to see both sides of an issue. For instance, if there is a scuffle going on over the building of a dam, try to read something about both the points of view. Then, based on your personal feelings and your thoughts on what you read, you can make a good decision.

Military Customs and Courtesies

Why are customs and courtesies so important? Who cares if you call the Cadet commander by his first name?

Customs and courtesies are a natural part of the military lifestyle. That isn't to say that they don't exist in the civilian world, they do. Courtesies, such as saying 'please' and 'thank you' are called 'the lubricant of life'. This means that they are the little phrases we use to help us avoid getting hot when there is friction.

In the military, customs and courtesies are used to remind people of their places in the organization, they make interaction between people of widely different ranks easier, and they set the services apart from each other and the civilian world - a reminder of their special situation. These are all good reasons for CAP members to use proper customs and courtesies at all

times.

One of the best ways to check the *esprit de corps* and discipline of a unit is a quick look at their customs and courtesies. Are they lax? Do Cadets say 'sir' and 'ma'am' when speaking with officers? Is saluting done correctly? Are NCOs addressed by their grade, or just by their last name?

Because customs and courtesies are one of the first things taught to new members and are used constantly, if they aren't up to par it shows that the unit has serious morale and discipline problems. Morale and discipline and customs and courtesies are so closely related that if one isn't present it implies the other also isn't present. As an NCO, it is your responsibility to reinforce the use of customs and courtesies among your Cadets.

Begin by making sure you use customs and courtesies correctly. Always address superiors, Cadet or Senior, by their grade and last name. Make sure you salute when you should. Stand at attention when addressing a high-ranked officer or Senior until they tell you to stand at ease. Only use 'sergeant' when you aren't sure of an NCO's grade, say 'staff sergeant', 'tech sergeant' or 'master sergeant' if you can.

If you have a problem with a superior Cadet who doesn't use correct customs and courtesies, talk to them privately. Remind them that customs and courtesies won't work if one of the Cadet officers fails to use them correctly. If they don't fix the problem, see the first sergeant or the Leadership Officer.

Likewise, if you are having an issue with a Senior not performing customs and courtesies properly, you should talk to the Leadership Officer. He occupies the slot in table of organization equal to the command chief master sergeant, he can probably help you. However, you should talk to the first sergeant first.

Pointers for Professionals

Don't be cocky. A little swagger and straight back are the marks of a good NCO, but don't overdo it. Everyone in CAP has someone who outranks him, including you. Don't force that someone to embarrass you to take you down a notch.

Do your best to give your superiors confidence in you and your abilities. Bring all of your skills and efforts to bear on each task and problem presented to you.

Be friendly with everyone. This includes superiors, subordinates and your peers. All of the best NCOs have a twinkle in their eye and a ready sense of humor. If you walk around barking at people and being unpleasant, no one will want to know you. That means superiors won't want to work with you and subordinates won't want to work for you. However, don't be too friendly! Among juniors this will lower your prestige and among superiors it will seem as if you are currying favors (kissing up).

Use your stripes to solve problems and get results, not to ensure your own comfort or inflate your own ego. You were given those promotions because you earned them and because CAP needs you. Do your best to measure up to what is expected and the standards that have been established by those who held your grade before you.

Don't make excuses. If there is a problem caused by a mistake or oversight on your part, admit it. Your superiors will have far more respect for you if you are honest and admit mistakes and ignorance. Rather than punish you for failing, they are far more likely to try to educate you and give you another chance. Your superiors want you to succeed!

Keep your superiors informed. No one likes unpleasant surprises.

Your superiors are far more likely to take bad news in stride if they are aware ahead of time that things are not going according to plan. Also, if you do run into a snag or an issue comes up, your superior may have a solution that will get everything back on track.

Don't complain or criticize, be optimistic. No one likes to hear someone who does nothing but complain. An NCO who complains will actually damage the moral and *esprit* of his people. On the other hand, someone who is constantly upbeat and optimistic will help his people keep going through difficult tasks.

Be attentive to duty and don't be afraid to work. Make sure you know what your duties are and do them! Being a leader is work, make no mistake about that. It is work to constantly be on the lookout for sloppiness on the part of your Cadets, it's work to handle the extra administrative duties that come with staff positions, and of course, as an NCO you're low enough in the scheme of things that you often find yourself doing the dirty work alongside your Cadets. None of this will kill you, but if you excel it will not only make you a better NCO and Cadet, but a better person.

Be easy to find. One of the most frustrating things for anyone is to have to hunt high and low for a junior. This is especially true when time is important. You should know this by personal experience! Be easy to find! Avoid hiding out when you are 'on duty'.

Think and prepare ahead of time. Try to know what you're likely to need for a given activity or situation. This not only includes items, such as equipment, but also training and knowledge. For instance, if you know you're going on a winter bivouac, try to learn as much about cold-weather survival as possible before going.

Learn to control and hide your feelings. This means in front of your superiors and juniors. The amount of damage you can do to your relationship with your superiors or the *esprit* and morale of your juniors with your expressions is almost incalculable.

Be alert. Almost as important, always try to look alert.

Do everything thoroughly and enthusiastically. Apply your imagination to every job. Don't confine yourself to doing just exactly what you are instructed to do; try to do a little more than you are told to do. And go out of your way to do it right.

If you are asked a question and don't know the answer, don't bluff or reply, "I don't know." The right response is "I'll find out."

Don't procrastinate. Do your duties and tasks immediately and get them out of the way. Be available for more assignments. Your superiors will know that you can be counted on to get things done and they will entrust you with more and more responsibility and authority over time.

Never pass an opportunity to keep your Cadets shaped up. Keep an eye out for details such as haircuts, posture, correct wearing of the uniforms, customs and courtesies, etc. These "little things" are the very things that NCOs are supposed to attend to.

Stand up straight - don't lean. Keep your hands out of your pockets and see that the Cadets around you do the same. Never chew gum when in uniform or walk while drinking or eating.

Stay out of cliques, don't take sides, and don't gossip. While this behavior may work you in with one group, it will certainly put you on the outs with another. As an NCO you are a leader to all junior Cadets and a

follower of all superior Cadets and Seniors. You should have as good a relationship as possible with everyone around you.

Don't "tear down" senior NCOs or any of your officers or Seniors. One of your most important jobs is to support your superiors, not to disrespect them.

Don't hesitate to make suggestions. No one knows all the answers or always has the best way to do things. However, if your suggestion is rejected, don't be petulant or get discouraged. Simply do the job the way you were told and don't hesitate to continue making suggestions in the future.

Don't criticize the organization in front of non-members. It is the ancient right of 'soldiers' to complain about their units, but it should be done in-house; not in public.

Always keep your eyes open for likely new Cadets.

Know where to find information. Take the time to read through every manual related to the Cadet Program. Don't try to memorize the information, just try to get a feel for what's there and where to find it. Then you'll have a handle on turning up pieces of information that others will tell you isn't even in the books.

Make every order your own. Don't say, "Captain Smith wants us to unload this van." Go to your people and say, "Let's get this van unloaded."

As an NCO, you have the liberty to substitute a Cadet officer's rank for the word "sir". For example, "I'll take care of that right away, sir" could be said as "I'll take care of that right away, lieutenant." This only applies to Cadet officers, continue to address Seniors as "sir" or "ma'am". When your commanding officers says "I wish" or "I would like," or similar expressions, these have the force of a direct order and should be treated as such.

The position of honor for one's superior is on the right. Therefore, in company with a superior, you walk, ride, and sit on the left. When entering a vehicle or boat, you embark first and take the less desirable places; when debarking, the senior leaves first and the juniors leave in order of rank.

DUTIES AND RESPONSIBILITIES

The Role of the NCO

The NCO is many things to his superiors, his subordinates and his organization. He is the helpful assistant, the wise advisor, the knowledgeable mentor, the compassionate elder, the stern taskmaster and the sharp-eyed inspector. He serves as both an advocate for his people and the representative of his officers. He should be capable of both demanding and supervising a full day's effort from his people. He must also pitch in and providing that same effort himself. His appearance and bearing should serve as an example for both his subordinates and superiors.

For the NCOs and officers above him, an NCO should be eager to learn and work hard. He should always be cheerful and willing to take on any assigned task - regardless of how little he actually wants that task! The NCO shouldn't hesitate to suggest different or better ways of accomplishing tasks the he is given, part of his job is to advise his superiors. No one knows his people better than he. His superiors should know that a task assigned is a task accomplished. They should also be confident that if there is a problem the NCO can't beat, he will return to ask for advice only after he has exhausted all his options.

The NCO should make sure his people are well trained. One of the main duties of any leader is to train because well-trained people are a better resource and are happier with their skills. So, the NCO must have a good understanding of all Cadet subjects. The NCO will normally be a little older and should certainly be more experienced than his Cadets; this should give him some insights that he can pass along.

Part of an NCO's job is to take care of his people; to make sure they are well cared for and have the training and equipment they need to accomplish their missions. He should be the first one to notice that his people need a break or that they're running behind the chow schedule. He should check on his people every chance he gets to make sure that they have the things they need, and he should do all this before he takes care of himself.

While an NCO should be compassionate and care for the welfare of his people, he also shouldn't hesitate to be stern and demanding when it is needed. It is the role of the NCO to be the on-the-spot inspector. To point out discrepancies in uniforms and with customs and courtesies on the spot. If an inspecting officer finds a problem with one of his people during an inspection or doesn't receive a salute when he should, it is as much the NCO's fault as it is the fault of the Cadet.

The NCO is the hands-on supervisor for his people. He is the one making sure that the job gets done. An NCO shouldn't hesitate to demand that his people work as hard as they can, but he should be in there with them putting in just as much effort when the task demands it! To do otherwise would present the worst imaginable example.

Another important role of the NCO is the one he assumes when he takes control of new members. He will be the first example of the professionalism and *esprit de corps* of the organization they see. It is very important that in his appearance and behavior he be a good example!

The Purpose of the NCO

The Civil Air Patrol's corps of Cadet noncommissioned officers exists for four main purposes:

To decentralize command authority in an orderly structure down to the smallest element in an organization.

Those are big words with a very simple idea: no one can be everywhere at once. Someone is needed as a go-between to make sure that tasks go from the people who decide what needs to get done to the people who actually get the job done. This is one of the purposes of the NCO corps. The NCO is charged with the hands-on leadership required to turn a plan into a job well done.

Notice that the word 'orderly' is included. This means that it is also the role of the NCO to support the chain of command. In other words, an NCO should never do anything that would diminish his superiors.

To train their people to be able to perform assigned tasks.

It doesn't matter how willing a group of people are to accomplish the mission, if they don't have the skills they need they will fail. Because new Cadets need training in basic subjects, training them is time-consuming and exacting work. Consider how difficult it is to teach a group of new Cadets to drill properly; it can take dozens of hours. Because officers are charged with planning tasks and coordinating resources, it is impossible for them to do such detailed training. This is the job of the NCO. The NCO must be able to demonstrate, teach, and inspire a Cadet to want to learn required skills.

It is good for the NCO that his people be well trained. The NCO has to make sure that his people get things accomplished, so he will have to work harder if he hasn't trained them to do their jobs. In other words, if something needs to be done and the Cadets don't know how, the flight sergeant is probably going to end up doing it!

To ensure close supervision and personal guidance of juniors.

No one can be everywhere at once, but juniors often need close supervision. Officers will sometimes have several NCOs working for them to make sure that their various missions are accomplished. Without a supervising NCO many tasks would not be finished properly, if at all. Their personal guidance provides a junior Cadet with someone else to turn to for help with problems or for answers to questions.

It is also better for an NCO to provide close supervision than it is for an officer. Part of the prestige of being an officer (as you will someday learn) is that there is less need to get your hands dirty. Also, there should be a separation between officers and airmen to prevent familiarity. So, the NCO is the logical choice to perform close supervision. He has the authority to give orders but he's close enough in grade that daily contact isn't going to cause a problem in the future.

NCOs are expected to work closely with their airmen, officers are not (and should be discouraged from it).

To provide gradual advancement in the Cadet Program.

In the military, officers are given months of training to teach them their roles in the service. The Cadet Program has no "officer candidate school". However, we do have the Cadet grades through the Mitchell award. These achievements provide the training for future Cadet officers.

It would be wrong for a Cadet officer not to have been an NCO. Most of the drill and hands-on leadership skills are learned as an NCO. Without this foundation, a Cadet officer would be unable to make sound decisions, properly exercise his authority, or monitor the performance of his Cadets in

their basic Civil Air Patrol skills.

There are many lessons to be learned within the Cadet Program. The leadership program makes it clear that by the time a Cadet has been awarded the Mitchell, he should have a firm grasp on working with people and be ready to begin working with plans and programs. So it is important for a Cadet to spend time as an NCO so that working with people is second nature. It is also important that a Cadet officer not feel like he is missing something when his duties require that he give up the close personal contact with his airmen that his NCOs enjoy.

The General Responsibilities Of The NCO

To The Civil Air Patrol

Your responsibilities to the organization are many. Without CAP you wouldn't be an NCO or have Cadets to lead; you owe it to CAP to be the absolute best NCO you can in every way. Anything less is cheating. As an NCO you should make sure that your Cadets follow all CAP regulations at all times. For an NCO this is most often things like uniform regulations and customs and courtesies. Since you have been promoted by the authority of the Civil Air Patrol, you should be an NCO at all times and to all Cadets. Don't let your responsibilities slide merely because you are in a strange place. Any time you are participating in a CAP activity, you should perform as an NCO.

To The Squadron

Part of your oath as a Cadet is to participate actively in unit activities. This is only part of your responsibilities to your squadron. You should make sure you know squadron regulations and enforce them as you do CAP regulations. Since you spend most of your time at your squadron, you should try to be as useful there as you can. Keep improving yourself so you can accomplish your unit's missions and always be a positive example to your Cadets.

To Subordinates

As an NCO your subordinates will normally be Cadets who aren't NCOs. They won't have a lot of experience with CAP or the Cadet Program. They will rely on you to take care of them when they don't know how to take care of themselves. You have to make sure they have what they need. This includes everything from meals to equipment and uniforms to training. As an NCO, you've been where they are; you know what they're going to be facing as they progress and do their daily tasks. Make sure you think about their needs and see that they're met.

Make sure they're trained correctly. We will talk about how to train later in this manual, but you should know that basic training of new Cadets is the job of the NCO. You should always be teaching and reinforcing that teaching. And important part of this task is immediate correction of the little mistakes that Cadets make, such as saluting improperly.

Make sure they're not bothered too much. As an NCO, you serve not only as a supervisor for junior Cadets, but as an advisor to senior Cadets. Don't hesitate to point out when your Cadets are being overworked or interrupted. Try to make sure that a decision is final before passing it down, nobody likes too many changes.

To Superiors

As an NCO you are the 'middle man'. The bridge between the Cadet

officers and the Cadet airmen. You should be as dedicated to your superiors as you are to your subordinates. Without that dedication neither the officers nor the airmen can function effectively. Your superiors should have your full support and loyalty. They have a right to expect nothing less, as you should expect nothing less from your Cadets. Now, this does not mean that you always have to agree with them, or even like them. However, it does mean that you have to honor their decisions as if they were your own. Do everything in your power to give them the best you can get from you and your people.

No one has all the answers. So you should help your superiors by giving them the benefit of your experience. You may have a better way of accomplishing a task or a better idea on how to approach a problem. This experience is the exact reason you are an NCO. Be sure that when you do make a suggestion that you do it in a respectful way. Nothing will close someone's mind faster than a know-it-all.

The Duties of the Flight Sergeant

One of your first staff and leadership positions will probably be flight sergeant. The flight sergeant's job is the first true leadership position in Civil Air Patrol. It is a good chance for a new NCO to practice the leadership skills that will carry him forward through the program. This section will be a short discussion of what your duties are as flight sergeant.

- **Inspections.** It will normally be part of your duties to inspect your flight during meetings. Even if there is no official inspection during the meeting, you should make it your business to give each of your Cadets a quick once over at the beginning of the meeting. Point out *any* discrepancies you see. (*See the section on 'Inspections' for a more detailed discussion.*)
- **Instructions in military courtesy and drill.** Since you spend more time with your flight than any other leader, you must be the primary instructor when it comes to basic military courtesy and drill. This isn't just taught during formal teaching periods; it is constant. If a mistake is made in some courtesy correct it immediately. Teach and correct drill even when moving from one place to another.
- **Maintenance of discipline.** Remember, you are closer to your Cadets than anyone. Problems in discipline should be pointed out and corrected immediately. *Discipline* here it refers to little things, such as maintaining the position of attention and reminders of what is appropriate behavior. More serious discipline problems should be discussed with the first sergeant.
- **Flight administration and personnel matters.** You should be available to assist your Cadets when they need to complete paper work. You are also considered part of the office staff and should be available to assist the first sergeant if necessary.
- **Flight commander (acting).** This means, simply, that if there is not a flight commander, a common occurrence if there are few officers in the unit, or if the flight commander is away, you must assume his duties. Briefly, the duties of the flight commander are: *Leadership of flight in squadron activities; leadership laboratory to include proper wear of CAP uniform, military courtesy and discipline, drill, ceremonies and formations; advisor to flight members.*
- **Related duties as required.**

INSPECTIONS

A General Guide To Being Inspected

Inspections are a fact of life in CAP, just as in the armed services. They are generally considered disruptive and annoying, and they certainly can be! However, they provide superiors with a way to see the status and progress of their people; and to let everyone know what is expected of them.

As a Cadet, you will mostly have personnel inspections - your standard uniform and grooming inspections. There are other types of inspections. Every department in CAP, personnel, supply, admin, testing, and so on, is inspected. They all have standards that must be met. An inspection is a way to make sure that everyone knows what those standards are and that they are being met.

If you are getting ready to be inspected, think about what you would look for if you were inspecting. Let's take an imaginary room inspection at an encampment. You know that the squadron commander and first sergeant are going to be inspecting each room. Review the standards for cleanliness and arrangement of your room. Then inspect your room as if you were the inspector. This should give you some idea of what to look for as you help your Cadets prepare.

Involve your subordinate leaders. If you're the flight sergeant you have element leaders who work for you. Get together with them and explain what the inspection is going to be, what they'll probably be looking for and why it is important. Then send them on their way to work with their elements.

During the preparation, be visible and active. Check around and offer advice and help. Be there for your Cadets. It will let them know that you care about their success. It will also give you a chance to look for things that need fixed.

When the inspector arrives, you should report that you are ready for inspection and follow him through. Take notes! You want to have as much information as possible. Ask for the inspector to explain if he says something you don't understand.

After the inspection is finished, meet with your subordinate leaders and turn your notes into actions. You may want to have a meeting with all your people, especially if the inspection went particularly good or bad. Have these meetings and start to fix things quickly, while the inspection is still fresh in everyone's mind. Remember, if the problem areas are not corrected, you have failed in your job as an NCO.

You should set the example for your unit. Your uniform should be the sharpest, your room the cleanest. NCOs lead by example, be a good one.

Don't embarrass your Cadets during the inspection. Don't berate them in front of the inspecting officer, don't point out problems the inspectors missed. Your job is to build your people up, not to make them feel stupid.

Inspect everyone. If someone is ready for an inspection, make sure that they get inspected. Nothing is more frustrating than wasting time. Also, make sure that people who are normally overlooked are prepared, such as people on work details.

How To 'Host' A Personnel Inspection

You will generally present your unit to the inspecting officer before doing anything else. You may walk on to the inspection area or the

inspecting officer may approach you. In either case, you should place your unit at attention and report by saying, "Sir, Alpha Flight reports for inspection."

At this point the inspecting officer will instruct you to prepare your flight for inspection. Follow the instructions in section 4-5, 'Open Ranks', of AFR 50-14. Keep in mind that the flight commander should step off as soon as the command 'Open Ranks' is given and that he should proceed *by the most direct route* to align the elements. Don't square those corners!

After the inspection is complete and the unit has completed 'Close Ranks', you are done and are free to move your unit off the drill deck and continue the schedule.

How To Inspect Personnel

Inspecting your people is a basic part of being a leader. Inspections will not only show who doesn't care about regulations, but will also let you know who doesn't know enough about regulations and needs more training.

At activities, inspecting your people can also tell you if someone is ill, tired or unclean. Part of leadership is taking care of your people; you should know personally if any of your Cadets is having problems.

Finally, inspections are a good way for a commander to get some face to face time with his people.

When inspecting, your eyes should take the same path on every Cadet. For instance, start at the emblem on the flight cap, check the fit and wear of the cap, check the hair, check the shave. On females check the earrings and makeup. Check the shirt starting at the cutouts, then the sleeve patches, and the press on the sleeves, the placement of the name tapes or name plate and ribbons. Then the gig line, the belt and belt buckle. Check the fit of the trousers or skirt at the waist, check the press of the trousers or skirt, finally the length. Check the shoes and hose or socks. Each Cadet should be inspected in the same manner to allow you to fall into a rhythm.

As you finish with an element and pass to the next, be sure to inspect the backs of the Cadets you just inspected. Look for haircut, press, uniform fit and trouser or skirt length.

As you inspect, ask the Cadet questions. They can be about anything, but should generally be about Cadet Program subjects. You should always ask the Cadet if they have their ID card on their person.

If you see a discrepancy, you can ask the Cadet about it, but be prepared to ignore the answer. The only reason you want to ask about a problem is to let the Cadet know that there's a problem and to let the Cadet know that you know there's a problem.

Create a grading sheet, but keep it simple. A Cadet's appearance is either outstanding, average or unsatisfactory. If the uniform is wrinkled, that's an unsatisfactory press. If it looks like it was ironed, but that he's been wearing it this evening, that's average. If it looks like the Cadet and the uniform just stepped out of the laundry, that's outstanding. Your grading sheet should be based on that.

You will probably have someone taking notes for you as you inspect. Regardless of who is taking notes, be sure that the Cadet hears his grade. Don't keep it secret. And if you are going to give a Cadet an outstanding or unsatisfactory rating on an item, be sure to briefly explain why.

When you have completed your inspection be sure you give the unit leader an overall opinion on how his Cadets looked. If he has followed you through the inspection, he already knows what you think, but it never hurts

to make sure.

Suggested Inspection Items

- ID Card - *He has it or he doesn't.*
- Uniform completeness – *Are all required uniform parts present?*
- Uniform fit – *Is it too snug, too loose, too long, too short?*
- Uniform preparation – *Look for cleanliness, threads, press.*
- Attachments to uniform – *Complete, serviceable, worn properly.*
- Hygiene – *Body odor, bad breath, clean hair, fingernails, ears.*
- Haircut/hairstyle - *In regulation, not too much in it.*
- Shave/cosmetics - *Fresh shave, tasteful cosmetics.*
- Jewelry - *Appropriate and regulation.*
- Gig line - *Also known as "military alignment".*
- Shoes or boots - *Shined, serviceable.*
- Knowledge - *Cadet Oath, chain of command, etc.*

Inspecting Hygiene

Cadets can be animals. You probably were one when you were a young Cadet. This is especially true of Cadets who are young and away from home for the first time. Without someone to remind them to take care of themselves, they often won't. It is important, especially at activities, to make sure that your Cadets are keeping themselves clean. While you are inspecting them, if they have an unpleasant odor or if they smell too much like deodorant or cologne, it might mean they're not showering often enough.

A Cadet's hair should be clean and shouldn't have an too much 'hair product' in it. Check their fingernails and the backs and palms of their hands. Their hands should be clean and their fingernails should be trimmed. Look in their ears and at the backs of their necks. These are also places that will often be dirty if a Cadet isn't washing. If their breath has a sour odor, ask them if they're brushing their teeth. It may be they've forgotten to bring a toothbrush.

Check female Cadets as well as the males. While it is a given that females will generally be better about such matters than males, equal attention should be given to everyone.

The Panic Button

Rote memorization of important information and odd sayings is a tradition of many organizations. It can be useful - such as memorizing the Cadet Oath or Newton's Laws - and fun - as in "How's the cow?" and "What is the Civil Air Patrol?".

These phrases are given to new Cadets and asked during inspection. The Cadet should know them and to be able to shout them. Responding in front of the flight gives Cadets reason to learn them and shouting them loudly will help develop the command voice, build self-confidence and *esprit de corps*. The flight can recite them together and the challenge of being louder than another flight can be a source of fun, quick competition on a meeting night.

The attachment provided (see Attachment 3: The Panic Button, page 114), has phrases that have been handed down for decades. Use them, change them, remove them and add to them as you will. You may want to add phrases that will help in various aspects of the Cadet Program, such as the Newton's Laws or the title for each regulation ("What is CAP manual

52-16?").

COUNSELING

There are two kinds of counseling: formal and informal. You should do informal counseling more than formal counseling. You may need to do informal counseling at nearly every meeting or activity. As a rule, if you are doing anywhere near as much formal counseling as informal counseling, you have a problem. Either you have the worst behaved Cadets in the history of CAP or you are far too eager to create paper on someone.

Informal Counseling

Informal counseling is nothing more than pulling someone aside for a quiet word about a problem they're having. It can be done on the spur of the moment and be about something that happened only a second ago. This is probably the best use of this type of counseling.

The important thing to remember about informal counseling is to praise in public, reprimand in private. Don't ever bite a piece off someone's butt in front of everybody. It will embarrass them and can destroy their self-esteem. It will also make you seem like a complete tyrant. No one wants to work for someone who will make them feel stupid in public if they do something wrong.

There are only a couple things to keep in mind when informally counseling someone:

- **Counsel them for something immediate and specific.** When you talk to them, it should be about something that just happened and can be immediately corrected. Perhaps they're giving the instructor a hard time or not paying attention. Talk about just that and nothing else.
- **Practice two-deep counseling.** If it is at all possible, have another NCO, a Cadet officer or a Senior member with you while you counsel just to keep everyone clear about just what was discussed. No one wants to hear later that they're accused of being abusive.
- **Get it over with and get back to work.** Once you've said your piece, send the person you're counseling back to what he was doing. Don't stretch it out.

Informal counseling is short, sweet and to the point. If you need to cover more ground or discuss things more in detail, then it's time for a formal counseling session.

As an NCO and leader, you must make an impression the Cadets you counsel. You have the most daily contact with your Cadets and the informal counseling is a daily kind of discussion. Behaviors that need an informal counseling - but don't get one - could easily lead to a need for a formal counseling session. In that case, you've failed the squadron and the individual you should have counseled.

Formal Counseling

Counseling is an important part of the responsibilities of a leader. No one likes to counsel others, but sometimes it has to be done. If major problems with conduct or performance aren't solved, your squadron can suffer.

The Basic Counseling Steps

- **Describe the problem.** Be very specific when you call someone into your office. Don't say "I've heard you've been a troublemaker." Say, "Last Tuesday you were insubordinate to C/1Lt Smith. You missed the PFT and you were late for the meeting three weeks in a row." You

have to have be specific, people will try to cloud the issue. Written reports are probably the best solution.

- **Explain why this is a problem.** The person being counseled may honestly not understand what you are so upset about. It is up to you to explain your point of view to him and make him understand why his behavior is incorrect. Tell him the whole story, why it's bad for him, the unit and the organization.
- **Allow him to talk.** Tell him that what he says is completely confidential and won't get him in any more trouble and ask him if he has anything to say. Normally, he will either say nothing or he will attempt to 'weasel'. Listen politely and discuss his viewpoints. Don't forget that your goal is to get him to correct a *specific behavior*, regardless of the reasons for that behavior.
- **Discuss corrective actions.** You need to very clearly describe the minimum acceptable behavior and when he is expected to meet that goal. If he is to pass a test within a month or not argue with his flight sergeant or be suspended, tell him that. There can't be any gray areas.
- **Outline punishments.** Tell him what will be the result if he fails to correct his behavior. Be very specific. Again, there can be no questions or it might lead to trouble later.
- **Talk up the good things.** Tell the Cadet why you would rather have him improve than fail. Remind him that counseling isn't any fun for you either. Review his past accomplishments. Tell him what you'd like him to do in the future and why you want him as a member of the squadron. Ask him what he'd like to accomplish in the next year. Talking about the next few months will lose that sense of 'impending doom' that the counseling has given.
- **Review the entire conversation, complete any paperwork.** Briefly restate the entire conversation. If you have to take notes to accomplish this, do so during the session. If you are going to have the Cadet sign any paperwork, such as a counseling form, do so now. Make sure that the Cadet understands what he did wrong, why it was wrong, what you expect from him, what will happen if you don't get that and why you appreciate him.
- **End on a good note.** The idea is to send the Cadet away with a desire to do the right thing. It's true that you have just threatened him with punishment, but you can motivate him before he leaves. Make sure you do.

Tips And Pointers For Successful Counseling

- **Don't let him 'weasel'.** Don't let the Cadet change the subject or blame his actions on the influence of others. Unless someone put a gun to his head, he is totally responsible for his own behavior.
- **Practice two-deep counseling.** Make sure someone else is there when you have a counseling conversation or meeting with a Cadet. A third party will prevent later problems with people remembering things differently.
- **Advise your superiors that you counseled someone.** If you counsel someone formally you should inform your superiors. They need to know what is going on with the Cadets. Share any notes or paperwork that came out of the meeting.
- **Keep notes.** Notes help you to think more clearly. If you jot down

what you want to discuss before the session, you can check them off as you go along. Taking notes as you go along lets you look at what you've covered so you don't miss anything. At the end of the session, they are good for a quick recap of what you talked about. Finally, taking notes and having the Cadet or the observer sign them verifies what was discussed.

Being Counseled

Counseling, feedback, constructive criticism, a chewing out... Whatever you call it, it's going to happen. No one is perfect! When it does, try to make it a positive experience. Positive? Absolutely! If you handle the situation correctly, you may actually come out smiling.

Nobody enjoys counseling others. People in charge mainly just want everyone to be happy, to get along with each other, and to get the job done. If something interferes with these goals, someone is getting talked to.

The biggest hurdle in counseling is your ego. No one likes to be told they were wrong. It's embarrassing and diminishes your self-worth. However, the person who is counseling you *is not thinking about that!* He doesn't want to make you feel like a bozo. He just saw something wrong that he wants you to fix. Feeling bad is your perception of the situation, not his.

There are things to do and things not to do when you are being counseled. These hints can mean the difference between coming away feeling abused and unappreciated or energized and redirected. If you are called in for a little chat, take a minute or two to review and apply these hints.

- **Listen.** Far too often we close our ears and minds when we are being counseled. Instead of trying to understand, we're mentally arguing. Listen or you can't understand the problem and fix it.
- **Don't be defensive.** If you are being counseled you probably did something wrong. If you're defensive you're trying to find ways to protect yourself instead of trying to find ways to improve.
- **Accept responsibility.** Don't weasel or make excuses! Listen to what is being said. If you have made a mistake, admit it. Even if the mistake wasn't yours, accept responsibility for the solution.
- **Don't try to control the situation.** If you argue, it will only get worse. You can't really win. All you can do is give the person counseling the impression that you're uncooperative and not willing to improve.
- **Don't play the victim.** You're not being counseled because nobody likes you or the staff has it in for you. You got yourself in trouble. You're being counseled because you made a mistake and someone thinks you're worth saving.
- **Be willing to learn and grow.** A counseling session should be a learning experience. You probably thought what you were doing was the right thing to do. Or you thought it was no big deal. Obviously you were wrong. Your job now is to learn - mainly about yourself. Try to understand how others perceive you and your actions.
- **Give proper visual cues.** Body language is important. Smile, move your eyebrows, tilt your head, lean forward, relax your arms. These indicate that you are friendly, open and receptive. Don't frown, furrow your brow, lean away or cross your arms. These indicate that you disagree or aren't listening.

- **Give proper verbal cues.** Certain phrases you use can help or hurt. Say: "I'm not sure I understand what you mean. Could you give me an example?". Don't say: "You're wrong. I never do that!" The idea is to find the problem, but it's a matter of how you say it.
- **Ask the right questions.** There are questions you always want to ask. These give you an idea how things are in general. It also tells the person counseling that you care and want his advice. Ask things like: "What parts of my work am I doing well? Where could I improve?", "What would be the best way to solve this?".

As a final thought, what about when you are *doing* the counseling? What are your goals? What do you want to hear? How should the other person act? Behave as you would like people to behave when you are counseling them.

Remember that counseling is not about diminishing you or making you feel bad. Counseling is about correcting behaviors to make you more of an asset and more successful. If you fight the process, the only one who gets hurt is you.

UNIFORMS, CLOTHING AND INSIGNIA

Because the Civil Air Patrol is the auxiliary of the Air Force, it has the privilege of wearing the Air Force-style uniform. To keep that privilege Civil Air Patrol members must wear the uniform correctly. You should have a copy of the current CAPM 39-1 and be familiar with it. You don't need to memorize it the entire thing. Make sure you are very familiar with the basic Cadet uniforms and where to find other information. For instance, if you don't rate the NRA shooting badge then you don't need to know where it goes. However, you should know where this information is so that you can look it up to inspect the Cadet at encampment who does have that badge.

Civil Air Patrol Cadets have a long tradition of looking good in uniform. CAP Cadets take as much or more pride in their appearance than active-duty personnel. Every Cadet should look their best at all times. A hallmark of all great organizations, such as the Marines, is how well they perform in the field and how good they look in garrison. Don't accept an attitude that makes excuses for bad appearance.

Care and Maintenance of Uniforms

Proper care and maintenance ensure a long life for your uniforms and that they may be worn with the pride that marks a Civil Air Patrol Cadet. No uniform will look its best unless you care for it when you stow it as well as when you wear it. Put on uniforms carefully, keep them buttoned, and keep large or heavy articles out of the pockets, so the shape won't be destroyed.

Before pressing, brush away lint and dust with a flat brush. Don't get your iron too hot. Don't press over buttons - press around them; if you don't they will eventually cause holes.

Don't wear an unserviceable uniform. If your uniform is worn, torn or badly faded, get a new one.

Don't make any alterations to your uniform that alter the serviceability or functionality.

Always wear trousers of the proper size. If you have grown and your uniform is no longer long enough or big enough around the waist, get a new one. Make sure there is enough room around the waist and thighs to fit you. These should be the areas you concentrate on when going for the correct fit. You can pick a uniform that is too long in the legs to get the correct fit around your waist; trousers can be taken up. If a pair of trousers seems too short, there may be enough material in the cuffs to let them down.

If your utilities BDUs don't fit, pull the patches off and get a new set.

Hang your uniforms up when you are through wearing them. This will help dissipate body odors and help the wrinkles fall out. A single washing or dry cleaning should last through several meetings if the weather isn't too hot. Trousers should be hung upside down with a clip-type hanger at the bottom of the cuffs. Shirts can be hung on a wire hanger. At least the second button should be buttoned to help the shirt hold its shape. Dress jackets should be hung on a wooden or plastic hanger that has the natural curve of the shoulders; they should never be hung for long periods on wire hangers.

Remove belts and ribbons from your uniforms when hanging them. Put them, along with your cover, into a small dust-proof box or a bureau drawer. This will keep them dust-free between wearings, prevent sun

damage, keep them from being damaged due to 'laying around' and keep them looking newer longer.

Carefully clip all Irish pennants (threads) before wearing your uniform. Take the time to thoroughly clip all threads after you first wash a new set of BDUs.

If possible, send your BDUs out to the cleaners to be starched and pressed. It's worth the cost.

When riding in a vehicle or sitting for long periods, take off your dress jacket and hang it or carefully fold it in half down the back and lay it on a flat surface. This will keep it from getting wrinkled.

When traveling or going to a function out of town, take your flight cap rather than your service cap. The service cap can be crushed and is less convenient to take with you.

Don't tuck your ball cap into your trousers, or any other part of your uniform. Hold it in your hand or lay it down when you aren't wearing it. This will keep it from being crushed and losing its shape.

Care And Maintenance Of Footwear

Shoes

There are two types of shoes. Shiny plastic (Corfam) and leather. Caring for Corfam shoes is easy. You simply shine them with Windex every once in a while and keep the welts clean with a toothbrush. Viola! However, Corfam shoes have disadvantages:

- **They're hot.** Corfam shoes are not very healthy for your feet. Leather has pores, it's skin. This lets your feet dry and 'breathe'. Your feet can sweat up to a pint of water a day - each. Shoes that allow more of that to evaporate are better, especially if you are spending a lot of time on your feet.
- **They're expensive.** Corfam shoes cost an average of \$20 more than leather shoes. Sometimes you can find closeouts on leather shoes that brings the price down by as much as half.
- **One bad scuff and they're ruined.** Get careless for a minute and rub the toe of your shoe across the bottom of a desk or chair and they're ruined. You can never get a deep scuff out of Corfam shoes.

Corfams are fine for the ceremonies or important inspections, but don't wear them to meetings unless you can afford to replace your shoes on a regular basis. Active duty personnel go through a pair of Corfams every three to six months working in an office. Your mileage may vary.

Leather shoes are probably a better choice for a Cadet; in most cases they're what is available in supply. The drawback to leather is it's more work to make them look good.

Boots

Boots are different from shoes. They have a lot more surface area and they take a lot more abuse. Also, it is much more important to wear comfortable boots. Your boots will build up a lot more hard mileage than your shoes.

There are three types of boots commonly in use.

- **Combat or Jump Boots.** These are leather boots that rise above the ankle. 'Jump' boots will have a seam across the toe, 'combat' boots don't. The advantages to these boots are that the soles are generally sewn on and can be replaced when worn. The disadvantages are that they are heavier than other types of boots and they don't breathe as

well.

- **Jungle Boots.** These boots have leather lowers and uppers of various types of canvas. A good pair will have Gore-Tex sides. They will have either a lug or 'Panama' sole. The advantages to these boots are that they are lighter, they breath well and they dry quickly. The disadvantages are that they get wet faster (except Gore-Tex versions) and aren't as warm.
- **'Hi-Tec' or 'Sneaker' Boots.** These boots have softer leather lowers and canvas uppers. The soles are made of a soft rubber, which provides excellent shock absorption. These boots are very light and the shock-absorbing sole makes them comfortable. The disadvantages are the soft leather lower shows damage easily and the uppers are sometimes padded, adding weight if the boot gets wet.

The type of boot you wear should depend on what you're doing. If you are spending the day in garrison or expecting to get your feet wet and the weather is not too cold, then jungle boots might be the best choice. If you're going to be carrying a load a long way or doing a lot of cross-country work, then the Hi-Tec might be the best choice.

If you are going to own one pair of boots, it should probably be a standard pair of combat or jump boots. These are the most versatile, even if they are heavier than either of the other styles. If you are doing a lot of ground-pounding, being able to replace soles for thirty dollars is better than replacing an entire pair of boots for sixty. Also, issue combat boots with speed lacing are the most common boot in supply and therefore the type you're most likely to get free.

Spit-shining boots is possible, but not a good idea unless you have a pair that you can just wear in garrison and not into the field. This is also true of the various Corfam boots that are on the market. Also, the softer leather used in the Hi-Tec boots can't be spit-shined. If you do decide to spit-shine your boots, the method is the same as described for the shoes.

Generally, care of boots is the same as the first two steps for shoes, the cleaning and the dyeing. After the second coat of dye, put a good layer of polish on the boot using a 'dauber' brush. When the boot is covered with polish, buff it off with a horsehair shoe or boot polishing brush. There are good synthetic brushes, but horsehair is the best. After dyeing, put on two coatings of polish. If your boots aren't too scuffed after a wearing them, you can just put on another coat of polish. However, you should clean and dye them a couple times a year.

It isn't unusual for boots to collect scrapes all the way down to the leather, so that there is tan showing. This type of damage will be covered during the dyeing process. If the scrape is especially deep, you will have a nice, shiny scrape after polishing.

Wet boots should be allowed to dry without heat. Heating leather to dry it is damaging. Pull the laces out and pull the tongue all the way forward. Set them aside and give them a couple days.

How to Spit Shine

Clean the shoes. Remove the laces and scrub them with a soft scrub brush and shaving cream or saddle soap. This will clean dirt and old polish out of the pores in the leather. Make sure you scrub the welts until they are clean and free of debris.

Dye the leather. Put two coats of black leather dye on your shoes. Make sure you do this in an area where black specs of dye won't be an

issue. Outside or in the garage on newspaper is probably your best bet. Shoe dye doesn't come out. Let the dye dry completely between each coat. Don't forget to dye the tongue. If the soles are light colored, dye them as well.

The shining. Find a soft old cloth. Diapers are the absolute best, although old t-shirts also work well. Take your can of polish, put some water in the lid and set the polish and lid next to you. Wrap a section of your cloth around your index and middle fingers. Dip the tips of your fingers into the water and then slide them through the polish, collecting a layer of polish on the ends of your fingers. Using a circular motion, rub the polish into your shoes. When all the visible polish is gone from your fingertips, get more and continue. When your cloth gets dry, dip your fingers in the water again. (*Or you could just lick your fingers. After a while you'll get to like the taste of polish!*) Continue like this covering the entire leather portion of the shoe. This is a time-consuming process. But, after a while you should start to see the shine building up.

Finishing up. After your shoes have a good shine and you can see yourself in them, take a pair of nylons and buff out the toes of your shoes with those. They can bring out a gleam in a pair of spit shines like nothing else. Don't forget to edge-dress them and put in a new pair of shoelaces.

Miscellaneous

Always use shoe trees in your shoes. Inexpensive plastic trees are fine. The more expensive wooden trees carved out of cedar or redwood are best. Trees help your shoes keep their proper shape between wearings. They also help them to dry out, which will make them last longer.

Shoelaces are cheap, replace them whenever they look worn.

Edge dress your boots and shoes. If your shoes have light colored soles, edge dress them as well. If you have a large build-up of edge dressing in the welt of your shoes or boots, scrub them out with a toothbrush and an ammonia-based cleaner. Edge dressing is best done outdoors or in a garage or work room. If you have to do it indoors, spread a generous amount of newspaper under your work area.

Zippers and zipper boots. Some people like them, some people don't. It is a matter of personal choice. Many people have found that the zippers, though tremendously convenient, don't hold up under rigorous wear.

Blousing your boots. Civil Air Patrol, using Air Force protocol, blouses its boots. There are a couple different 'devices' you can use to blouse your boots, but you *must* blouse them. There are the green, military-style 'boot bands'. These are cheap, but aren't particularly tight and wear out quickly. There are also thick, black Velcro 'straps'. These are expensive and the finished blouse looks 'weird'. Your best bet is a two-dollar box of thick office rubber bands from the office supply store. They're cheap, hold well, wear well and blouse well. They are highly recommended.

HOW TO INSTRUCT

One of the basic jobs of all leaders is teaching. A good leader is a good instructor. Training is a big topic, but there are a few ground rules for effective teaching:

- People must be motivated to learn.
- You have to communicate with people to teach them.
- We learn mainly through sight (75%) and hearing (14%).
- People learn best by doing.

This creates the classic teaching method of "tell, show, do". In this method, students are told *what* to do, shown *how* to do it, and then *participate in doing it*.

Preparation

If you don't prepare to teach, you're nearly guaranteed to fail. When you are teaching, make sure you take the following steps:

- Know what you're teaching and why.
- Determine when and where you're teaching, how long you have, who you're teaching, what equipment the students have and what equipment is available to you.
- Prepare or get a lesson plan.
- Check that the scheduling is right, that the class area is cleaned and ready and anything you need is available right before the class.

Lesson Plans

A lesson plan is an outline of what you're teaching, how and in what order. It can be as simple or as detailed as you need. Even if you're teaching something that's very familiar, you should at least have a check list of items you want to cover to glance at as you teach.

Teaching Aids

Teaching aids are anything that will help you get your point across or help your students learn. They should not be overdone or distracting and they should have direct bearing on the teaching. Teaching aids should be clearly visible, but covered before and after use. Don't stand behind the teaching aid or directly in front of it. Use a pointer and talk to your students, explaining the teaching aid and what they should learn from it.

Talking to Your Class

Things To Do:

- **Say only what you need to say.** Nobody wants to sit and listen to an instructor go on forever about things that don't matter. Stick to your subject and be sure that everything you say helps teach.
- **Understand what you're teaching.** There is nothing more embarrassing than being asked a question by your class and having no idea what they're talking about. You have to know what you're teaching!
- **Be enthusiastic about teaching.** If you have fun teaching there's a much better chance that your class will have fun learning. Enthusiasm is like any other attitude - it's catching.
- **Act confident, relax.** Assuming you've followed the advice about understanding what you're teaching, you have no reason to be nervous.
- **Be dynamic with your voice and body.** Let "Ferris Beuller" be a

lesson to you - if you're interesting to watch and listen to, you class will watch and listen to you. If not...

- **Make sure everyone can see and hear you!** There's nothing more frustrating for a student that to not be able to hear the instructor or to be able to see the teaching aides. Ask your class if they can hear you and, if they can't, speak up or rearrange them if possible. Remember if you're in an outdoor setting that your voice won't carry as well.

Things to avoid:

- **Stupid jokes and bad language.** Don't clown around and don't swear!
- **Big words.** Even intelligent people find small words easier to swallow.
- **Don't memorize or read from a script.**
- **Don't bore your class with your exploits.** Unless they apply.

The Period Of Instruction

The basic concept of instruction is this: Tell what you're going to teach them, teach them, and then tell them what you taught them.

Introduce yourself and your topic. "Good morning Cadets. I am Capt Stanford, the Deputy Commander for Cadets. Today's period of instruction will cover Effective Counseling Techniques."

Tell them what they are expected to learn. "Today you will learn the basics of effective counseling. When to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session, pointers and things to avoid. When this period of instruction is complete you will be expected to have a basic understanding of the counseling process and be able to perform this process with little or no supervision."

Teach them. Use the techniques discussed here and teach them to the best of your ability. Keep the goals of the instruction in mind.

Tell them what they learned. "Today you learned the basics of effective counseling. We discussed when to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session, pointers and things to avoid." You don't have to repeat your introduction, say anything you need to say in order to remind them what they learned.

Thank them for their time. "I thank you for your time and participation, and I'm looking forward to my next opportunity to instruct you."

DRILL

Developing Your Command Voice

An NCO must be heard! If you can't be heard you can't perform an NCO's primary job, which is to issue orders to his Cadets. This is critical on the drill deck.

Your commands should be distinct and loud. The air should come from your gut and the words should be formed with your lips, teeth and tongue. If you use your vocal chords to shout drill commands, you will get hoarse at an activity within hours. One way to practice not using your vocal chords and to build up a good volume is to shout 'HUH' while exhaling. If you can do this reliably and loud, you are halfway to a good command voice. After mastering the 'HUH' shout, you are ready to practice giving drill commands and perfect your command voice.

This is best done at full volume, so you might have trouble finding a place to practice. You don't want to do it while someone else is around. First, it would (hopefully) be too loud. Second, you might sound really dumb at first. There are two great places to practice. The first is in your car while driving. When you're driving, the wind is blowing and everyone else has wind noise as well. It is very unlikely that anyone will hear what you're doing. If they catch a glimpse of you with your mouth moving they'll assume you're singing along to the radio.

The second place is in the basement or bathroom of your home. While this may not be as private, your family will understand and probably not tease you too much. Also, the hard surfaces in those rooms will echo your voice back so you can get a better feel for what you sound like.

Practice calling *every* drill command. Even the ones you are unlikely to use, such as 'Pass In Review' or 'Eyes Right'. Eventually you will be an officer and you may need these commands. Also, if you are knowledgeable about drill, everyone will ask for your help, including the Cadet officers.

There are three very important things about drill commands.

First, be clear and distinct. You want to be understood. If your people can't understand you they have no chance of doing it right. If your commands sound odd or seem to cause confusion, but they are distinct, tell your Cadets what they will be hearing ("I am going to give the command 'Column Right, March'. It will sound like this..."). It may just be that they need to get used to you.

Second, stretch the preparatory command out an extra beat. This gives the people you are drilling a little extra time to figure out what they're supposed to do. This is especially important for new Cadets. How does this work? Here's an example:

	Pace 1	Pace 2	Pace 3	Pace 4
Normal		Column Right	(Pause)	MARCH
Better	Column	Right	(Pause)	MARCH

You don't always have time to stretch the preparatory command. From time to time you may need to get them turned quickly and you won't have that extra beat to play with. In that case, give the shorter version of the command. Just be sure to do it distinctly so that your Cadets know what you want.

Third and last, make sure that your command of execution is quick and sharp. It should have a distinct beat, not be stretched out. You might hear a command that sounds like: “Right, FAAAAACE!”, drawing out the command of execution. This is incorrect. If the command of execution isn’t given sharply, it won’t give the Cadets a beat to move on. This will make it impossible for them to get it together as a unit. Always ‘bark’ out the command of execution.

The Unit Leader

There are things to think about when you are commanding a drill unit. You are out front, therefore everyone can see everything you do. You should be as close to perfect as possible. Your commands should be crisp and loud.

- **Maintain your bearing.** Whenever you are giving a drill command you should *always* be at a position of attention. Don’t look around or bounce or rock on your heels. Pay attention to your people and where you are going.
- **Get in, get out.** Movements such as flanks and to-the-rear should be executed for as little time as possible. Because the unit is moving in an odd direction, they can easily lose their interval. Besides, these movements are only for slight adjustments, not for long distances. For columns and close on the march get the unit out of half steps as quickly as possible.
- **Call cadence!** A unit can get out of step very quickly, you should call cadence often and you should *always* call cadence immediately before and following a change of direction, such as column or flank movements.
- **March at the rear of your flight.** The unit leader should position himself where he can best control his flight. Generally, this is at the rear of the flight, about three-quarters back. At this position you have a clear view of what all your people are doing. This position also allows everyone to hear your commands. When you are toward the rear of the flight the back of the flight can hear you better.
- **Size your flight.** You should size your flight, except for hand-picked element leaders, before drilling. To size them, put them into column formation and have the taller people move forward (‘If the person in front of you is shorter, take their place.’). When that is done, face them to the right (in a reversed line formation) and repeat. This will put the shorter Cadets in the front of the flight in line formation. This allows everyone to have a chance to see the unit leader and allows you to see all of them when marching.

Instructing Drill

Introduction

Instructing new members in drill is one of the oldest and most important tasks traditionally assigned to the NCO. Bad habits learned on the drill deck in the first few weeks of membership are the hardest to fix. It is up to you to make sure you are instructing correctly and effectively. Teaching good drill badly is nearly as bad as teaching bad drill well.

With the Leadership: 2000 materials, CAP removed the drill from the leadership workbooks and created the CAPM 50-14 Drill Manual. This is the Air Force’s 50-14 with a CAP cover on it. The drill is still tested on the Leadership tests, but it is described separately. This means that it is more

important than ever for the NCOs to train their Cadets in drill. The drill manual can be hard to read and understand unless you already know how the movements should look. The main source of drill knowledge for new Cadets is their NCOs.

Unfortunately, the drill manual and the Leadership program don't tell you how to teach drill. Hopefully, this section can help fill that gap.

CAPM (AFR) 50-14

You can't teach something you don't do well or understand. It is very important that your drill be as close to perfect as possible. If the NCOs who instructed you were good, then you should already have good basics and a head start. If not, you might have some work to do.

First, read carefully through CAPM 50-14, paying special attention to the drill terms and the individual drill movements. You also need to be very familiar with drill of the flight and formations - these are what will teach. As you review, make sure that is exactly what you do when executing that movement. If there are any differences at all, *you are wrong* and you should correct yourself. Don't ever teach a drill movement incorrectly, it's the worst thing you can do to your Cadets.

Your Cadets won't know what you're talking about, so the first thing you should do is to explain drill terminology. Words like 'cover', 'align', 'column', 'front' and 'depth' have different meanings in drill. All your Cadets should know basic drill terms.

Cadence And Timing

This is the part that takes the most discipline and time to learn. You cannot learn this by hearing it, you must learn by practicing. You can't learn while doing because you have to have this down when you drill your Cadets.

Cadence should be called almost constantly when you are not marching at ease or at route step. A unit can lose its cadence and get out of step very quickly without someone letting them know where they should be. Think about it. It is incorrect for them to look down at the ground while marching. You teach them that. And without looking down, how will they know which foot they should be on? They don't. You have to tell them. Always call cadence.

Timing is critical. You have to know which foot to begin calling drill commands on if the command of execution is going to fall on the correct foot. You can't figure this out on the fly, you have too much to do. The only way to get this down is to practice it on your own. And you have to be 'marching' to do it.

There are two ways to achieve 'marching' while you practice this. You can do it while actually moving, whether it's around a drill pad or while going from one place to another, or while marking time. When practicing alone on a drill you march around, giving commands and following them, making sure you are on the correct foot and avoiding obstacles. Don't forget to call cadence! Moving from one place to another adds the challenge of going around the corners by giving yourself columns or flanks. If you are merely marking time, you can practice in your room. Simply pick each foot up enough to make a step and call commands. If the command calls for a pivot, pivot but don't step.

The best part about practicing timing alone is that you can call the commands in a normal voice. Practicing your command voice at the same

time is optional.

Correcting Drill Errors

Everyone has heard the phrase ‘praise in public, reprimand in private.’ But what about drill? Isn't correcting someone's drill in front of the flight ‘reprimanding in public’? Some people feel that any correction made to their drill should be made privately. Senior Cadet NCOs or junior Cadet officers who are weak in drill sometimes feel this way. This attitude is simply incorrect. Errors during drill are inevitable. No one is perfect, everyone is ignorant in some area or another. A correction during drill is not a ‘reprimand’, it is part of the teaching process.

There are very good reasons to correct the unit leader ‘publicly’:

- 1) Correction of drill errors must be made immediately to prevent them from becoming habit.
- 2) The members of the unit should be made aware that the unit commander has made a mistake and what the proper technique is.

The only reason someone would complain about this is their ego and pride, but they are losing sight of what is best for the unit. They should try to understand the real needs of the unit and the goals of unit drill.

Tips For Instructing

- **When giving instruction, make them comfortable.** When you are going to instruct your unit or demonstrate the correct way to perform a movement, make them as comfortable as possible. Put them at ease. Make sure that the sun is behind them (lighting you and keeping it out of their eyes). If it is hot, make sure they carry canteens out onto the drill deck and give them a drink.
- **Give regular breaks.** At least ten minutes an hour. If it is a hot day, then ten minutes every forty minutes to allow for water breaks.
- **Practice ‘perfect’ periods.** Even in a competition or parade, they will only ever need to be on ‘perfect’ behavior for ten to fifteen minutes at a time. Tell them when a ‘perfect’ period is starting and point out every error during that period, no matter how small.
- **Instruct everyone present.** If you are correcting an individual error, make sure that you discuss his error and the correct movement loudly enough for everyone to hear and benefit. If you are instructing a junior NCO in leading drill, make sure the unit can hear. This allows everyone to learn from each other's mistakes. Someone else could be having the same trouble and you just didn't notice.
- **Keep them moving.** When they're moving, they're concentrating on what they're doing. This will keep them from getting bored or chilled when the weather is cool.

Tips For Standard Drill

- **Don't allow any movement!** Movement means a lot more than adjusting position or scratching. Adjusting a toe a half inch after completing a facing movement is very clear to an observer. After the movement every Cadet should be absolutely still.
- **Practice going slow.** Cadets have a tendency to drill too fast. This is especially true for Cadet Competition. When your Cadets are out on the drill deck their adrenaline is flowing and they're wired. Their natural tendency is to speed up. Unless you've practiced at a slow pace, they'll be going Mach 2 with their hair on fire before you know it. By slowing the cadence down during practice, you're adjusting their

speed beforehand. Now, when they speed up they'll be going at quicktime and feeling like they're flying.

- **Correct mistakes.** Mistakes happen in drill. Someone turns the wrong way or doesn't hear the command. Suddenly, you might have one or two guys that are facing the exact wrong way. They should stand still and wait for you to correct them and adjust their position. If they move without being told they are *wrong*. You should tell the Cadets their error and adjust their position. "Cadet Smith, the command was 'right, face'. Do you know what you did wrong?" "Yes, sergeant." "Good. Cadet Smith: About, FACE."
- **Point out errors.** Point out drill errors *immediately*, before they become a habit. A Cadet idly scratching his ear may not be a big deal at the squadron, but it becomes a big deal at Wing or Region when he does it because you have allowed it to become a habit. Also, if a Cadet keeps making the same error, call him by name. Normally, if one or more Cadets are looking around it's okay to say, "Don't look around, you're at attention" to the entire unit. But if it doesn't seem to be working say, "Cadet Jones! Stand still and stop looking around." The point is not to humiliate him, but to get him to realize what he's doing. Most Cadets won't purposefully do things they know they shouldn't; they just don't realize they're doing them. Saying their name helps.
- **Correct body position.** Head should be up, shoulders back. The arms should swing from the shoulder, not bend at the elbow. The hips should be held fairly stiffly, preventing the head from bobbing up and down. The rule of thumb is to 'march from the waist down'. Hands should be held as if cupping a roll of nickels, not clenched. The thumb should rest on top of the second knuckle of the forefinger. The knuckles on the hand should be parallel to the leg, not turned in or out. Watch for a lean into movements like flanks and to-the-rear. Done correctly, an upright posture is maintained throughout the turn.
- **Maintain cadence.** Most Cadets speed up half steps and marking time. These should be at quicktime, like every other drill movement. To prevent this, make sure they lift their feet up at least boot-top high on each step. In-place drill movements should also be executed at quicktime. Don't let them rush!
- **Stress smoothness.** Drill should look smooth, unhurried and easy. If your Cadets rush, lean into movements, spin too fast when turning, etc. it will ruin that effect. Have them slow down and concentrate on being smooth.

Tips For Innovative Drill

Innovative drill is part of the National Cadet Competition. It uses standard drill movements in innovative ways to create a short program. There are many excellent examples of innovative drill available. For instance, there are many videos available that show the United States Marine Corps Silent Drill Platoon. CAP Cadets won't have rifles, but there are still things to be learned from them, so study them for things you can use to make your own program that much better.

- **Keep moving.** Avoid having anyone stand still for more than a beat or two. If your first element or one side of your unit completes the innovative movement before the tail end finishes, have them start right into the next movement. Also, don't have people turning in place just to fill in time. If they can do a couple facing movements they can

probably have a couple steps added here or there.

- **Don't give commands.** After you report for innovative drill, your team should begin their drill movements a beat after you drop your salute without a single command. Remain in place facing the evaluators during the performance, unless you have a role to play. You should be confident that your team is doing their job without you even needing to watch them.
- **Don't rush.** You have two minutes to fill. Don't rush. Do everything at a steady quicktime, or perhaps just a touch slower. You may even want to consider a couple of drops into slow time just for a change of pace. Occasionally during the performance, when your team drops back into the starting formation, have them pause a beat for dramatic effect before beginning the next movement.
- **Develop your program slowly and cooperatively.** Start by sketching out the basic movements you have in mind on paper. When you start to work through you will find that what looks good on paper doesn't always look good on the drill deck. You will also find that you can't always get from one movement to another the way you thought you would. The people doing the movement will sometimes have a better feel for how to move through it than you do. This is fine. An innovative drill program is a cooperative exercise with room for participation by everyone.
- **Practice, practice, practice.** Obviously... You will spend an entire month working through your innovative program. Most of that practice should come just before the competition, after you have mastered the standard drill.

Tips For Color Guards

- **Don't spin the rifles.** While many Cadets insist that spinning rifles is cool, it really doesn't impress anyone but Cadets. Good, basic color guard movements executed with precision are far more impressive than needless flourishes.
- **Don't rush, be smooth.** A color guard should look like they are being pulled along on wheels. Their heads shouldn't move up and down at all. The easiest way to accomplish this is to slow the cadence. Quick time is 100-120 steps per minute. Keep it at 100 or maybe just a bit less for a color guard.
- **Lift your feet when marking time.** There is a lot of marking time in color guard movements. Marking time looks better and is easier to control when you lift your feet high. Four inches is the standard, which is about ankle high. However, about another two to four inches, boot-top high, is appropriate for color guards.

Jodies

NCO's have always been the primary keepers of tradition in military units. One of the firmest and most popular traditions is that of the 'Jody'. Every NCO should have at least one or two jodies that he knows by heart and can lead vigorously and with spirit. Jodies are one of the best tools for an NCO to exercise the clarity and volume of his command voice, since they need to be loud and distinct if people are going to follow along.

See "Attachment 1: Jodies", page: 99, for a good basic selection of jodies. Pick a couple of your favorites and memorize them.

PRACTICAL TEAMWORK EXERCISES

Note: These team building exercises are courtesy of C/FO Greg Auerbach, who compiled them and posted them to CAP-Cadet.

Knitting your Cadets into a strong team is a very important part of being an NCO and a leader. There are two goals in this effort: break down individual barriers and build cohesiveness.

Breaking down barriers is important. Your Cadets have to know that they have more in common between them than there are differences. All of them have elected to be Cadets in the Civil Air Patrol. That takes a certain kind of person. All of your Cadets are that person. It is important that they see that in themselves. This is not to say that they aren't individuals, but part of breaking down barriers means emphasizing the common traits.

Building cohesion means giving your Cadets shared experiences and time working together. This will give an understanding of how it feels to be a member of a team, that it is rewarding, rather than constricting. It will demonstrate that teams are 'force multipliers'. This means that "the whole is greater than the sum of its parts."

Following are some suggested exercises. They are commonly called 'team building exercises', a 'Leadership Reaction Course', or even 'Project X'. Most require a few simple props and can be completed in a short time. They can be used as part of an evening or weekend dedicated to team building, or mixed in with almost any other event. They could even be used as a 'time killer' on days when the planned outdoor activity isn't possible.

Pole Carry

Have teams of cadets carry a flagpole (broom, stick, etc) around a cone (chair) using only pencils. Race teams against each other or against the clock.

Three Blind Cadets

Blindfold all of your cadets, then give them a long string, and tell them to make an isosceles triangle with it. Every cadet must be touching the string. Teams compete for the lowest time.

Squaresville, Man

Take a cardboard square, and cut it up into evil geometric shapes. Then have teams put it back together. They must complete the exercise without talking.

Cannibals and Marines

Three cannibals and three Marines must cross a river to get to conference. They have only a two man canoe. If the number of cannibals outnumber the number of Marines at any given time on the same shore the cannibals will kill the Marines. Someone must row the canoe across the river. This is best done with cadets impersonating Marines and cannibals.

Team Push-ups

Line or square push-ups. Four cadets lie on the ground in a square putting their legs on the next person's shoulders. To complete a push-up, they must simultaneously rise (and usually fall quickly). The same thing works with larger numbers in a long line, but it's best when arranged according to height.

Night Moves

Blindfold one cadet, then have his buddy assume the front leaning rest

position. The cadet in push-up position then directs the blindfolded cadet to recover an object (coffee can, ball, anything) using only drill commands. Or blindfold all of them, except for the commander, then drill them as a flight. Make sure to fall them in BEFORE blindfolding!

Radioactive Box

Find a radioactive box of a reasonable size. Teams of cadets must move the box to the safe area. However, if they are within 15 feet of it for more than 10 seconds, they're unconscious for two minutes. Any longer than that and they're dead. You may allow them to use materials around the area, if you wish.

Electric Fence

Find a fence of reasonable height for your cadets (chest height is usually good). They must get over the fence without touching it, because it's electrified. Putting a carabiner nearby makes things interesting if they try to use that as part of the solution. You can optionally provide a four foot long, notched log about the size of a fence post. Getting the last Cadet over is always fun!

Square Dance

Tape a square onto the floor. Instruct the cadets that they must all be standing on one foot, inside the square, to complete the exercise. Make it pretty small, even considering the number of cadets in the group.

Plane Fun

You run the Lego plane corporate headquarters. The Cadets are to build a plane out of Legos, the more complicated the better. Form the Cadets into teams with the following designations: supervisor, engineer, and builder. Each team gets a bag of Legos – each bag is missing several critical pieces for the plane. Only engineers can look at the plans and supervisors can look at the plans. Only builders can touch Legos. Only supervisors can communicate with others outside their team (and then only with other supervisors). Only supervisors and builders can look at the plane while it is being built.

Having A Ball

Form a circle with all of the cadets. Then have one person begin by throwing a tennis ball to someone else. Each person then throws the ball to someone who hasn't been thrown the ball yet. When the last person has the ball, the next step is getting the ball back to the original ball holder in reverse order as quickly as possible. If the ball is ever dropped, the timing must be started over.

Blind Leading the Blind

Pair off your cadets and blindfold one. Scatter a bunch of ordinary paper plates along an open area. A "mine field." Make sure there's enough of them out there that navigation is challenging. Have the sighted Cadet talk the other blindfolded Cadet through from one side of the minefield to the other. Either time each team or have several teams race simultaneously. Each time a Cadet touches a mine he must freeze in place for five seconds.

The River Wild

Make two lines on the ground about 20 feet apart. These are the banks of a raging river. Give a group of 5 to 7 Cadet four cardboard squares approximately a foot square. These are rocks. All of the Cadets must cross

the river to the other side without touching the water. If they touch the water they have to start over. Once a square is in the river it has to be touched by a body part at all times. They can pick up a card but they must be in contact with it at all times (no pulling off a foot before picking it up!). If a square is left untouched it floats away.

FAMOUS LEADERS' RULES TO LEAD BY

Patton's Principles

- We can always learn from each other.
- Always do everything you ask of those you command.
- A commander will command.
- Keep a quick line of communications.
- Punishment for mistakes must be immediate.
- Say what you mean and mean what you say.
- Any man who thinks he is indispensable, AIN'T.
- Always be alert to the source of trouble.
- Select leaders for accomplishment and not for affection.
- Every commander must have authority equal to his responsibility.
- Protect the troops first. The wishes of the superior officer is secondary.
- In the long run, it is what we do not say that will destroy us.
- Talk with the troops! Get up front!
- Never make a decision too early - or too late.
- No good decision was every made from a swivel chair.
- Never fight a battle when nothing is gained from winning.
- An active mind cannot exist in an inactive body.
- To gain strength, always go beyond exhaustion.
- Pride in self starts with pride in appearance.
- Never fear failure. never take council of your fears.
- Know what you know and know what you don't know.
- Success is how high you bounce when you hit bottom.

Colin Powell's Rules

1. It ain't as bad as you think. It will look better in the morning.
2. Get mad, then get over it.
3. Avoid having your ego so close to your position that, when your position falls, your ego goes with it.
4. It can be done!
5. Be careful what you choose, you may get it.
6. Don't let adverse facts stand in the way of a good decision.
7. You can't make someone else's choices. You shouldn't let someone else make yours.
8. Check small things.
9. Share credit.
10. Remain calm. Be kind.
11. Have a vision. Be demanding.
12. Don't take council of your fears or naysayers.
13. Perpetual optimism is a force multiplier.

TIME MANAGEMENT

There are many demands on your time. School, sports, jobs, friends, and last but not least, Civil Air Patrol. This is especially true if you are a Cadet leader or have a staff position. Because of these demands, it can be very important for you to learn how to successfully manage your time.

There are three basic pieces to time management. Task management, schedule management and contact management.

Task management is simply managing your assigned tasks. How important are they in your schedule? How far along are you with them? When are they due? Will they be done on time?

Schedule management is where, when, why, and who.

Contact management is simply a list of the people you talk to regularly or may need to contact. Basically, a phone list and a schedule of when to call.

The basic tool in time management is a 'planner' or blank book. This book should be kept with you as much as possible so that you can use it properly. Obviously, you can't take it with you in the shower. However, you should have it with you whenever it is reasonable. This includes at school, at work, at the mall or in your car. The book isn't large, so it shouldn't be a big deal carry.

It is also a good idea to have one of those small monthly calendars they give away at Hallmark stores. This can be clipped to the inside cover of your book. It should be used to note things happening in the next months.

Daily Planning

Select an area free from distractions.

Review today's prescheduled events and appointments in your monthly calendar.

At the top of the page, write the date. Along the left-hand side of the page, write the things you need to do today. This should include things you didn't complete from the previous day's list and things that are due in the next few days and need to be prepared. Leave room at the edge of the page to write in the priority. After writing in the things you need to do, put an 'A' next to the vital things, a 'B' next to the important things and a 'C' next to the optional things. You can then further break them down by numbering the items for each letter.

Leave a few blank lines and write in your appointments. The space at the bottom is left for notes.

When you have completed a task, either check it off or put a line through it. As new tasks are added during the day, write them in at the bottom of the task list.

Below the appointments, you have space to keep notes during the day. You may have to write over onto the next page. That's fine, just make sure you write the date at the top.

Do the most important task first, not the one that is the easiest.

Sample Daily Planning Page

May 1, 1993

A1-Paper due in science.
A2-Call-out about 1st Ad Class.
B1-Change oil in car.
C1-Sign up for ski trip.

1600 Meeting in auditorium.
1830 Staff meeting at CAP.

1. Suzy - 555-1234.

2. Choose a historical novel to read for Eng.
Must be at least 400 pages. By 5-7.

3. Staff Mtg. - Hair too long. Cadets not
saluting seniors outdoors. Classroom too
noisy during breaks.

ETIQUETTE AND DINING FUNCTIONS

The purpose of this chapter is to give you a brief introduction to general etiquette, military etiquette and table etiquette. These skills are seldom taught. This information, while not specifically good for NCOs, is something you should be familiar with and certainly something you should be able to do when required.

Common Etiquette

Rising

The habit of rising has fallen out of use over the last several decades. It was once an important and basic part of common courtesy. You will find that if you learn the basic rules on rising to your feet and add them to your daily routine, you will begin to enjoy the formality. Rising adds dignity to almost any event, and is never inappropriate.

In general, a gentleman or lady should rise to their feet when a superior enters the room or when being introduced to someone. Gentlemen should rise if a lady enters a room. This is true in an office or work situation as well as at a dining function.

Shaking Hands

A handshake is as much a part of personality as the way we walk, and although try to improve a bad handshake, it will still usually be just like us, assured or timid, warm or cool.

The good handshake is elbow level, firm and brief. Once it was unacceptable for a man to offer to shake hands with a woman, but with the increase of women in business and the general equality in society today, this is no longer true. Outdoors, it is acceptable to shake hands with gloves on. When shaking hands you should look the person you are greeting firmly in the eye and, at least, look pleasant if you don't actually smile.

Speaking Respectfully

As a CAP Cadet you are taught to address your superiors respectfully, using customs and courtesies. However, what you might not realize is how far those courtesies will take you every day. Most people today consider polite and respectful speech to be somehow demeaning to them. This is simply nonsense. Politeness is merely the lubricant that keeps people from causing too much heat when they rub against each other. The more lubricant you apply, the better the rub. Got it?

You might not want to begin addressing people you've known for a long time, like your parents or teachers, in such a manner. But think how much more polite you'll seem to people you talk to on the phone, friends of your parents, people working in stores or government offices or your new boss. And it's a fact that people appreciate and want to help people who are pleasant to them.

So, whenever possible, you should address people senior to you in the respectful ways you've been taught at CAP. You'll be surprised at how well it will work to get people to respect you or give you the help you need.

Military Etiquette

As an NCO, you have the liberty to substitute a Cadet officer's grade for the word "sir". For example, "I'll take care of that right away, sir" could be said as "I'll take care of that right away, lieutenant." This only applies to Cadet officers, continue to address Seniors as "sir" or "ma'am".

When your commanding officers says "I wish" or "I would like," or similar expressions, these have the force of a direct order and should be treated as such.

The position of honor for one's superior is on the right. Therefore, in company with a superior, you walk, ride, and sit on the left. When entering a vehicle or boat, you embark first and take the less desirable places; when debarking, the senior leaves first and the juniors leave in order of grade.

When walking with a woman who isn't in uniform, it is appropriate to allow her to take your left arm and walk on your left side. Holding hands or placing your arms around each other is never allowed in uniform. Having the woman walk on the left leaves your right hand free for saluting.

An umbrella may be carried in the left hand. When walking with a lady, it is appropriate to shield her. A gentleman will only take shelter if the lady is well covered.

When in uniform, officers should be saluted regardless what they are wearing. If you recognize an officer wearing PT clothes, you should salute him. He will probably not salute you in return, in which case he will either render a brief greeting or say carry on. Drop your salute when he has acknowledged you or when several seconds has gone by.

Phone Etiquette

An overlooked but important social skill is phone etiquette. Too many people assume that a simple, 'hello' is enough. This is only true at home. Anywhere else, including at CAP, you must be more formal.

When answering a CAP phone you should always identify where you are, who you are and volunteer to help. For instance: **"Richards-Gebaur Squadron, this is Captain Stanford. Can I help you?"** Variations are okay as long as the basic information is still presented. Another example: **"Richards-Gebaur Squadron, Civil Air Patrol. Captain Stanford speaking. How can I help you?"**

Make sure that you are ultra-polite and proper. Address everyone who is an officer, an adult or someone you don't know as 'sir' or 'ma'am'. You have no idea how much it helps you when dealing with people if you address them in a very respectful way.

Go out of your way to help the person on the phone. If they are asking for someone who isn't available, don't just say "He's not here, sir." Offer to take a message. If they are in the office, ask the caller to hold and walk over and tell the person they're looking for in a normal voice that he's wanted on the phone. Don't yell across the office. If you are passing the call to someone, make sure you find out who's calling first. **"Just a minute, ma'am and I'll find him. May I tell him who's calling?"**

When the call is complete, don't just say 'goodbye' and hang up. Wish the other person a good day first. **"All right, sir. I'll tell him you called. Have a good day, sir. Good-bye."**

Finally, don't tie up a working or business phone with idle chat. If you are having a conversation that impacts the mission, then have it. But if your call will wait until you're home, wait until you're home.

Table Etiquette

Remain standing while a lady at the table is standing. The gentleman should assist with the chair of the lady on his left.

Wait until several people have been served before beginning to eat, the food shouldn't be allowed to get cold. If at a banquet or military dinner,

wait until the head table or the President of the Mess has begun eating.

Your napkin should remain folded in half in your lap during the meal. When using your napkin pat or dab your lips, don't rub or wipe them. If you must leave the table, place your napkin in your chair and push your chair in. When the meal has finished, you should fold your napkin and place it to the left of your plate.

Never hold flatware in a fist. Always hold it more-or-less like a pencil, except when cutting with the fork in the weak hand. The knife and fork always change hands when cutting, that is, the knife in the strong hand and the fork in the weak hand. But it is not necessary to transfer the fork back to the strong hand before eating. Instead the food may be put into the mouth with the weak hand with the fork held tines down. The fork is always held tines up when being used in the strong hand.

After using the knife, never put it down on the table. Place the knife across the upper half of the plate or on the right side of the plate, with the blade facing in. After using the fork, put it on the plate below the knife, or at the left of the plate and parallel to the knife, with the handle at the right and tines up.

Do not talk with food in your mouth, make noises while eating or swallowing, chew food with your mouth open, or blow on hot foods to cool them. Don't smack your lips or take large mouthfuls of food. Use your napkin before drinking from a glass of water in order not to leave smears of food on the glass. Never lick your fingers, use your napkin.

If something is out of reach at the table, do not rise out of your seat to get it; ask for it to be passed. However, you may get anything you can conveniently reach without bothering your dinner partners.

Avoid curling your little finger on a cup handle – and be sure to remove the spoon from the cup after stirring and before drinking. Place the spoon in the saucer to the right of the cup, not on the table. Don't blow on hot liquids to cool them.

You may tilt a soup plate away from you when the plate is almost empty. Dip the spoon into the bowl *away* from you. Soup served in a cup or bowl that has handles may be drunk. Anything floating on the top, such as dumplings, should be spooned off and eaten first. Things on the bottom, such as noodles, should be eaten after drinking the broth. Don't put the entire spoon into your mouth, eat the soup off from the side. You should leave a soup spoon in a soup plate, but never in a cup or bowl.

Bread and rolls are broken in half, and then into smaller pieces with the fingers, instead of cutting them with a knife. If butter is served, you butter each piece of bread before eating. Jams and condiments go onto the butter plate, not directly onto the bread.

Do not place your elbows on the table when eating. Between courses you may momentarily place your forearms on the table – if you do not turn your back on your dinner partner. You should keep your elbows at your sides when cutting your food; they move as easily up and down as sideways and, if held in, cannot hit your partners.

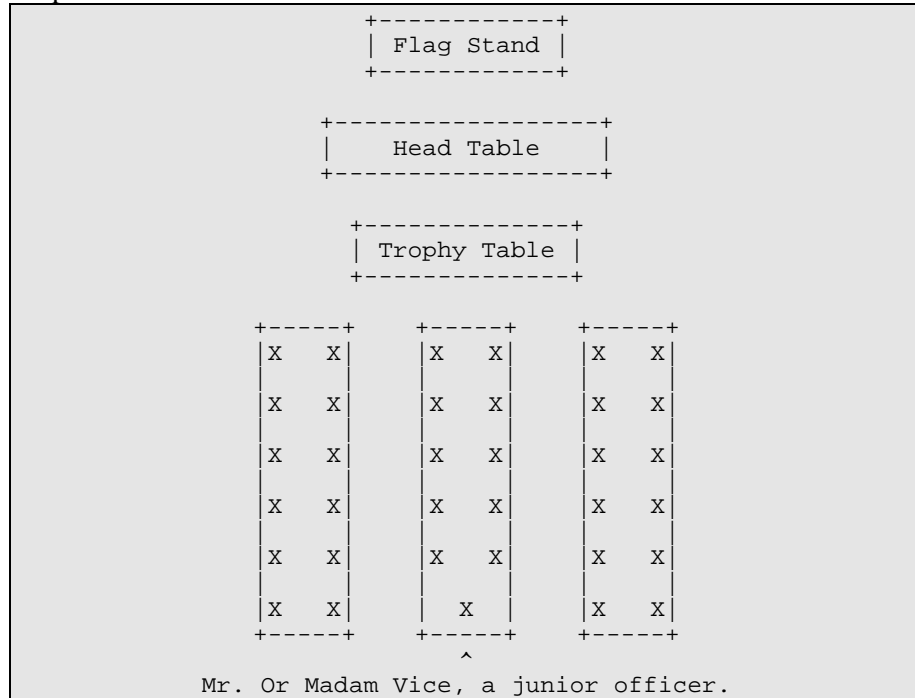
Don't slump at the table, but don't sit at attention, either. Don't twist your feet around the chair legs or stretch them under the table. Place your feet flat against the floor.

When the meal is over, don't push back your plate – leave it where it was placed.

Table conversation should not include any controversial or offensive topics. Do not talk about disgusting things at the table.

Suggested Table Plan

Presented in the figure below is a typical seating arrangement for an awards banquet or military dining function. If present, the POW/MIA table is placed to one side at the rear of the room.



The US Air Force Dining-In

(From the Air Force Protocol Guide, via the Internet.)

The following is designed to serve as an abbreviated guide for planning and conducting a dining-in or dining-out. If you require more information the AFP 30-6, Guide for an Air Force Dining-in, though it has been rescinded, is the most comprehensive reference for planning and conducting dinings-in/dinings-out.

If you are unable to obtain a copy of AFP 30-6, this guide should provide you enough information to plan this traditional Air Force event. Some traditional customs and procedures may not be practical or desired, depending on local circumstances. Commanders may modify the traditional approach as local conditions dictate.

General Info

Formal military dinners are a tradition in all branches of the United States Armed services. In the Air Force and Navy, it is the dining-in; in the Army, the Regimental Dinner; in the Marine Corps and Coast Guard, Mess Night.

As with most ancient traditions, the origin of the dining-in is not clear. Formal dinners are rooted in antiquity. From pre-Christian Roman legions, to second century Viking warlords, to King Arthur's knights in the sixth century, feasts to honor military victories and individual and unit achievements have been a custom.

Some trace the origins of the dining-in to the old English monasteries. The custom was then taken up by the early universities and eventually adopted by the military with the advent of the officers' mess. With the

adoption of the dining-in by the military, these dinners became more formalized. British soldiers brought the custom to colonial America, where it was borrowed by George Washington's continental army.

The Air Force dining-in custom probably began in the 1930s with General H. "Hap" Arnold's "wing-dings." The close bonds enjoyed by Air Corps officers and their British colleagues of the Royal Air Force during World War II surely added to the American involvement in the dining-in custom.

The dining-in has served the Air Force well as an occasion for military members to meet socially at a formal military function. It enhances the *esprit de corps* of units, lightens the load of demanding day-to-day work, gives the commander an opportunity to meet socially with their subordinates and enables military members of all ranks to create bonds of friendship and better working relations through an atmosphere of good fellowship.

The dining-in and dining-out represent the most formal aspects of Air Force social life. The dining-in is the traditional form, and the term will be used throughout this document. However, most of the information applies equally to both dinings-in and dinings-out.

It is important for the success of a dining-in that members enjoy the evening, and that the ceremonies are done in a tasteful, dignified manner. A dining-in should have a theme around which the decorations and ceremony are built.

The purpose of the dining-in is to bring together members of a unit in an atmosphere of camaraderie, good fellowship, and social rapport. The basic idea is to enjoy yourself and the company. The dining-in is also an excellent means of providing hail and farewell to members of a unit. It is an excellent forum to recognize individual and unit achievements. The dining-in, therefore, is very effective in building high morale and *esprit de corps*.

Dining-in

The dining-in is a formal dinner for the members of a wing, unit, or organization. Although a dining-in is traditionally a unit function, attendance by other smaller units may be appropriate.

Dining-out

The dining-out is a relatively new custom that includes spouses and guests. It is similar in all other respects to a dining-in. The dining-out is becoming increasingly popular with officers and enlisted members alike.

Combat dining-in

The combat dining-in, the newest of the dining-in traditions, is becoming increasingly popular, especially in operational units. The format and sequence of events is built around the traditional dining-in, however, it's far less formal atmosphere and combat dress requirements (flight-suit, BDUs) have made it very appealing to the masses. There is not a great deal written on the subject and the only limit seems to be that of the imagination of the planning committee.

Dress

Officers wear the mess dress uniform. Retired officers may wear the mess dress or civilian attire. For enlisted members, mess dress or the semi-formal dress uniform is worn. Refer to AFI 36-2903, Dress and Personal Appearance of Air Force Personnel for appropriate wear instructions. Male civilians should wear appropriate black tie dinner dress. The proper dress for civilians should be clearly stated in the invitation.

The Officers of the Mess

President

This officer is the center figure of the dining-in. Normally the commander of the organization hosting the dining-in is the President. The President is charged with the overall responsibility of the dining-in. Specific duties of the president are as follows:

- a. Oversee entire organization and operation of the dining-in.
- b. Appoint any or all of the following project officers.
 - (1) Vice President
 - (2) Arrangements Officer
 - (3) Mess Officer
 - (4) Escort Officers
- c. Secure an appropriate speaker, set the date, and determine location.
- d. Arrange for a chaplain to give the invocation.
- e. Greet all guests before dinner is served.
- f. Opening and closing of the mess.

Many of the duties of the President are delegated to the arrangements officer who must work closely with the President to ensure the success of the dining-in.

Vice President

The Vice President serves as the President's principle assistant. The Vice President is traditionally the most junior officer of the mess; however, the President may select another member to serve in this demanding position.

The success of the evening hinges largely on the imagination and humor of the Vice. Essentially a master or mistress of ceremonies and a toastmaster or toastmistress, Mister/Madam Vice keeps the program moving and stimulates table conversation through keen wit and impromptu speaking ability.

The Vice President also notes and makes special mention of the violations of the rules of the mess and breaches of protocol and etiquette.

Traditionally, the Vice President sits alone at the back of the dining room facing the President. This position allows them to observe the proceedings in order to monitor the flow of the program. Convenience and the physical layout of the dining area may dictate seating in another location; however, the Vice President is never seated near or at the head table. It is essential that the Vice be totally familiar with the customs and traditions of the mess.

Duties of the Vice President:

- a. Open the lounge at the appointed time.
- b. Sound the dinner chimes at the appropriate time.
- c. Prepare appropriate toasts as directed by the President. Composition of appropriate poems or witticisms in good taste relating to personalities and organizations present is encouraged.
- d. Keeps the party moving, and is the last person to leave.

Arrangements Officer

The Arrangements Officer is directly responsible to the commander for the comprehensive planning of the dining-in and for attending to the numerous details required for a successful event. The person selected for this task should be a top planner and supervisor, as the Arrangements Officer is the architect of the dining-in.

The Arrangements Officer should not make any final decisions on major aspects of the dining-in without consulting the President.

Duties of the Arrangements Officer:

- a. After the facility has been reserved, establish the correct table and seating arrangement and arrange the necessary name and organization cards.
- b. Make sure that flags and any awards are in place before the opening of the lounge, unless posting of the colors is part of the planned ceremony.
- c. Arrange for a suitable public address system.
- d. A lighted lectern with microphone should be provided for the convenience of the guest speaker and chaplain.
- e. Place dinner chimes at the Vice's location.
- f. Arrange for a photographer if desired.
- g. Publish a detailed agenda and prepare a recommended guest list. Distribution and content should be determined by the president.
- h. Ensure hat/coat checker is available.
- i. After the dining-in, prepare letters of appreciation for the President's signature to the guest of honor and others who rendered service.

Mess Officer

The Mess Officer is an optional player, however, it may be very useful to appoint one. Once preliminary decisions are made concerning the facilities which will be used for the event, the Mess Officer may take over all responsibilities associated with the dining facility.

Protocol Officer

The Protocol Officer's duties:

- a. Ensure formal invitations to all guests are mailed out at least four weeks prior to the event.
- b. Establish procedures for taking RSVPs.
- c. Make necessary billeting and transportation arrangements.
- d. Assist in determining the seating arrangement for the head table.
- e. Brief the escort officers on specific protocol requirements relating to the guests.
- f. Prior to the event, ensure biographical sketches of guests are distributed to the President, Vice, and other interested parties.
- g. Ensure a parking plan has been established.
- h. Assist escort officers as required.
- i. Advise and assist on flag arrangements.

Escort Officers

One escort officer should be appointed for each official and personal guest.

Duties of the Escort Officer:

- a. Contact the guest in advance to discuss dress, location, meeting point, and composition of the audience.
- b. If the guests are from out of town, meet them at their initial arrival point and arrange for transportation and accommodations during their stay.
- c. Meet and escort the guest into the lounge.
- d. Brief the guest on the customs, courtesies, rules, and procedures of the dining-in.

- e. Make sure the guest is properly introduced to as many members of the mess as possible.
- f. Ensure the guest is always in the company of several members of the mess, yet take care that no individual or group monopolizes the guest.
- g. Upon the guest's departure, escort the guest to the point of departure and bid farewell on behalf of all members of the mess.

Guest Speaker

The guest speaker's presentation is the traditional highlight of the evening. By custom, the speaker should be distinguished either as a military officer or official of the government. The speaker should be contacted well in advance and advised of the nature of the evening. Arrangements should be made for them and other invited guests as protocol and custom dictate. Introduction of the guest speaker should avoid remarks too flattering or too lengthy. The speaker's ability will be evident.

Planning considerations.

Start early. Two or three months should be considered a safe time to start. Set a firm date, location, and general action plan. It is a good idea to appoint a planning committee chaired by the Arrangements Officer.

The size of the committee generally depends on the magnitude of the function. A potential committee includes members responsible for the following:

- a. Recorder
- b. Finance
- c. Invitations and reservations
- d. Food and beverages
- e. Decorations
- f. Publicity

The people appointed as committee members must be motivated and action oriented. The best approach for appointing committee members is to draft a letter for the President's (Commander's) signature. Where possible, select committee members who have expertise in the area of their responsibility.

The following is a general list of some of the more important committee tasks:

- a. Setting date and location
- b. Choosing a guest speaker
- c. Preparing and sending invitations to senior officials and guests
- d. Preparing place cards
- e. Providing suitable appropriate music
- f. Developing a menu, including wine selection
- g. Providing seating arrangements
- h. Planning for decorations
- i. Developing a program
- j. Ensuring suitable financial planning is done
- k. Ensuring adequate bartenders are available
- l. Adequate Photo support
- m. Chaplain
- n. Gift for speaker
- o. Site inspection

Conducting the Dining-In

Following is a general description of the chain of events:

Cocktails - Each member of the mess should arrive in the lounge within 10 minutes of opening time. Members should never arrive after the senior honored guest. The cocktail period usually lasts between 30 and 60 minutes. This time is intended to allow members to assemble before dinner, and to meet the guests. It is not an "attitude adjustment" period. Background music is appropriate. It should be soft, classical, recorded or live.

Assembling for Dinner - At the end of the cocktail period; the Vice sounds the dinner chime and directs the mess to proceed to the dining room. Members and guests assigned to the head table remain in the lounge or assemble in an anteroom. All others should proceed in an orderly fashion to their assigned seats and stand quietly behind their chairs.

By tradition, drinks and lighted smoking materials are never taken into the dining area.

There are a number of ways the head table members can enter the dining area. Depending on the set-up and the circumstances of the arrival of the head table, you need to pick one of these methods. Present the options to the President and choose one.

1. Have President and guest of honor enter first with the President to the left of the guest of honor. Continue with the next ranking pair, with the ranking person to the right until all members are out.

2. Have head table members file into the dining area in the order they are to be seated at the table. This order especially makes sense when the platform the head table is on is narrow and does not allow members to pass behind one another while taking their place at the table.

3. Have the President and guest of honor enter the mess after everyone is assembled.

Calling the Mess to Order - Immediately following the sounding of Ruffles and Flourishes, the President raps the gavel once to call the mess to order. The President should then direct the color guard to post the colors. The color guard marches into the dining area and posts the colors. The National Anthem is then played or sung. If the colors are in place, or there is no color guard, the National Anthem is played or sung immediately following the President's call to order.

Following the National Anthem, the color guard departs the room. Since protocol does not require the colors, once posted, be retired, some commanders elect to dismiss the color guard at this time.

After the color guard departs, the President asks the Chaplain or an appointed member of the mess to deliver the invocation. After the invocation, the members of the mess and guests remain standing as the next order of business is toasting.

Wine Pouring Ceremony - Usually, wine glasses are already filled, but if a wine pouring ceremony is observed, members of the mess and guests will be seated immediately following the invocation. The President removes the stopper from the decanter placed before them and the senior officer at each table does likewise, following the President's lead. Decanters are passed from hand to hand to the right, with each member filling their glass. Decanters never touch the table until all glasses have been filled and the President replaces the stopper and places the decanter on the table. Club service personnel should be ready to replace decanters as they are emptied,

and to fill the water goblets of those who prefer not to drink wine. According to the traditions of Commonwealth nations, only port wine is used for toasting, and another wine is used as the dinner wine. The choice of wines is the Presidents prerogative. When all glasses have been charged, with either wine or water, and the President has replaced the decanter on the table, all members of the mess and guests rise for the toast.

Toasting - The custom of toasting is universal. It is believed that this custom came into wide acceptance after the effects of poison were discovered. When two persons, who might be antagonists, drank from the same source at the same instant and suffered no ill effects, a degree of mutual trust and rapport could be established. With this foundation laid, discussions could continue on a more cordial basis. Today, toasting is a simple courtesy to the person being honored.

It is not necessary or proper to drain the glass at the completion of each toast. A mere touch of the glass to the lips satisfies the ceremonial requirements. Toasts should be proposed in sequence and at intervals during the program of the evening.

Members of the mess and gentlemen stand to toast, but female guests remain seated to drink the toast unless it is considered a standing ovation. If still in doubt, the ladies should take their cue from the members of the head table.

Toasts to deceased persons are normally made with water.

The President proposes the first toast. If a toast to the colors is done, it is always the first toast, to which the members of the mess respond, "To the Colors."

The second toast, in order of precedence, is to the heads of state of the allied nations represented. The toasts are made in the order determined by the seniority of allied officers present. Remember that Commonwealth nations toast the sovereign, not elected official. Consult your local Protocol office for the proper terminology to be used in toasting heads of state.

After the President of the mess has toasted the head of each Allied nation represented, the senior allied officer then proposes a toast to the President of the United States. The response is "To the President."

Following the President's or senior allied officer's toasts, Mister/Madam Vice proposes a toast to the Chief of Staff of the United States Air Force. The response is "To the Chief of Staff."

Toasts to the Chief of Staff of the Army, Chief of Naval Operations, and Commandant of the Marine Corps is appropriate if members of that service are present at the mess. The senior ranking officer representing a sister service would then propose a toast to the Chief of Staff of the United States Air Force.

Excessive toasting can make for a long evening. While other toasts may be appropriate, too many toasts can cause the evening to run behind schedule and dampen the enthusiasm of the members of the mess. At some locations there may be a number of allied officers present. In this case, it is appropriate to collectively propose a toast to the heads of state of all Allied nations.

Informal toasts are also an important part of the occasion. They should be humorous, but in good taste. It may be advisable to "plant" some impromptu toasts to set the tone of the evening.

After the welcoming remarks, the President introduces the head table and the Vice proposes a toast "To our honored guests" response, "Hear,

Hear."

Normally, toasts should be planned and approved in advance by the President. To avoid confusion the toasts and responses should be printed in the dining-in program booklets placed at the tables. However, at any time after the toast to the Chief of Staff, a member may ask to be recognized for any appropriate reason.

After toasts to officials are made it is an opportune time for the President of the mess to explain the POW/MIA table and propose his last toast "One More Roll" before their opening remarks.

President's Opening Remarks - Besides setting the tone for the evening, the opening remarks provide the opportunity to officially welcome guests. When all guests have been recognized, the Vice proposes a toast to the guests. Members of the mess stand, guests remain seated. The response to this and all future toasts is "Hear, Hear."

The President then seats the mess and invites the members to eat.

The first course may be placed on the table while the mess assembles in the cocktail lounge. However, soup should be hot and salad should not be wilted. Consider the capabilities of the dining facility and the desires of the President.

Courses are always served to the head table first. At other tables, the highest ranking persons are served first. Although this means junior members are served last, Mister/Madam Vice should be served immediately after the head table. Toasts requested by the mess during dinner and related activities take up so much of the Vice President's time that they simply won't have a chance to eat unless they are served early. The President always has the option to limit toasts in order to keep the evening on schedule or to permit members to eat uninterrupted.

Smoking Lamp - With the current trend being that of a smoke-free environment, many dining establishments are non-smoking facilities. Check with the President to see if one is desired or will be omitted entirely.

Recess - At the time scheduled for recess, the President raps the gavel three times to gain attention. When the mess is silent, the President raps twice and announces a short recess so the dishes may be cleared and desert served. Members stand by their places until the head table departs. Everyone then proceeds to the cocktail lounge where the bars have reopened.

Reconvening the Mess - At the end of the recess, the Vice sounds the dinner chimes and directs everyone to proceed to the dining room. Traditionally, lighted smoking materials and drinks should not be brought into the dining area following recess.

When members reach their places they stand directly behind their chairs. The President then leads the head table party into the dining room. The President then seats the mess with one rap of the gavel. Coffee and tea are immediately served and dessert is eaten.

Awards - Perform awards or recognition ceremonies as applicable. A convenient time is immediately before the guest of honor's speech. Under no circumstances should any ceremony follow directly after the guest speaker's speech, which should be the highlight of the evening.

Guest Speaker's Address - After awards and any scheduled entertainment, the President introduces the Guest Speaker. The speaker's address typically lasts 15 to 20 minutes and should be of a patriotic or entertaining nature. After thanking the speaker for their time and thoughts,

the President presents the gift to the speaker. The President then asks the Vice to propose an appropriate toast to the Guest Speaker. The Vice proposes a toast, "To our Guest of Honor."

Closing the Mess - After the toast to the guest speaker, the President should recognize those who organized the dining-in and thank the Vice. If desired, the colors may then be retired by the color guard. The President encourages everyone to stay and enjoy themselves, if post-dinner entertainment is planned, and then adjourns the mess with two raps of the gavel. After the mess is adjourned, members should remain at the dining-in until the guest of honor and the President have left. If there is to be an extensive delay in leaving, the President may allow members to leave at their discretion. Traditionally, the Vice is the last member to leave the dining-in.

The Grog Bowl

The grog bowl is an accessory traditional to dinings-in, although it is not required. The contents of the grog bowl are best left to the imagination of the planning committee. The contents should be non-alcoholic so as not to dampen the spirits and participation of those individuals who do not consume alcoholic beverages. It is permissible to have two grog bowls, one alcoholic and one non-alcoholic.

Some organizations have successfully used a grog mixing ceremony where the individual contents are combined with a humorous narrative by the Vice.

Infractions warranting a trip to the grog bowl may be noted at any time by the President, Vice President, or any member of the mess. Members bring infractions to the attention of the President by raising a point of order. If the validity of the charge is questioned, members vote by tapping their spoons on the table.

When the President directs a violator to the grog bowl, the individual proceeds to the bowl promptly. The bowl is usually located on or near the Vice's table. Upon arriving at the grog bowl, the violator does the following:

- a. Does an about face and salutes the President
- b. Does an about face to the bowl and fills the cup
- c. Does another about face and toasts the mess
- d. Drains the contents of the cup without removing it from the lips, then places it inverted on their head signifying it is empty.
- e. Does an about face, replaces the cup, about faces again, salutes the President, and returns to their seat. With the exception of the toast, "To the Mess," the violator is not permitted to speak during this process.

Rules of the Mess - The following is a list of rules under which the mess will be conducted. They are designed to conform to tradition and promote levity. Violators of these rules are subject to the wrath of the Vice. All assigned penalties will be carried out before the membership.

1. Thou shalt arrive within 10 minutes of the appointed hour.
2. Thou shalt make every effort to meet all guests.
3. Thou shalt move to the mess when thee hears the chimes and remain standing until seated by the President.
4. Thou shalt not bring cocktails or lighted smoking material into

the mess.

5. Thou shalt smoke only when the smoking lamp is lit.
6. Thou shalt not leave the mess whilst convened. Military protocol overrides all calls of nature.
7. Thou shalt participate in all toasts unless thyself or thy group is honored with a toast.
8. Thou shalt ensure that thy glass is always charged when toasting.
9. Thou shalt keep toasts and comments within the limits of good taste and mutual respect. Degrading or insulting remarks will be frowned upon by the membership. However, good natured needling is encouraged.
10. Thou shalt not murder the Queen's English.
11. Thou shalt not open the hangar doors. (talk about work)
12. Thou shalt always use the proper toasting procedures.
13. Thou shalt fall into disrepute with thy peers if the pleats of thy cummerbund are not properly faced.
14. Thou shalt also be painfully regarded if the clip-on bow tie rides at an obvious list. Thou shalt be forgiven, however, if thee also ride at a comparable list.
15. Thou shalt consume thy meal in a manner becoming gentlepersons.
16. Thou shalt not laugh at ridiculously funny comments unless the President first shows approval by laughing.
17. Thou shalt express thy approval by tapping thy spoon on the table. Clapping of thy hands will not be tolerated.
18. Thou shalt not question the decisions of the President.
19. When the mess adjourns, thou shalt rise and wait for the President and head table guests to leave.
20. Thou shalt enjoy thyself to thy fullest.

A Final Word - A dining-in is designed so that members of an organization can have a good time together as a unit. Various forms of skits or entertainment may also be included to add to the evening. The decorations, ceremony, humor, and wit should be done in such a manner as to make the evening a memorable event.

Two cautions should be noted; first, do not go overboard with expenses. A good time does not have to be excessively costly. Second, prepare an agenda and stick to the schedule. Too many skits, entertainment, patriotic programs, and so forth can make the evening drag on. If the mess is formally opened at 1930 and the guest speaker begins his speech at 2330, most members will be more attentive to their watches than to the guest's presentation. A formal program that lasts between 2 and 2-1/2 hours is ideal and allows sufficient time for informal entertainment.

(Previous text from the Air Force Protocol Guide, via the Internet.)

Mixing the Grog Bowl

Grog may be concocted from anything that is edible. However, you should keep some things in mind when creating your grog:

- Alcohol is completely prohibited from any Cadet functions.
- If the grog is enjoyable there will be no incentive to avoid a trip to the bowl.
- If the grog is particularly nasty it could turn someone's stomach.

- Be careful of potential allergic or intolerance reactions (such as milk or seafood).

Grog can be mixed during the initial part of the meal. If the grog is mixed during the meal, Cadets should introduce the items being added to the bowl with an explanation of their (supposed) source. The following are example ingredients:

- From the Commander: A clear liquid, the *Tears of Frustration*.
- From the Deputy Commander: A yellow liquid, the *Sweat of His Brow*.
- From the Communications Officer: A brown liquid, *Battery Acid*.
- From Admin, Logistics, PAO and Personnel: A blue liquid, *Ink*.
- From the Safety Officer: A green ice, *The Green of Safety*.
- From the Medical Officer: A red liquid, *The Blood of Fallen Members*.
- From the Pilots: A clear liquid, *Aviation Gas*.
- From the Chaplain: A white liquid, *The Milk of Human Kindness*.

Seeking Recognition from the Presiding Officer

From *"Robert's Rules of Order"*: *Before a member can make a motion or address the [mess]..., it is necessary that he obtain the floor; that is, he must rise and address the presiding officer by his title, thus: "Mr. [President]," who will then announce the member's name.*

This is the process for someone seeking the recognition of the presiding officer for a toast or something else requiring the attention of more than just his immediate neighbors. *Questions of order*, which might result in a trip to the grog bowl, are handled differently; as outlined below.

Questions of Order

From *"Robert's Rules of Order"*: *A Question of Order ... must be decided by the presiding officer without debate. If a member objects to the decision, he says, "I appeal from the decision of the chair." If the appeal is seconded, the [President] immediately states the question as follows: "Shall the decision of the chair stand as the judgement of the [mess]?" If there is a tie vote the decision of the chair is sustained.*

It is the duty of the presiding officer to enforce the rules and orders of the [mess], without debate or delay. It is also the right of every member, who notices a breach of a rule, to insist upon its enforcement. In such case he shall rise from his seat, and say, "Mr. [President], I rise to a point of order." ...[the President] requests the member to state his point of order, which he does, and resumes his seat. The [President] decides the point...

...The [President] can ask the advice of members when he has to decide questions of order, but the advice must be given sitting, to avoid the appearance of debate; or the [President], when unable to decide the question, may at once submit it to the [mess].

During the meal, the President will generally assign the Vice to answer calls for order. It is the duty of the President to serve as host to the members of the head table. In this case members will address Mr. Vice.

Votes on appeals or approval for the decisions of the President are made by tapping spoons upon the table.

If calls for order become excessive, it is the right of the presiding officer to add rules during the meal. It may be advisable for the presiding officer to insist that all calls for order rhyme or that they be sung to the tune of "Three Blind Mice".

Field Dining-In

The Combat Dining-In is a form of dining in that has become popular recently. Although it may have been pioneered by the Marine Corps (it reputedly being a favorite of Commandant Gray), it is now in general use throughout the armed services. The conduct of the Combat Dining In is nearly identical to the traditional version. The major differences are that the dress is utility (BDU) and there are often 'firefights' between rival tables.

Of course, CAP is a non-combat organization. Therefore, the appropriate name in the CAP association is 'Field Dining In', to reflect the fact that members attend wearing field gear.

One of the biggest differences in the Field Dining In are changes in the Rules of the Mess. These rules are flexible and at the discretion of the President of the Mess, but here are some examples:

- Rule 15 - Thou shalt consume thy meal in a manner befitting a hungry field rat.
- Rule 17 - Thou shalt express approval by pounding thy fist on the table. Clapping thy hands will not be tolerated.
- Rule 21 - Thou shalt low-crawl within 15 feet of thy table when returning to thy seat.
- Rule 22 - Thou shalt NOT launch food or spray water towards the head table.

CAP Birthday Ceremony

Introduction

In the military, most notably the Marine Corps, the day Congress created the branch is traditionally observed and celebrated as that branch's 'birthday'. This is an exciting and fulfilling tradition that allows each member of the organization to share in *esprit de corps*.

The Marines take the birthday of their Corps very seriously and units around the world pause on November 10th of each year in observation. It is a time of celebration, reflection, remembrance and camaraderie; where 'Auld Lang Syne' is as much a part of the event as 'The Marines Hymn'.

While no official celebration of the CAP birthday exists, there is no good reason not to have some sort of ceremony at the beginning of December honoring our organization. The ultimate ceremony, of course, would be a banquet and dance; a 'Birthday Ball'.

Cake Cutting Ceremony

The presentation and cutting of the birthday cake is a key part of the entire birthday celebration. It has deep significance and symbolism that is explained in the cake ceremony speech below.

Cake Cutting Ceremony Description

If the cake cutting is part of a larger ceremony or a full ball, there should be martial music playing in the background during the social hour preceding the dinner. Marches and other music associated with the military and military units are traditional.

Fifteen minutes before the ceremony is to begin, the bugle call *Officer's Call* should be played. This is an indication to everyone attending that the ceremony and dinner are about to begin. After *Officer's Call* the martial music can be resumed.

When the ceremony is to begin, the Adjutant will command, "Sound

Adjutant's Call." *Adjutant's Call* will be played, followed by *Attention*. At this point the official party (the Commander, his staff and the Honored Guests) enters and marches up the aisle, faces about and posts at the head of the aisle.

Once the official party has posted, the color guard enters and marches up aisle, halting in front of official party. The Adjutant proclaims, "*Long live the United States and success to the Civil Air Patrol!*" *To The Colors* is played. The color guard posts.

At this point a fanfare is played and *Marching Song of the C.A.P.* (or other appropriate music) is played at a slow tempo. The cake is wheeled in on a cart by an escort followed by the youngest and oldest members and the Adjutant. Optionally, guards can be posted along the aisle before the cake is wheeled in. The cake is posted in front of the official party. The cake escort posts at the rear of the cake.

Adjutant steps front and center between cake and official party. The Commander commands, "Publish the Article." The adjutant calls *attention to orders*, reads short remarks written by a notable for the C.A.P. birthday and resumes his post.

The commander steps forward to make his remarks followed with remarks by the honored guest.

At the conclusion of remarks, the adjutant picks up a knife or sword from cake table and hands it to the commander. The commander offers it to the honored guest. *Auld Lang Syne* plays. The youngest and oldest members post next to the cake. While the commander reads the introduction and biography of the youngest and oldest members present, the honored guest cuts the cake and presents a slice of cake to each.

The youngest and oldest members resume their original positions after receiving the cake. The cake escort posts back on the cake and marches the cake to the rear followed by the adjutant. The official party marches off. The color guard marches off. That is the conclusion of the ceremony.

Cake Cutting Ceremony Remarks

It is fitting that on this occasion, we Civil Air Patrol members should pause to observe our birthday by sharing a cake and a meal.

A survival knife is used to cut the cake as a reminder that we are a charged with helping people in situations in which their very lives are at stake. We carry these knives in the field to help us help them.

The commanding officer passes the first piece of cake to the oldest member; demonstrating the honor and respect accorded to experience and seniority.

This year's oldest member is LtCol John Smith, who was born on February 2nd, 1932 and joined the Civil Air Patrol in May, 1948.

Symbolically, the elder member passes that piece of cake to the youngest member, just as since 1941 experienced members have nurtured and led the young members that fill our ranks and renew our organization.

The youngest member is Cadet Airman John Doe, who was born on April 19, 1986. He joined Civil Air Patrol in March, 1999.

MILITARY SERVICE

Military service is a proud and honorable profession going back to the beginning of our nation. In fact, it is clearly thanks to the military that we even have a nation at all. The tradition of the American citizen-soldier has carried America through two centuries, three major wars, several large conflicts and countless small actions. Eventually you may feel that it is your turn to add your name to the rolls of those that have done their duty as Americans and served our nation.

There have been times in our nation's history when military service was seen as an obligation, a duty that every American owed to their country to repay and guarantee their freedom. At other times military service has been seen as a last refuge for the incompetent and for those who wished to hurt people. Luckily, we seem to be in a period when the opinion of the military as a career and profession is again positive.

There are, of course, four branches of service. These are the Army, Navy, Air Force and Marine Corps. Each has its particular missions, established by congress. Each also has a particular 'flavor' to it that is a part of the branch. It is important to try to find the flavor of service that you will like in order to be happy and successful as a member of the armed services.

Viewing movies, such as 'Heartbreak Ridge', 'Top Gun', 'Strategic Air Command' or 'The Green Berets' isn't going to let you know what the service is like. Movies aren't a good way to learn about the military, or really about anything, because they're an encapsulation rather than an accurate reporting. Your best way to get a feel for the service you're interested in is to read books by and talk to those who have served. The more recently, the better.

Eventually, if you are serious about a career in the military, you're going to have to make a decision between being an officer or an enlisted man. There are advantages to both paths. Officers are paid better, get more privileges and are in charge. However, a commission requires a college degree and as a rule, officers are held to higher standards of behavior than enlisted men. There are various ways to earn a degree and a commission, the most common being attending a service academy or through ROTC in college. Scholarships and appointments are available.

If you enlist, you will spend a few weeks in boot camp, a couple of months in a school and then you are off to see the world. The drawbacks are basically the opposite of the advantages of a commission: pay and benefits. If you want to enlist, you're going to have to see a recruiter.

A recruiter is a salesman. His job is to get you in the door with the least effort possible. If he has to go through a bit more effort to get his job done, he will. It is up to you to make him go through that effort. Here are some suggestions on successfully dealing with recruiters to get the most you can from the service of your choice:

Get everything in writing. Take it home and look it over review away from the recruiter before signing anything. Write down any questions you have and make sure you get good answers. Keep in mind, though, that unless it is written on your *enlistment contract* it doesn't count. Make sure what you want is all there or don't sign.

Make sure you know all you can about what's available. Examine the brochures and other materials the recruiter has carefully. However, a

good way to find out what's available is to find out from someone who's already in the service. A recruiter will try to get you in with as little effort as possible. Make it a little harder for him.

Talk to someone you know and trust who's in that branch of service. This is probably the most important thing. Each branch of service has their own style. Someone who is there can tell you what it's like, what kinds of programs are available and perhaps even what bonuses might be possible at enlistment.

Keep your parents involved. True, this is a big step. It is probably the first decision you have every made as an adult. But no matter how much you'd like to make this decision without relying on your parents, you should talk to them about everything. Have them meet your recruiter and take them with you when it is time to sign the paperwork. Have them look over everything you've brought home. They might know someone who served in that branch and can tell you all about it and give you valuable advice. Even if your parents despise the branch of service you're talking to or don't want you to join the service at all, they'll still help you to get the best deal you possible can if they know you're serious. Your parents care about you and have spent a lot of time raising you to be a good adult, they won't want anything less than the best for you when you're ready to finally go off on your own. Let them help.

Take your time. You're aren't in any hurry, the recruiter is. You very seldom have *anything* to gain by rushing, in spite of the fact that the recruiter told you you're going to miss out on a slot into a really great school you want if you don't sign now. Don't do it. The recruiter has a quota he's trying to make each month. You are just looking for a job, an adventure or maybe a career. He sees and signs perhaps dozens of people a month. You'll probably only sign up one time. Make it your time, make it count...take your time.

You're the boss. The recruiter is trying to *sell* you his branch of service. If for any reason you don't like what he's selling, don't buy it. It doesn't matter if he as driven you all over the state, taken you for fifteen different tests, taken you out to lunch and dinner or even bought you a brand new car. *You owe the recruiter nothing.* Doing those kinds of things is his job, and he'll do them for anybody. Until your name goes on the dotted line, you are a free agent and can walk out the door with absolutely no obligations. Most recruiters will tell you that you don't owe them anything, but they'll still try to build up a little guilt. Don't let them work you like that. Finally, if you decide you don't want to sign up, tell your recruiter so that he can stop wondering and investing time in you. You do owe him that much.

SOURCES AND SUGGESTED READING

"Power Quotes"

Daniel B. Baker
Visible Ink Press
Detroit, MI

"United States Marine Essential Subjects" MCIO P1500.44A

Marine Corps Institute
Arlington, VA

"Promotion Fitness Examination Study Guide" AF P50-34

Department of the Air Force
Headquarters US Air Force
Washington, DC

"Handbook for Marine NCOs"

Naval Institute Press
Annapolis, MD

"The Marine Noncommissioned Officer" MCI 03.3j

Marine Corps Institute
Marine Barracks
Washington, D.C.

"Amy Vanderbilt's Complete Book Of Etiquette"

Amy Vanderbilt
Doubleday & Co.
Garden City, NY

"NCO Guide – 5th Edition"

Revised by 1SG Frank Cox, USA (Ret.)
Stockpile Books
Mechanicsburg, PA

"Military Leadership" FM 22-100

Headquarters
Department of the Army
Washington, DC

"Five-star Leadership"

Patrick E. Townsend and Joan E. Gebhardt
John Wiley & Sons, Inc.

"Leadership is an Art"

Max Depree
Dell Publishing

ACKNOWLEDGEMENTS

There are words of thanks and acknowledgement at various places in this Guide. The author would also like to thank the following:

William and Florence Stanford

- *for the time, money and patience. God bless **all** CAP parents!*

Maj Daniel Lessard, CAP

- *for all the things you did for all those years for all of us Cadets.*

Sgt William J. Farrell, USMC

- *for showing me that leadership, friendship and compassion are **not** mutually exclusive; and for helping me see that being part of a group doesn't mean losing your individuality.*

SSgt Catherine Wiggins, USMC

- *for the final opportunity to be a sergeant of Marines.*

LtCol Gary W. Gregory, CAP

- *for teaching me to think like a Senior.*

Capt William Houston, USMC

Capt Virginia Bell, CAP

- *for the impetus and inspiration to make this Guide a reality, and for letting the cadets come out to play.*

LtCol Robert B. Smith, CAP

- *for talking to the field.*

Maj Todd Mandell, CAP

- *for all your help and suggestions.*

Maj Jim Tynan, CAP

- *for your time and efforts.*

Mr. James Garlough

LtCol Leo Burke, CAP

Maj Darin Ninness, CAP

Maj Tony Rowley, CAP

C/FO Chris Morris, CAP

- *for the great quotes!*

ATTACHMENT 1: JODIES

Author's Note: Many of these Jodies are courtesy of C/CPT Jamie Jackson, Indiana Wing.

Mix-and-Match Cadences

When you're feeling down and blue
Amyl nitrate is the one for you.
When you're twitching on the ground,
The combo pin will be the one to pound.

Birdie birdie in the sky,
Dropped some whitewash in my eye.
I won't fuss and I won't cry,
I'm just glad that cows can't fly.

My grand daddy was a horse Marine.
When he was born he was wearing green.
Drinking all night and fighting all day.
Grandpa knew no other way.

My grand daddy was a brave old man.
And I'm trying as hard as I can
To be like him in every way -
Funning all night and running all day.

My grandma is seventy-two,
Knows karate and a little Kung Fu.
Busting boards and breaking bricks,
Knocks big trees into little bitty sticks.

Grandma and grandpa were laying in bed.
Grandma rolled over and this is what she said,
"The man I marry, he must be
U-S-M-C Infantry."

They Say That In The Army

The say that in the Army the chicken's mighty
fine,
One jumped off the table and started marking
time.

CHORUS

Gee, Ma, I want to go,
But they won't let me go,
Gee, Ma, I want to go home.

They say that in the Army, the coffee's mighty
fine,
It looks like muddy water and tastes like
turpentine.

They say that in the Army, the girls are might
fine,
They look like Phyllis Diller, they walk like
Frankenstein.

They say that in the Army, the biscuits, they
are fine,
One rolled off the table and killed a friend on
mine.

They say that in the Army, the pay is mighty
fine
They give you a hundred dollars and take back
ninety-nine

They say that in the Army, the coffees mighty
fine
It looks like muddy water, and tastes like
turpentine

They say that in the Army, the meat is mighty
fine
Last night we had ten puppies, this morning

only nine

They say that in the Army, the shoes are
mighty fine
You ask for size eleven, they give you a size
nine

They say that in the Army, the pancakes, they
are fine
You can try to chew them, but you're only
wasting time

They say that in the Army, the beds are mighty
fine
But how the hell would I know, I've never slept
in mine

They say that in the Army, the mail is so great
Today I got a letter dated 1948

They say that in the Army, the hours are just
right
Start early in the morning and work on through
the night

They say that in the Army, the buses, they are
fine
One went round the corner, and left three
wheels behind

They say that in the Army, the coffees mighty
fine
Its good for cuts and bruises and tastes like
iodine

Whiskey Jack

Hey, hey, Whiskey Jack,
Meet me down by the railroad track.
With my suitcase in my hand,
I'm gonna be a traveling' man.

With my car keys in my hand,
I'm gonna be a driving' man.

With my bottle in my hand,
I'm gonna be a drinking' man.

With my rifle in my hand,
I'm gonna be a fighting' man.

With my woman in my hands,
I'm gonna be a loving' man.

With my cyclic in my hands,
I'm gonna be a chopper' man.

With my Bible in my hand,
I'm gonna be a preacher man.

Chesty Puller

Chesty Puller was a fine Marine
And a fine Marine was he.
He called for his pipe,
He called for his bowl,
He called for his privates three.
"Beer, beer, beer," said the privates.
"Merry old me are we.
You might go far but you can't compare with
the Marine Corps infantry"

"Hup, two, three," said the corporals.
"Keep those men in step," said the sergeants.
"That's a bunch of crap," said the gunnies.
"We do all the work," said the louies.
"Shine my boots and brass," said the captains.
"Who's gonna drive my jeep?" said the colonels.
"Kill, kill, kill," said the generals.

She Wore A Yellow Ribbon

In her hair she wore a yellow ribbon.
She wore it in the springtime and the merry month of May.
And if you asked her why the hell she wore it,
She wore it for that young Marine so far, far away.
(Chorus)
Far away, far away.
She wore it for that young Marine so far, far away.

In the church the pastor kept a wedding license
Behind the door her father kept a shotgun.
Around the block she pushed a baby carriage.
And in the drawer the sheriff kept a warrant.

Marine

The Army's got the khakis,
The Navy navy blue.
But there's another fighting man
I'll introduce to you.

His uniform is different,
The finest ever seen.
The Germans called him Devil Dog.
His title is Marine.

He was born on Parris Island,
The land that God forgot.
The sand was eighteen inches deep.
The sun was blazing hot.

Up every morning,
Before the rising sun.
And march a hundred miles or more,
Until the day was done.

And when he gets to heaven,
To Saint Peter he will tell.
Another Marine reporting, sir.
I've served my time in hell.

My Girl's A Pretty Girl

My girl's a pretty girl,
She is a city girl.
(Chorus)
But I'll buy her anything
To keep her in style.

She has a head of hair
Just like a grizzly bear.

She has a pair of eyes
Just like two custard pies.

She has a long, long nose
Just like a garden hose.

She has a pair of lips
Just like potato chips.

She has a pointed chin
Just like a safety pin.

She has a pair of thighs
Just like two railroad ties.

She has a pair of hips
Just like two battleships.

She has a pair of knees
Just like a summer breeze.

She has a pair of feet
Just like a parakeet.

Fourteen Kids Who Call Me Pa

The prettiest girl
I ever saw
Was sipping bourbon,
Through a straw.
The prettiest girl,
I ever saw,
Was sipping bourbon through a straw.

Her hair was blonde,
Her eyes were green.
The prettiest girl
I've ever seen.

I walked right up,
I sat right down.
And then I asked
For another round.

I placed my hand,
Upon her thigh.
She said, "Marine,
You're much too high."

I picked her up,
I laid her down.
Her golden hair
Lay all around.

The wedding was
A formal one.
Her father brought
His white shotgun.

And now I have
A father in law.
And fourteen kids
Who call me Pa.

The moral of
My story is clear:
Instead of bourbon
STICK TO BEER.

I'll never be in Infantry

I'll never be in infantry
Queen of battle not for me
Chairborne, chairborne pogue I'll be
Staff platoon's the life for me.

Up in the morning, out of bed
Do some stretches, hit the head
Drink some coffee, settle down
Nothing like Colombian grounds.

From a desk I oversee
Typed reports and spilled coffee
Off to meetings I will go
Can I stay awake, Hell I don't know.

Early at night it's drizzling rain
I slip in the mud, I get a sprain
A purple heart they gave to me
What can I do for a D-S-C.

Armor and artillery
Are things I hear but never see
They frighten me and make too much noise
I'm scared of big old soldiers' toys.

Well dug in and over the hill
Is where I made and keep my still
Swilling hooch and playing cards
Is life for me and not too hard.

It's true that someday I'll be dead
With lots of gray hair on my head
It's hard to get a shot at me
Cause REMF is all I'll ever be.

Somewhere there's a Woman

Somewhere there's a woman
She's crying for her man
He's an airborne ranger
He does the best he can

Refrain: Don't cry for me
I don't need your sympathy
'Cause I'm an airborne ranger
And that's all I want to be

Somewhere there's a mother
She's praying for her son
He's an airborne ranger
And his work is never done

Somewhere there's a father
His head is bowed in grief
His son was an airborne ranger
And he died for his beliefs

Somewhere there's a mother
Flag folded in her hands
Her son was an airborne ranger
And he died for his land

The Infantry Song

Eighty-second
All-American
Pick up your 'chutes and follow me
I'm the airborne infantry

One-oh-one
Screaming eagles
Pick up your ropes and follow me
I'm the air assault infantry

Twenty-fifth
Tropic lightning
Pick up your rucks and follow me
I'm the light infantry

First division
Big red one
Jump on your tracks and follow me
I'm the mechanized infantry

Seventy-fifth
Black beret
Pick up your weapon and follow me
I'm the ranger infantry

Sixth ID
Patch on my shoulder
Pick up your snowshoes, follow me
Arctic Light Infantry

ROTC
Patch on my shoulder
Pick up your books and follow me

I'm the wanna-be infantry

I don't know why I left...

I don't know why I left
But I must've done wrong
And it won't be long
'Till I get on back home

Got a letter in the mail
Go to war or go to jail

Sat me in that barber's chair
Spun me around, I had no hair

Used to drive a Cadillac
Now I pack it on my back

Used to drive a limousine
Now I'm wearing Army green

Dress it right and cover down
Forty inches all around

Nine to the front and six to the rear
That's the way we do it here

Used to date a beauty queen
Now I date my M-16

Ain't no use in looking' down
Ain't no discharge on the ground

Ain't no use in going back
Jody's got your Cadillac

Ain't no use in calling home
Jody's got your girl and gone

Ain't no use in feeling blue
Jody's got your sister too

Took away my faded jeans
Now I'm wearing Army greens

They took away my gin and rum
Now I'm up before the sun

Mama Mama can't you see
What this Army's done for me

Mama Mama can't you see
This Army life is killing me

Old King Cole

Old King Cole was a merry old soul
And a merry old soul was he
He called for his pipe and called for his bowl
And he called for his
Privates three
"Beer, beer, beer," said the privates
Merry men are we
But none so fair that can compare to the army
infantry

"I need a three-day pass," said the corporals
"File from the left, column right," said the sgts
"I'll lead the way," said the lieuties
"Charge that hill," said the captains
"Who's gonna shine my boots?" said the majors
"Where's my star?" said the colonels
"War, war, war," said the generals

1492

In fourteen hundred and ninety-two
A beggar bound for college
Was roaming in the streets of Spain
And selling hot tamales

Refrain: He said the world was round-oh
He said it could be found-of
The hypothetical navigating son-of-a-gun
Colombo

He went up to the queen of Spain
Demanding ships and cargo,
He said I'll be a son-of-a-gun
If I don't bring back Chicago.

Said Isabel to Ferdinand
His plan sounds mighty hazy
Said Ferdinand to Isabel
I think the sucker's crazy!

The queen she gave him three great ships –
And they all were sea-worthy,
He was sure to sail to China first,
But his men, they all had scurvy.

Let'em Blow

Let 'em blow let 'em blow
Let the four winds blow
Let 'em blow from east to west
The CAP is the best

Standing tall and looking good
Ought to march in Hollywood

Hold your head and hold it high
___ Flight is marching by

Close your eyes and hang your head
We are marching by the dead

Look to your right and what do ya see?
A whole bunch of legs looking at me

Dress it right and cover down
Forty inches all around

Nine to the front, six to the rear
That's the way we do it here

Everywhere I Go

Everywhere I go
There's a Black Hat there (or Drill Sergeant)
Every where I go
There's a Black Hat there
Black Hat
Black Hat
Why don't you leave me alone
And let me go back home

(These are in place of "Everywhere I go")
When I eat my chow...
When I comb my hair...
When I brush my teeth...
When I get my shots...
When I do PT...
When I see my girl...
When I get out of bed...
On an FTX...

Count Cadence

Count cadence
Delay cadence
Skip cadence
Count

One - Hit it
Two - Kick it
Three - Stab it
Four - Kill it

One, two, three, four, one, two, three, four,
We like it here
We love it here
We've finally found a home
A home
A home
A home away from home
Hey!

Ugly Cadence

Count cadence
Delay cadence
Ugly cadence
Count

One - For your momma
Two - For your daddy, too
Three - For your sister
Four - Cause she looks like you

One, two, three, four, one, two, three, four,
You ugly
You ugly
Your momma says you ugly!
Huh!

See that man in the black beret...

See that man in the black beret
Ask him how he earns his pay
See that man in the black beret
Killing's how he earns his pay
He's the best the world will see
Airborne Ranger Infantry

See that man in the maroon beret
Ask him how he earns his pay
See that man in the maroon beret
Jumping how he earns his pay
He's the best the world will see
US Airborne Infantry

See that man in the green beret
Ask him how he earns his pay
See that man in the green beret
Teaching how he earns his pay
He's the best the world will see
Special Forces Infantry

See that man with the steel pot on
Ask him how he earns his pay
See that man with the steel pot on
Hand to hand he earns his pay
He's the best the world will see
US Army Infantry

Tiny Bubbles

Tiny bubbles
In my beer
Makes me happy
And full of cheer

Tiny bubbles
In my wine

Makes me happy
All the time

Tiny bubbles
In my soda
Makes me happy
Just like Yoda

Everywhere we go

Everywhere we go - oh
People wanna know - oh
Who we are
Where we come from
So we tell them
We are _____ (Alpha, Bravo, etc...)
Mighty Mighty Alpha
Rough - n - tough Alpha
Straight shooting Alpha
Better than Bravo
Big baby Bravo
Better than Charlie
Chicken chicken Charlie
Better than Delta
Dumb-dumb Delta
Better than Echo
Icky icky Echo
We are Alpha
Mighty mighty Alpha

Army Colors

The Army colors
The color is red
To show the world
The blood we've shed

Blue...that we are true
White...that we are right
Black...that we are back
Gold...that we are bold
Green...that we are mean
Brown...that we get down
Gray...that you will pay

We Like To Party

We are ____ flight
And we like to party
Party hearty
Party hearty all night long

Your left, your left, your left, right, get on
down

Your left, your left, your left, right, get on
down

Now drop, and beat your face
____ flight's gonna rock this place
Boom, check it out, check it out
Boom, check it out, check it out

Pebbles and Bam Bam

Pebbles and Bam-Bam on a Saturday night
Trying to get to heaven on a paper kite
Lightning struck (BOOM) and down they fell
(AHHH)
Instead of getting to heaven, they went straight
to hell

Dino the dog (RUFF RUFF) was on the bone
(CHOMP CHOMP)

While Fred and Barney rocked the microphone
I heard a scream, I heard a shout
It was old Mr. Slate busting Wilma out
There was nothing that Fred or Barney could
do

'Cept sing "Yabba daba daba daba
daaaaaaba do!"

Here we go again

Here we go again
Same old stuff again
Marching down the avenue
Few more days and we'll be through
I won't have to look at you
I'll be glad and so will you

Throughout the desert

Through the desert and across the plains
Steaming jungles and tropic rains
No mortal foe can stop me now
This is gonna be my solemn vow

I have honor and I have pride
Winning serves me as my guide
This Army shocks our enemies
Brings them crashing to their knees

Basic Training is plenty rough
To make it through you must be tough
Hey, Squad Leader, don't be blue
They're gonna make you a soldier, too

These boots were made for walking...

These boots were made for walkin'
And that's just what they'll do
If all you're doing is markin' time
They'll walk all over you

These guns were made for shootin'
And that's just what they'll do
And if we get a mission
Well drill a hole in you

This Army's trained for fightin'
And that's just what we'll do
If you pick a fight with us
We'll walk all over you

A Yellow Bird

A yellow bird with a yellow bill
Was sitting on my window sill.
I lured him with a piece of bread
And then I broke (stomp with left foot) his little
head.
The doctor came to check his head,
"I'm sorry to say, the bird is dead."

Air Force Basic

Basic, basic don't feel blue,
Six more weeks and you'll be through.
When you get there you will know
The Air Force is the way to go.

Look up, look up in the sky,
F-15 goes flying by.
Joined the Force to wear the blue
So I can fly an Eagle too!

Airborne Daddy/C-130

C-130 rollin' down the strip,
airborne daddy gonna take a little trip.
When that plane gets up so high,
airborne daddy gonna dance in the sky.

Stand up, hook up, stumble to the door,
started to jump but I fell on the floor.
They picked me up and they pushed me to the
door,
I jumped right out and I counted to four.

If my main don't open wide,
I've got another one by my side.

If that one should fail me too,
Look out below I'm comin' through.

Slip to the left and slip to the right,
slip on down and do a PLF.
Hit the DZ with my feet apart,
legs in my stomach and feet in my heart.

Lyin here, lyin there, rollin all in fright,
wondrin' if this is gonna be my last flight.
Nurse oh nurse you look so fine,
Airborne daddy gonna make time.

If I die on the old drop zone,
box me up and ship me home.
Bury me with speakers by my head,
so I can rock with the Grateful Dead.
Bury me with speakers by my toes,
so I can rock with Axel Rose.

Cause I'm Airborne,
Ranger,
Death and,
Danger,
Paratroop,
Supertroop,
Everyday,
All the way,
Ah-ha,
Ah-ha,
Like it,
Love it,
PT,
PT,
Gotta be,
Like me,
HUA,
HUA!

Air Force

F-15 rolling down the strip,
Eagle driver gonna take a little trip.
Rev it up, taxi up, count to four,
Push the throttle forward and hear the engines
 roar.

Thirty thousand feet up in the sky,
Flying this baby is a natural high.
Took a look at six o'clock and what did I see,
A Mig-21 was coming after me.
Pulled it up, rolled it out much to his surprise,
Should've seen the look in that turkey's eyes.
Got behind him, set my sights, let my missile
 fly,

Blew that twenty-one out of the sky.
When you see an Eagle driver he will say,
"Flying and fighting is the Air Force way."

Infantry

I say the field is pretty rough,
That's why the Army is mighty tough.
We're combat ready everyday,
That's how we earn our monthly pay.

I say we train pretty hard,
Your safety we will guard.
People, people can't you see,
That we are the unit called Infantry.

Everyday we run PT,
They run the sweat right out of me.
I say we run a country mile,
But we all finish with a great big smile.

You know this country's in a jam,
That's why we work for Uncle Sam.
To keep this country safe and free,

So we can live in Liberty.

Airborne #3

Soldier, soldier, have you heard?
I'm gonna jump from a big iron bird,
Up in the morning in the drizzling rain,
Packed my chute and boarded the plane.
Raining so hard that I couldn't see -
Jumpmaster said, "You can depend on me."
I looked with fear at the open door,
Then I stood up and fainted on the floor.
When I woke up, he hooked up again,
And that is when I fainted again!

Humility

Far above all the rest,
Aviators are the best.
True and proven by test,
Aviators above the rest.

Pilots when given any test,
Always prove to be the best.
If you doubt what I say,
Ask a pilot any day.

Old Lady #1

Saw an old lady walking down the street,
She had tanks on her back, fins on her feet.
I said, "Hey, old lady, where're you going to?"
She said, "U.S. Navy Diving School."
I said, "Hey, old lady ain't you been told,
You'd better leave the diving to the brave and
 bold."
She said, "Sonny, sonny can't you see?
I taught RECON, UDT."

Burger King

Down in Honolulu at the Burger King,
First Sergeant _____ was a doin' his thing.
Hamburger, hot dog, chocolate shake,
There isn't much that he can't take.
Stand up, hustle up, shuffle to the door,
Back to the track and run some more.

Look Sharp, Be Sharp

Look sharp, be sharp is the word
At Camp Atterbury it's always heard.
Hey, Hey, what do you say?
Doing my best in every way.

Look sharp, be sharp is our cry.
At Camp Atterbury we aim for the sky.
Hey, Hey, what do you say?
Doing my best in every way.

Look sharp, be sharp-it's pretty rough.
If you wanna be a Cadet, you gotta be tough.
Hey, Hey, what do you say?
Doing my best in every way.

Mean First Sergeant

Woke up this morning 'bout a quarter to four,
Couldn't believe what I saw as I stood in the
 door.
My First Sergeant with his feet on his desk,
Had the LT in the front leaning rest.

Hey, First Sergeant, can't you see?
This little run ain't nothing to me.
Hey, First Sergeant, you're turning green,
Must be what's in your canteen.

Civil Air Patrol

Hey Army,
Back-packing Army.
Bring your packs and follow me;
Come and join the C.A.P.

Hey Navy,
Deck swabbing Navy.
Bring your mops and follow me;
Come and join the C.A.P.

Hey Air Force,
High-flying Air Force.

Bring your jets and follow me;
Come and join the C.A.P.

Hey Marine Corps,
Trench-digging Marine Corps.
Bring your shovels - follow me;
Come and join the C.A.P.

Hey Boy Scouts,
Bed-wetting Boy Scouts.
Bring your beds and follow me;
Come and join the C.A.P.

ATTACHMENT 2: READING LISTS

(Author's Note: I am neither endorsing nor condemning the contents of these lists. They are merely being passed along as an example of professional reading designated for NCOs in the armed services. They are considered beneficial for service NCOs and therefore may benefit the CAP Cadet NCO.)

The Commandant's Reading for Enlisted Marines

Many of the descriptions in this section were captured on the world wide web from Amazon.COM, the world's largest bookstore. These books can be ordered from them by visiting WWW.AMAZON.COM.

Battle Leadership

by Adolf Von Schell

Synopsis by Chris Wade (cswade@onslowonline.net): In the mid 1930's German soldier and First World War veteran, Captain Adolf Von Schell, found himself on an exchange program at Fort Benning, Ga. During his tenure there he lectured extensively on his wartime experiences which included first hand knowledge of the maneuver battles that had characterized the war against Russia and the early stages of the war in the west. These lectures and two contemporaneously written articles on the U.S. Army and the Army of the Weimar Republic have been compiled into a remarkably provocative little book that should interest scholars and warriors alike. More than a handbook of infantry tactics, "Battle Leadership" is a remarkably personal and unintentional account of how the German experience of the First World War forged the Wehrmacht of the Second.

Fix Bayonets!

With the U.S. Marine Corps in France, 1917-1918

By John W. Thomason

Synopsis: Writer, artist, and US Marine Corps officer Thomason recounts his experiences of the final months of World War I on the western front of France with a chronological narrative and the battlefield sketches and drawings that made him famous. A best seller in its original 1929 edition.

General Smedley Darlington Butler

The Letters of a Leatherneck 1898-1931

by Anne Cipriano Venzon (Editor)

Synopsis: Major General Smedley Darlington Butler was a maverick marine, the emblem of "the old corps," and one of the most controversial figures in Marine history. He was a high school dropout who became a major general; a Quaker and a devout family man who was one of the toughest of the Marines; an aristocrat who championed the common man; a leader who thought of himself as striving to help the oppressed of the countries he occupied as the commander of an imperial fighting force. This work is an annotated edition of his letters covering the period from Butler's commissioning as a 2nd Lieutenant in the U.S. Marine Corps to his retirement as a Major General.

Lincoln on Leadership

By Donald Phillips

Synopsis: With its emphasis on the rights and power of the individual, Lincoln on Leadership is destined to become the must-have handbook for executives in the nineties.

Starship Troopers

By Robert Heinlein

Synopsis: Starship Troopers is Heinlein's manifesto on the importance of individual responsibility and the obligations of citizens to their society. It is also a fascinating and tremendously illuminating glimpse into the inner workings of a military unit. And it manages to be a rip-roaring interstellar adventure at the same time! While the society depicted can at times be harsh, Heinlein's thoughts on the dangers of a society that gives too much to its members has proved frighteningly prescient.

Buffalo Soldiers

A Narrative of the Negro Cavalry in the West

by William H. Leckie

The Middle Parts Of Fortune

Somme & Ancre, 1916

by Frederic Manning

To Serve With Honor

A Treatise on Military Ethics and the Way of the Soldier

by Richard A. Gabriel

International Social Science Review: "To Serve With Honor should be required reading for all members of the officer corps of the United States military. Beyond that, it should be made required reading for all United States military academies, ROTC and officer candidate programs. This treatise on military ethics goes a long way in bridging the gap between the military and society's understanding of the military's ethical dilemma. It is a must for the student of military affairs."

A Message to Garcia

by Elbert Hubbard

All Quiet on the Western Front

by Erich Maria Remarque

Battle Cry

by Leon M. Uris

From the Publisher: Moving, shocking, tense, and glorious, here is a magnificent saga of men at war--Leon Uris's famous novel about life in the jaws of death, in the U.S. Marine Corps. Here are the men from the cities, farms, and whistle-stops. Here are the tough kids and the mama's boys, the liars and the lovers, the goldbricks and the heroes. Here are the men who made up the most courageous fighting force on the face of the earth--in the best novel about them ever written.

Defence of Duffer's Drift

by Ernest Dunlop Swinton

Fields of Fire

by James Webb

Synopsis: The classic novel of the Vietnam War The Philadelphia Inquirer hailed as "one hell of a good read." In the tradition of All Quiet on the Western Front, The Naked and the Dead, and Platoon, James Webb's savage, poignant novel, a classic of the Vietnam War, returns in stunning immediacy to seize a new generation of readers.

Fire in the Streets

The Battle for Hue, Tet 1968

by Eric Hammel

The courage of common soldiers and the agonies of death cure him of his romantic notions. He returns to his regiment and continues to fight on with true courage and without illusions.

Synopsis: The Red Badge of Courage is one of the most powerful statements against war that can be found in all of literature. A stirring tale of action in the Civil War, this deeply moving story of one soldier's battle against his own cowardice has become an enduring classic.

Synopsis: Long considered the first great modern novel of war by an American author, this classic work is set in the time of the Civil War and tells a powerful, psychological story of a young soldier's struggle with the horrors--both within and without the war.

Synopsis: Meet Henry Fleming, a youth who dreams of glory as a Union Army soldier during the Civil War. In the middle of his first battle, Henry runs from the fighting in terror. He begins to grow up when he has to face his fellow soldiers, some of whom are wounded and dying. Now, Henry knows that war is not as glorious as he thought. An another major battle begins, will Henry flee or find the courage to stay and fight? (Digest)

Card catalog description: During his service in the Civil War a young Union soldier matures to manhood and finds peace of mind as he comes to grips with his conflicting emotions about war.

From the Publisher: First published in 1895, America's greatest novel of the Civil War was written before 21-year-old Stephen Crane had "smelled even the powder of a sham battle." But this powerful psychological study of a young soldier's struggle with the horrors, both within and without, that war strikes the reader with its undeniable realism and with its masterful descriptions of the moment-by-moment riot of emotions felt by me under fire. Ernest Hemingway called the novel an American classic, and Crane's genius is as much apparent in his sharp, colorful prose as in his ironic portrayal of an episode of war so intense, so immediate, so real that the terror of battle becomes our own ... in a masterpiece so unique that many believe modern American fiction began with Stephen Crane.

"The Red Badge Of Courage has long been considered the first great 'modern' novel of war by an American--the first novel of literary distinction to present war without heroics and this in a spirit of total irony and skepticism." -- Alfred Kazin

Rifleman Dodd

by C.S. Forester

Strong Men Armed

The United States Marines Against Japan

by Robert Leckie

The Sum of All Fears

by Tom Clancy

Amazon.com: The Gulf War is over. and an Israeli nuclear warhead is missing. The balance of power in the Mideast - and the world - is about to change forever...

Only Tom Clancy could create an international scenario so real, so dramatic, so intense as the epic crisis portrayed in The Sum of All Fears. CIA Deputy Director Jack Ryan - hero of the "The Hunt for Red October" and "Patriot Games" - returns in this breathtaking tour de force of military action, cutting-edge technology, and raw emotional power.

Publisher's Weekly: A nonstop roller coaster ride to a nail-biting climax...ingenious. --This text refers to the cassette edition of this title.

Boston Globe : Clancy knows how to build a thriller...stirring and vivid.

Synopsis: As Jack Ryan prepares the groundwork for a new Middle East peace plan, a terrorists strike throws the world into an instant nuclear crisis.

Synopsis: The chilling, action-packed #1 bestseller The New York Times Book Review calls "a whiz-bang page-turner"--from the author of The Hunt For Red October and Clear and Present Danger. As Deputy Director of the CIA, Jack Ryan faces the challenge of his career when his proposal for a Middle East peace plan is thwarted by terrorists who intend to destroy Israel--after detonating an atomic bomb on American soil. "Very nearly scoops reality."-- Chicago Tribune.

Simon & Schuster : A new world order... on the brink of destruction... Peace may finally be at hand in the Middle East---as Jack Ryan lays the groundwork for a plan that could end centuries of conflict. But ruthless terrorists have a final, desperate card to play; with one terrible act, distrust mounts, forces collide, and the floundering U.S. president seems unable to cope with the crisis. With the world on the verge of nuclear disaster, Ryan must frantically seek a solution---before the chiefs of state lose control of themselves and the world. The author of five consecutive #1 bestsellers, Tom Clancy now offers his timeliest, most explosive novel yet, presented here in a special, expanded four-cassette program---six hours of the exceptional realism, authenticity and unrelenting suspense that make him the undisputed master of the contemporary thriller.

Tarawa

The Story of a Battle

by Robert Sherrod

The Bridge at Dong Ha

by John Grider Miller

Synopsis: In his desperate attempt to blow up the bridge at Dong Ha and keep some 30,000 men and 200 tanks at bay, Ripley endured three hours of direct fire to rig some 500 pounds of explosives. Such a story of

raw courage and personal resolve is rarely encountered.

Booknews, Inc. , 12/01/89: Fictionalized account of an (until now) obscure action in the Vietnam War, April 1972. John Ripley destroyed a strategic bridge, holding at bay 30,000 men and 200 tanks. Annotation copyright Book News, Inc. Portland, Or.

Forgotten Soldier

The Classic WWII Autobiography

by Guy Sajer

Synopsis: As a member the elite Gross Deutschland Division, a teenage German foot soldier sets off on an exciting adventure that turns to a desperate struggle for survival. This unique World War II memoir gives readers an eyewitness account of the savage war in Eastern Europe. An eloquent narrative, likened by critics to Erich Maria Remarque's *All Quiet on the Western Front*.

The Killer Angels

by Michael Shaara

Military History Editor's Recommended Book, 10/15/97: This novel reveals more about the Battle of Gettysburg than any piece of learned nonfiction on the same subject. Michael Shaara's account of the three most important days of the Civil War features deft characterizations of all of the main actors, including Lee, Longstreet, Pickett, Buford, and Hancock. The most inspiring figure in the book, however, is Col. Joshua Lawrence Chamberlain, whose 20th Maine regiment of volunteers held the Union's left flank on the second day of the battle. This unit's bravery at Little Round Top helped turned the tide of the war against the rebels. There are also plenty of maps, which convey a complete sense of what happened July 1-3, 1863. Reading about the past is rarely so much fun as on these pages.

Synopsis: Penetrating portraits of Lee, Longstreet, and other Civil War leaders are interwoven with historical detail to provide a fictional recreation of the bloody battle at Gettysburg. Winner of the Pulitzer Prize.

Synopsis: A sweeping journey to the heart of a country sundered by war--a dramatic and unforgettable novel that brings to life the Battle of Gettysburg. Now a four-hour Turner Network Television movie produced by Neufeld and Rehme (*The Hunt for Red October*) and starring Tom Berenger, slated for broadcast in April 1993. Winner of The Pulitzer Prize.

Synopsis: The Pulitzer Prize-winning Civil War novel, now an exciting TNT miniseries, *Gettysburg*. In the four most bloody and courageous days of our nation's history, two armies fought for two dreams. One dreamed of freedom, the other of a way of life. "My favorite historical novel."--James M. McPherson, author of *Battle Cry of Freedom*.

The Right Kind of War

by John McCormick

Synopsis: John McCormick has crafted this haunting, unforgettable novel from his own World War II service with the U.S. Marine Corp's elite Raiders--the men in the vanguard of the island-hopping campaign to wrest control of the Pacific from the Japanese. In spare, unadorned prose, McCormick depicts early small-scale battles and the later massive assaults in telling the story of a gallant band of young Marines coming of age.

Synopsis: Only the third novel published by the Naval Institute Press--joining *The Hunt for Red October* and *Flight of the Intruder*--this is the epic

story of the bloody struggle for island supremacy in the Pacific during World War II. From Guadalcanal to Okinawa, it is a chilling and explosive story of men who place duty and honor above all.

The Soldier's Load and the Mobility of a Nation

by S. L. Marshall

Synopsis: This fascinating book investigates the relationship between what a soldier can carry and how well he can carry it – both into and out of combat. It also conjectures on the real cost to an army – and a nation – that invests too heavily in materiel.

The Village

by Francis J. West

Synopsis: An account of the experimental mission conducted by the U.S. Marines reveals how twelve Marines advised and encouraged local farmers to defend themselves against Viet Cong.

The Chief Of Staff's Reading List for Enlisted Airmen

General Fogleman announced a professional reading program designed to promote the development of Air Force personnel. Summarized below is the reading list for enlisted personnel.

Basic List

10 Propositions Regarding Air Power

Philip Meilinger,
Air Force History and Museums.

The Passing of the Night

My Seven Years As a Prisoner of the North Vietnamese
Robinson Risner,
Random House.

A thought-provoking, introspective account of Risner's military career, from his dream to be a pilot in 1942 to his return home in 1972. His perspective of seven years in a North Vietnamese cell gives a unique dimension to the past and the future--not just Risner's but America's. A classic story of strength and compassion.

Intermediate List

Lincoln on Leadership

Donald Phillips,
Warner Books

They Also Flew

Washington DC: Smithsonian Institution Press

Tracing the history and achievements of enlisted pilots from 1912 -- when a corporal volunteered for pilot training-- through 1942, *They Also Flew* records the personal sagas of men determined to serve their country in the air. Using the stories about and reminiscences of those few enlisted pilots who have left a record of their careers, the book provides a readable and entertaining record of a proud group of aviators."

Advanced List

Makers of the United States Air Force

John L. Frisbee,
Air Force History and Museums Program.

This volume commemorates the contributions of twelve airmen who laid the foundation for the modern Air Force. Highlighted are some of the most famous leaders including Benjamin Foulois, Frank Andrews, and Bernard Schriever. Also featured are other heroes and leaders such as Robinson Risner and Benjamin Davis who deserve greater attention for their lives too set great examples for airmen today.

Profiles in Courage

John F. Kennedy
Harper Collins.

This classic by President Kennedy discusses those men who had the courage to go against the flow, stand up for what was right, and ultimately prevail. Organized around short biographies this book provides lessons for today's airmen and for Americans in general and has the advantage of being an easy and enjoyable read.

The Killer Angels

Michael Shaara,
Bantam Doubleday Dell.

One of the best novels about the Civil War, details the "High Tide" of the Confederacy - the Battle of Gettysburg. Besides being an absolute "page-turner", Shaara explores the high responsibility of command, the burdens generals must bear when they send men to their deaths, showing that even generals can make mistakes in the heat of combat. The real test is how leaders react and recover from mistakes.

Winged Victory

The Army Air Forces in World War II
Geoffrey Perret,
Random House

The first single-volume history of the mightiest air armada the world has ever seen, from its creation to its triumph in WWII. Drawing on hundreds of newly available oral histories and papers, this fascinating story bursts with the valor, drama, and heroism of combat in the skies.

ATTACHMENT 3: THE PANIC BUTTON

Q: *How is the cow?*

A: She's fine sir.

Q: Tell me about her.

A: Sir, the cow, she walks, she talks, she's full of chalk. The lacteal fluid extracted from the female of the bovine species his highly nutritious to the nth degree, sir.

Q: *What time is it?*

A: Sir, I am deeply embarrassed and greatly humiliated that due to unforeseen circumstances over which I have no control, the inner workings and hidden mechanisms of my chronometer are in such great disaccord with the Great Sidereal Movement above by which all time is commonly reckoned, that I cannot with an great degree of accuracy state the correct time. But, sir, without fear of being too greatly in error, I would state that it is __ minutes past the __ hour, sir.

Q: *What is the definition of drill?*

A: Sir, drill is the organized movement of the mass, sir.

Q: *What are the Six P's?*

A: Sir, the Six P's are: Proper Prior Planning Prevents Poor Performance, sir.

Q: *What is the Civil Air Patrol?*

A: Sir, the Civil Air Patrol is that hard nucleus of ever-ready volunteers around which the United States Air Force forms in times of great national emergency, sir.

Q: *Where are you now?*

A: Sir, I am in the known universe in the right-hand quadrant of a galaxy known as the Milky Way on the third planet of a class G-5 sun in a system known as the Solar System. I am in the western hemisphere on the North American continent of that planet in a country designated as the United States of America in the state of __, the county of __ and the city/town of __ at the site of the __ Squadron, sir.

Q: *What is the CAP Motto?*

A: Sir, the CAP motto is *Semper Vigilans* - Always Vigilant - Sir.

Q: *What is the Cadet Oath?*

A: Sir, the Cadet Oath is "*I pledge that I will serve faithfully in the Civil Air Patrol Cadet Program. That I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my uniform properly and advance my education and training rapidly to prepare myself to be of service to my community, state and nation.*" Sir.

Q: *What is the mission of the Civil Air Patrol?*

A: Sir, the mission of the Civil Air Patrol is to voluntarily use its resources to meet emergencies, to encourage aerospace education of the general public, and to motivate selected young men and women to ideals of leadership and service through aerospace education and training, sir.

Q: *What is the Cadet Psalm?*

A: Sir, Blessed is the cadet that walketh not within the limits of this headquarters, nor standeth in the way of Seniors, nor marcheth off demerits.

But his delight is in the law of the Regulations, and in this low doth he meditate both day and night. And he shall be like a tree planted by the rivers of knowledge that braceth upright in all seasons' his uniform shall not wrinkle; and for what so ever he doth wrong, he shall payeth dearly. For the Commander knoweth the way of the 7.0 troop, and the way of the non-req shall perish, sir.

Q: What is Skinner's Constant?

A: Sir, that quantity which, when multiplied by, divided into, added to or subtracted from the answer you got give you the answer you should have gotten, sir.

Q: What is Zymurgy's First Law of Evolving Systems Dynamics?

A: Sir, once you open a can of worms, the only way to re-can them is to use a larger can, sir.

Q: What is the Law of Selective Gravity?

A: Sir, an object will fall so as to do the most damage, sir.

Q: What is Jennings' Corollary?

A: Sir, the chance of the bread falling with the buttered side down is directly proportional to the cost of the carpet, sir.

Q: What is Barth's Distinction?

A: Sir, there are two types of people: those who divide people into two types and those who do not, sir.

Q: What is the Rule of Projected Schedules?

A: Sir, the first 90% of the task takes 90% of the time and the last 10% takes the other 90%, sir.

Q: How do you feel?

A: Sir, I am full of joy, boundless enthusiasm and endless good cheer, sir.