

**TEXAS WING  
SUMMER ENCAMPMENT**

**TACTICAL OFFICER'S  
HANDBOOK**



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**Cadet Programs Directorate  
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## Chapter 1 THE ROLE OF THE TACTICAL OFFICER

**1-1. Overview.** The role of the Tactical Officer at encampment is one of the most rewarding, difficult, strenuous, and exhaustive jobs there are. You are mentor, safety officer, chaperone, and parent all in one and all at once. This handbook has not been written to tell you, step by step, how to be a Tactical Officer. Rather it should be used as a reference to answer questions, clarify information, or to generate ideas.

For an encampment to function effectively, good Tactical Officers are essential. The TAC is not part of the flight but is part of the flight training staff. You do not command or direct the flight - this is what the cadet staff is for. The cadet staff cannot learn if seniors are doing their job for them. A TAC serves by being that constantly available source of wisdom, common sense, knowledge, and sometimes just an extra set of eyes and ears.

To some degree the Tac Officer role is something you will have to "feel." There will be times when your comments and critiques are welcomed and there will be other times when the cadet staff does not need the help. Of course there will be the times when the staff does not want the help, but needs it anyway. Feeling which situation is apparent will come with experience.

**1-2. Responsibilities.** As a Tactical Officer you will have a number of responsibilities. Some of these will be exclusively yours while others you will share with your Flight Staff. Below are the responsibilities as outlined in the Encampment Training Manual (ETM).

**a. Exclusive Responsibilities.**

- (1) Custody of barracks facilities
- (2) Initial "shakedown" inspection
- (3) Custody of contraband and POV keys
- (4) Supervise cadet calls to home
- (5) Sick-call, blister check, and Medical Officer

referral

- (6) Personal counseling and Chaplain referrals
- (7) Custody and release of cadets to authorized

personnel

**b. Shared Responsibilities**

- (1) Safety of all flight members
- (2) General welfare of cadets including heat exhaustion prevention, fluid intake, availability, use of latrine, etc.
- (3) Observation, training, and correction of military customs & courtesies violations.

**c. Delegating responsibilities.** As you, and possibly your assistant, are the only seniors directly assigned to the flight there are very few opportunities to delegate these

responsibilities. The exclusive responsibilities cannot be delegated and are your duty to complete. The shared responsibilities fall to both you and the cadet flight staff, but ultimately you must monitor their completion. From time to time you may need to leave the flight for short periods. You may ask another Tac to cover the flight for you, but you should not ask them to handle any of your exclusive responsibilities without first consulting your Senior Tactical Officer or the Chief Tactical Officer.

**1-3. Supervision and assistance.** You are not alone as Tactical Officer. Within the encampment structure there are a number of people who are here to help you.

**a. Senior Tactical Officer.** Within each squadron, one flight TAC will be assigned to handle the additional duties of Senior TAC. This person is available to answer your questions, coordinate coverage if you need a break, and to help things run smoothly.

**b. Chief Tactical Officer.** Depending on the size of the encampment you may have a Chief Tactical Officer. The Chief TAC is charged with supervising the Tactical Officers for the Commandant of Cadets. The Chief TAC is someone that you should share concerns, problems, or positive feedback about certain cadets. Also, if there are issues with the cadet squadron staff or cadet executive staff you should bring these up to the Chief TAC as well.

**c. Commandant of Cadets.** The Commandant of Cadets serves in much the same role as a Deputy Commander for Cadets does in a composite squadron. The Commandant is responsible for ensuring that the Cadet Training Group Commander (CTG CC) is executing the encampment plan as designed, and that the encampment objectives and standards are being met. Most of your communications with the Commandant should go through the Chief TAC.

**d. Chaplain.** The Chaplain is available for many types of services and assistance. Counseling, mediating, and listening are just some of the skills and abilities that the Chaplain brings to the encampment setting. Do not feel that you need to solve or counsel all of the problems that your cadets may have. Involve the Chaplain early on so that he can help "manage" the load. Remember that many of our cadets will bring emotional "baggage" from home. While we cannot usually change their situation and we did not create it, we do have to effectively work with it to help the cadet be successful in reaching the encampment goals.

**e. Cadet Training Officer.** This person is a senior member who is responsible for ensuring that the training

curriculum is of high quality and is consistent. If you have questions about drill, customs & courtesies, or any of the academic material, consult the Cadet Training Officer for answers.

**f. Senior Training Officer.** This staff member works with the senior members to help them complete certain senior training needs such as SLS, CLC, or other classes. Ensuring completion of relevant CAP professional training is an important goal for you during encampment.

**g. Medical Officer.** The Medical Officer is available 24 hours/day to help resolve medical problems. If you are not comfortable with any of the minor medical duties you have (blister checks, etc.) talk with the Medical Officer. Also keep an open line of communication with the Medical Officer. Occasionally cadets will attempt to tell their Tac one thing and the Medical Officer something else. It is important that communications be open so that we can resolve these types of issues.

**1-4. Additional duties and participation.** In addition to the specific responsibilities listed above you may be asked to help out in other ways. From a training aspect, you are part of the "Flight Staff." You will be expected to participate in the Squadron Training Meetings and give your input and feedback about the flight's progression and

about the status of individual members. You may also be asked to help find solutions to problems as you have many more years of experience and wisdom to pull from.

One lesson that can be difficult for new Tac's to understand, is that the flight you are assigned to is not "your flight." The flight, and the ownership of that flight, really belongs to the cadet flight staff. Just as the encampment, in essence, belongs to the cadet executive staff. The senior staff, from the Tac Officer to the Commander, serves as custodians of the encampment and its pieces. We give the encampment over to the cadets during the week. The seniors still maintain control and oversight, but the ownership of the success must lie with the cadets if they are to learn. If you allow yourself to think in terms of "my flight" then you will exert too much control over the flight and the cadet flight staff will spend the week doing nothing but following. They are here to be leaders not to just "fill a slot."

You may also be tasked with other minor staff duties to help fill in certain jobs. For example you may be asked to coordinate communications, setup the computer network, monitor supply levels, etc. It is more likely that these types of responsibilities will be given to you if you are an assistant or at a larger encampment (100+ cadets), but be ready to pitch in if asked!

## Chapter 2 EXCLUSIVE RESPONSIBILITIES

**2-1. Exclusive Responsibilities.** In Chapter One we discussed those responsibilities that you are solely responsible for. Here we will review the responsibilities in more detail.

**2-2. Custody of barracks facilities.** This duty will largely depend on the facility used for your encampment. If the flight is assigned to its own building, then you are ultimately responsible for ensuring that the building is maintained in an appropriate condition. This does not refer to ensuring the flight members meet the encampment's inspection standards. Meeting those standards is the responsibility of the cadet staff and the flight members. You are expected to monitor the building for overall livability and engineering issues such as leaky pipes, roof leaks, furnace/air quality issues, etc. In an encampment where you share a building you may be asked to monitor certain parts.

**2-3. Shakedown inspection.** Sometimes this is a duty that Tactical Officers have difficulty executing because they either do not understand its purpose or feel it is too "over the top." A shakedown inspection is a complete and thorough inspection of the gear, clothing, and luggage that the cadet brought to encampment. Prior to encampment each cadet will have received a list of items that are prohibited and considered "contraband." As experience has shown us, some cadets will insist on bringing these items. Some items are simple oversights (forgetting to take their knife out of their field gear) while others are done to expressly violate the rules (such as bringing tobacco or alcohol – both of which have happened).

The reasons we do shakedown inspection are varied. First, we strive to remove any distractions from the training environment that the cadet may have brought with. It is difficult to motivate a cadet to make his bunk when he can play Nintendo. Second, the inspection process allows us to identify and address any cadet who has the intent of expressly violating the rules and engaging in conduct that could seriously impact his/her fellow flight members. These cadets are the ones who bring alcohol, tobacco, or drugs to our activities. During encampment we want to ensure that the cadets are eating a well-balanced diet and receiving good nutrition. This is the third reason we do shakedown inspections – to eliminate the candy, junk food, and soda (and its associated sugar and caffeine) from the cadets' diets. Lastly we use the shakedown inspection process to set a tone. Encampment is not just another summer camp. Conducting a shakedown inspection sends the message that we are serious about training and about standards.

The shakedown inspection must be thorough and complete. This means opening every bag, holder, etc. including toiletry bags, and so on. It is recommended that you have the cadet spread everything out, while you are present, so that you may check every item. Your encampment may have a specific procedure for this. If you have mixed genders in your flight it is recommended that you have a staff member of the opposite gender (either cadet or senior) assist you when you conduct a shakedown inspection of cadets that are not of your gender. For example, if you are a male Tac you will want to ask a female Tac or female cadet staff member to assist you in inspecting the belongings of your female flight members. Using support staff members for this task is a good idea. Don't forget to check the luggage itself and any pillows or sleeping bags the cadet brings! If you don't do a complete shakedown the first time you will likely end up redoing it later as evidence of the contraband begins to surface during the week.

**2-4. Custody of personal items.** As you conduct the shakedown inspection you will come across a wide variety of contraband. The cadet is not allowed to have these items during the encampment, but the encampment must also return the items to the cadet at the end of the encampment. To facilitate this you should have some Ziploc bags that you can write on (or masking tape and a marker). As you take items from the cadets, place them in the bag and record the information on the form that will be provided by the encampment. You are responsible for securing these bags and safeguarding them until the end of encampment. It is also recommended that you have a combination lock to secure the bags in a footlocker or closet.

Certain contraband items will not be returned to the cadet. Any items that are prohibited by CAP regulations (as compared to encampment standards) or by law will be taken and not returned. If you find these items you should immediately notify the Commandant of Cadets as these are serious offenses that must be addressed immediately. Items that this would include are illegal drugs, drug paraphernalia, tobacco products, firearms (or facsimiles), or alcohol.

Your encampment may ban certain food items (candy, soda, etc.) and may stipulate that these items shall not be returned. Storing food and candy is often difficult as they are bulky, become stale, etc. If the policy is for the food to not be returned you should inform the cadet of this at the time of the inspection.

If cadets from your flight drive a personal vehicle (POV) to the encampment you are also responsible for securing their keys. The cadet may not operate their vehicle during the encampment without the express permission of the Encampment Commander.

**2-5. Phone calls home.** Occasionally cadets will need to call home during encampment. The reasons for these calls can be varied from saying "Happy Birthday" to an illness or death in the family. However, since the majority of calls home are due to family emergencies or homesickness you should be present whenever these calls are being made. If you feel it is warranted you should involve the Chaplain as well. You should actively monitor the entire conversation by remaining in the room with the cadet. Many times parents do not understand what we are doing at encampment. All the parent knows is that their child is calling home, in tears, and asking to come home. Some parents will tell their child to stay and work through their homesickness. Others will tell the cadet to come home. Obviously, for the sake of the cadet's education, we do not want the cadet to go home. The challenge of homesickness is something the cadet will have to face some day. By remaining in the room you are in a better position to discuss any issues with the cadet or his/her parent. You may even want to place the call for the cadet so that both parties understand that you are there. Lastly, don't forget to arrange for someone to monitor your flight while you are taking care of this duty.

**2-6. Sick Call, Blister Check, and health matters.** At an appointed time each day the Medical Officer will conduct a sick call. This is the time when cadets who need "routine" medical treatment (icings, wraps, heat rash, etc.) should be allowed to see the Medical Officer. You should require those cadets who need these types of treatments to use the sick call to receive them. Otherwise you will have to interrupt the training day to address the cadet's needs at a later point. Of course if these issues arise earlier in the day and need to be treated then you should allow the Flight Staff to handle the issue at that time. Do not force a cadet to wait until Sick Call to receive help, but encourage cadets to use Sick Call whenever possible to consolidate your medical leaves.

One of the most important duties you have is conducting blister check. Encampment is made up of a lot of marching, standing, and running. It is hard to make it through encampment with bad feet. Treating blisters early will help prevent problems later in the week. If you are unsure of how to handle blisters consult the Medical Officer.

If you have a cadet who you feel should be seen by the Medical Officer – then do it! Safety and health are of the utmost importance during encampment. Also, be sure to communicate with the Medical Officer so you are familiar with cadets in your flight that may have medical problems or are on medication.

**2-7. Personal counseling and Chaplain referral.**

Encampment can be a very stressful experience for some cadets. It may be their first time away from home, it may be the stress, or they may just be overwhelmed – in any case cadets sometimes need an ear to talk to. As a general rule, the cadet flight staff members should not be the ones conducting this type of counseling. They have an image and a "distance" that they need to maintain. This is why the Tac is so important. You can counsel the cadets and allow the flight staff to continue their operations.

You should also be ready to involve the Chaplain in any counseling process. Sometimes the needs of the cadet will be too much for you to handle. That's okay. The Chaplain is always available to assist you. Also, if a cadet should ask to see the Chaplain, the cadet is always allowed to do so. The only exception to this is when the flight is very far away from base or when it would be unsafe to leave the flight. But then every effort should be made to take the cadet to the Chaplain (or bring the Chaplain to the cadet) as soon as it is possible.

**2-8. Custody and release of cadet personnel.** At the close of encampment, or if a cadet is going/being sent home, you may have to release a cadet to a parent or guardian. You should make sure that you know who is supposed to be picking the cadet up, and that the person you are releasing the cadet to is the correct person. Think of how terrible it would be to release a cadet to a non-custodial parent or other equally difficult to judge relationship.

## Chapter 3 SHARED RESPONSIBILITIES

**3-1. Shared Responsibilities.** As part of the Flight Staff you must work with the cadet staff to ensure that these responsibilities are covered. As you will see they are largely those duties that require every set of eyes and ears possible.

**3-2. Safety.** Encampment is no fun for a cadet if they are hurt and unable to participate. While “everyone is a Safety Officer”, as a Tac you are required to be even more attentive to safety related items. Some common safety pitfalls:

- ?? Running in barracks
- ?? Too much drill and not enough fluids
- ?? Poor eating habits
- ?? Running up/down stairs
- ?? Dehydration/heat exhaustion

Rare is the Flight Commander who purposely tries to hurt or endanger his/her flight. Far more common is the Flight Commander who becomes so focused on accomplishing the mission that he/she loses sight of the more common sensical things like not sitting in the sun but instead under shade; not stopping for liquids; not allowing bathroom breaks; etc.

**3-3. General welfare of the cadets.** This is strongly related to safety but also includes other areas such as hygiene, emotional health, and stress management. Many of the cadets are experiencing their first time away from home in a large group and may need some assistance with hygiene issues. Other cadets may need someone to talk to, or just some tips on how to manage the stress they are faced with.

**3-4. Customs & Courtesies.** Customs & courtesies are a very big deal at encampment. Teaching them, enforcing them, and executing them is a major part of the training curriculum. For many cadets (and seniors) this is the one time they will be faced with having to use their customs and courtesies on a continual basis.

As a Tac you are expected to be familiar with military customs and courtesies. More importantly you are expected to assist in the enforcing and review of these habits. One of the reasons we have so many staff on hand is to allow the staff to observe and correct as many deficiencies as possible. Do not be afraid to correct a cadet. When you do so, be direct, firm, and ensure that the cadet understands what they did incorrectly and the correct way to do it. As a general rule you should not simply refer the violations to your cadet flight staff. When you do this, it takes too long from the violation to the correction. However, if a cadet continuously make

errors or shows an indifference to training then that is something you should bring up to the flight staff.

If you are unfamiliar with military customs and courtesies it is recommended that you review Attachment 3 of this handbook and CAPP 151. Also consult the Cadet Training Officer, the Leadership Officer, and your fellow Tac's for advice and information. If you are unsure of the proper way to do something do not attempt to teach it! It is better to delay the correction and teach the proper way, than to stop the cadet and then teach them something equally incorrect. Of course, the best option is to stop the cadet, have the proper knowledge, and teach them the correct way!

**3-5. Tactical Officer/Cadet Staff Relationship.** As the week progresses you will become more and more of a team. You will become familiar with the cadets who make up the flight staff. However, you must remember to maintain the professional distance that being a Tac requires.

During the week you will need to correct or advise the flight staff many times. You should always strive to make all corrections in private. This can be accomplished by having the Flight Sergeant (in the case of an error by the Flight Commander) take the flight as you speak to the Flight Commander. You may find yourself giving advice over things like drill technique, leadership suggestions, notes about interactions with certain cadets, or a number of other topics.

One major exception to the “correct in private” rule is safety situations. While you should still strive to correct in private, sometimes a situation that is unsafe will require you to make a correction in front of the flight. This is okay and acceptable as long as it is necessary. The safety of the flight is paramount in our training efforts.

**3-6. Cadet Protection monitoring.** You should always be watching for situations that violate the Cadet Protection Policy. The Cadet Staff faces heavy stressors that may cause them to make poor decisions. You are the safeguard against that. Watch for things like physical punishment (push-ups, etc.), hazing, emotional abuse, and even physical abuse.

Cadet Staff should not be assigning physical requirements to the cadets for failing to meet a standard. While the legality of pushups in CAP as punishment may be debated by some, there can be little argument that it is largely ineffective as a teaching tool. Most physical punishments

simply teach the cadet "not to do it again," but they fail to teach the offending cadet how to do it properly.

Hazing usually generates the most questions of all the Cadet Protection issues. Hazing can come in many forms and can be difficult to identify as first. To help you in identifying hazing or conduct that may border on hazing try using this three-part test:

- ☞☞ Do the actions of the flight staff have a direct and apparent relation to the training issue at hand?
- ☞☞ Are the flight staff's actions in good taste and do not "shock the conscience?"
- ☞☞ Can the staff remain professional while conducting the actions?

If the answer to any of these three questions is "no" then you probably want to address the staff's behavior and find out what their ultimate goal and purpose is. The following are some examples of hazing incidents or actions that could have devolved into hazing had they been allowed to continue:

☞☞ A Flight Sergeant began the week by asking his cadets the name of his dog. When the cadets didn't know the answer he punished them (by yelling and sending them to the rear of the chow line). By mid-week some of the cadets had learned his dog's name and responded correctly when asked. The Flight Sergeant then punished the cadets because they learned his dog's name without the Flight Sergeant's permission. The Flight Sergeant was attempting to show the cadets his authority and make the cadets understand "who the boss" was. However the sergeant ended up creating a situation where the cadets could not win and thus stopped trying to succeed.

☞☞ A Flight Commander ran around his flight, from cadet to cadet, and laughed, yelled, and made faces at them. He was trying to get the cadets to laugh while at attention. While innocent at first it grew increasingly out of control. The cadet was attempting

to teach the cadets to not move at attention. However he was simply using unrealistic situations and gaining very little in the training area.

☞☞ A First Sergeant found a pair of underwear in a bathroom. He took the underwear and went into the barracks of the flight that just completed showers. He went from cadet to cadet checking to see if the cadet was wearing underwear. The sergeant was trying to teach a lesson about cleanliness and picking up after yourself. Obviously there are more constructive ways to resolve this situation!

☞☞ A cadet Squadron Commander calls cadets into a racquetball court to conduct an inspection. The emptiness of the court, the echoing of the sounds, and brightness of the lights all combine to break down the cadets. The officer intended to show the cadets his authority and to make the inspection really "hit home" by making it very stressful. Instead he ended up terrorizing the cadets and causing far more harm than training.

In all of these situations it is unlikely that the cadet meant to "cross the line." What they were doing seemed like a good idea to them at the time. The Tactical Officer is the check to stop activities like this from happening. Cadets faced with stress sometimes make poor decisions. You are the safety valve.

You must also be cognizant of your own status as it relates to the Cadet Protection Policy. Never allow yourself to be in a situation where you are alone with a cadet in a room with the door closed. Always travel in groups of three or more. If private counseling needs to be done, ask another senior such as the Chaplain or another Tac, to sit in with you and the cadet to avoid being alone with them in a closed room. This policy even applies if your own children are attending encampment and you wish to speak with them in private.

## Chapter 4 TACTICAL OFFICER'S TASKS

**4-1. Specific tasks.** Besides managing both your exclusive and shared responsibilities, you also will have specific tasks that you are asked to perform. If you have an Assistant Tactical Officer (or are one) assigned to you then you should share these tasks with them. Tasks that are marked with an asterisk (\*) should be done by both of you (if you have an assistant). If you need help completing these tasks you should talk with your Senior Tac or the Chief Tac.

**4-2. Flight Training Staff Meeting\*.** This meeting is covered in Chapter 17 of the ETM. This meeting should be brief and done with your Flight Sergeant and Flight Commander. Review the Flight Training Activity plan and other necessary issues.

**4-3. Squadron Training Meeting\*.** This meeting is conducted nightly. It provides an opportunity for the entire Cadet Training Squadron (CTS) staff to meet and discuss how things are going. You should be present to offer insight, give advice, and be an information resource. The CTS Commander conducts this meeting.

**4-4. Building Security.** Ensure that the SOP for the facility is being carried out as it relates to security. Usually the Tac is the last one out of the flight's area so check and ensure that the area is secured (if called for in the SOP).

**4-5. Cadet Interview.** Review the cadet's application information, name, age, unit, and experience level. Check the medical history and medication information. Check for current membership card. This should be done on Day Zero.

**4-6. Shake Down Inspection.** See Para 2-3.

**4-7. Tactical Officer's Briefing.** Only the Tactical Officer conducts this briefing. See Attachment 1.

**4-8. Walk-Through.** At least once each day walk through your flight's area. Make note of progress on bunks and rooms. Note any unreported broken equipment or hazards. Check latrines, supplies, and trash.

**4-9. Medications.** Ensure that any required medications are given out. It is a good idea to keep a log of necessary medications and when you give them out.

**4-10. Blister Check.** Each evening, preferably right after showers and right before personal time, check for blisters. Watch for reddening of the heel, etc. Hand out moleskin and Band-Aids liberally.

**4-11. Laundry.** Ensure that the cadet flight staff has made provisions for doing laundry.

**4-12. Honor Cadet.** At the end of the encampment you will be asked for your input on the Honor Cadet of your flight. This judgement should be based off the entire week's performance, not just the last few days. Observe performance in areas such as encampment skills; customs and courtesies; attitude. Also note improvement over the week.

**4-13. No Credit.** Watch for possible "no credit" cadets. By the end of Day 3 you should have an idea of which cadets may be in danger of not meeting the 80% performance threshold or who are showing an indifference to training. The Commandant must interview these cadets by the close of Day 4. Confer with the Commandant and make your recommendations prior to having the cadet report to the Commandant.

**4-14. Basic Cadet Evaluations.** By Day 4 you should have the BCE forms. Ensure that the Flight Staff completes these forms by Day 7.

**4-15. Workbooks.** Ensure that the Flight Staff have reviewed each cadet's workbook by Day 6.

**4-16. Possessions.** Ensure that possessions are returned on departure day. Also ensure that cadets have money when trips to the BX are scheduled or for the party.

**4-17. Check Out.** Review procedures and supervise all furniture movement.

**4-18. Exit Interviews.** Conduct exit interviews with Flight Staff. Review weaknesses and strengths.

**4-19. Graduation.** Check with the Chief Tactical Officer for your assignment during graduation.

**4-20. Debriefing.** On the last day (or on graduation day), meet with the flight. Review the week and how it went. Refer to flight goals and how they were accomplished (or why they weren't if necessary). Discuss how they can use the knowledge they gained at encampment in their home units.



## Chapter 5 LEGAL CONSIDERATIONS AND GENERAL GUIDELINES

**5-1. Uniforms.** The Senior Staff sets an example for the cadet staff and the basic cadets. Their uniform must always be neat and clean and must fit properly. It is essential that uniforms be correct in accordance with CAPM 39-1.

The duty uniform is generally the blue short sleeve Service Uniform or appropriate Corporate Uniform. While the Commandant of Cadets will establish rules for a particular encampment, accepted practice is duty uniform from morning meal until after evening meal, or after 1700 hrs. Outside those hours other uniforms may be acceptable. The Fatigue Uniform (BDU) is appropriate at the firing range, or certain field activities. Physical training (PT) gear is acceptable only during athletic activities. Time at encampment is limited. It is helpful to bring several duty uniforms to minimize laundry. Ribbons are worn for the graduation ceremony only.

**5-2. Living Quarters.** The Senior Staff's quarters must be kept in proper order. Often it is necessary to conduct business in these quarters. As with uniforms, the Senior Staff sets an example for the cadet staff as well as the basic cadets.

**5-3. Legal Responsibility.** In today's society we cannot afford to ignore our exposure to liability. The following is a lay interpretation offered as a basis for your understanding of the legal responsibility as a member of the Senior Staff, especially a Tactical Officer. Should you have any questions, they should be directed to competent legal authority.

As Senior Members, our legal position with respect to cadets is conceptualized in law by the doctrine of "*in loco parentis*," that is, we are acting in the place of the parents. Thus we have a legal responsibility to act, nurture, protect and safeguard the cadets from harm, both physical and mental.

Our exposure to liability as individuals may be found under the *Law of Torts*, which holds that a personal wrong is actionable for damages. This means that a Senior Member's act, or failure to act, could expose the organization as a whole, and the Senior Member as an individual, to liability in a lawsuit. Further, individual exposure results not only from the wrong of the individual in question, but may also result from the wrong of another, such as a subordinate or another Senior Member.

When we take on a position of authority or responsibility, the law brings along with that position a

certain amount of *legal* responsibility. In common law, this responsibility falls into two areas, strict liability, and negligence. Strict liability is liability without regard to fault. In the normal course of events in CAP, this area would not usually apply.

Of more importance to us is the area of negligence. This concept implies that we have a duty to behave as a reasonable person of ordinary prudence under the same or similar circumstances so as not to expose others to an unreasonable risk of harm.

**5-4. Standard of Care.** In a world fraught with risks, how much risk is reasonable? How must we behave and with what "*standard of care*" must we comply to create an atmosphere that is reasonably free of risk? The final analysis of whether that standard has been met in each individual case would be in the hands of a jury.

a. The law imparts to a person a certain amount of expertise based solely on the position that he/she occupies. We as Senior Members are occupying positions of ostensible authority and expertise, regardless of whether or not we actually possess that expertise.

b. Considering the case of a Senior Member, the standard of care is much higher than an ordinary person by virtue of the position that he/she holds. We set ourselves up as experts in our area and as a result the standard of care is shifted upward placing the exposure closer to strict liability rather than merely negligence. Thus the Senior Member is legally responsible to act with expertise whether or not he actually possesses such expertise.

**5-5. Responsibility.** It appears then, that we have the legal liability and responsibility of the parent. We have a duty to take care of incidents as they occur and to foresee and protect the cadets from damage, both physical and mental. We are responsible for the physical and the emotional and psychological well being of the cadet.

a. We note that historically we have had few problems because the people working at this level with cadets are usually highly motivated. They care a great deal about the well being of the cadets.

b. Responsibility to protect the cadets from physical damage is obvious. The Senior Member must always be aware of potential environmental hazards or situations that could result in injury. Less obvious is the

responsibility to protect the cadet from psychological damage.

c. What can we do to reduce our potential for legal problems? The encampment program must be planned and executed with a reasonable standard of care in mind. The Senior Member must remain sensitive to areas of exposure. We must be very conscious of the possible effect of our actions and the actions of others on the cadets. Always be conscious of safety and be aware of areas where injuries or distress could occur. Beyond that, we must be sensitive to neutralizing the adverse consequences of any incident that might occur.

**5-6. Counseling.** The Tactical Officer has an important job as a counselor both to the basic cadets and the cadet staff. The role of the Tactical Officer as counselor is that of advisor or coach.

a. Arriving at the encampment, the basic cadets are cast into an environment that may be radically different from anything they have ever encountered before. Encampment is highly structured, stressful, and demands a high level of participation and concentration from each cadet. Some cadets will have more difficulty coping than others will. Be alert to identify problems and provide counseling when appropriate.

b. The responsibilities of the cadet staff place them in a similar situation. They too may benefit from counseling. Basic counseling skills include at least the following.

**5-7. Active Listening Skills.** Effective counseling requires that the person being counseled feel that you have a sincere interest in his/her problem. This is best done using active listening techniques such as the following:

- a. Eye contact
- b. Body language
- c. Reflection
- d. Questions

**5-8. Sensitivity.** Be sensitive to the emotional state of the cadet and his/her feelings. Always maintain respect for the individual; criticize the *behavior*, not the person. Consider:

- a. Needs
- b. Self image
- c. Personal worth

**5-9. Resolution.** Resolution of problem or situations may take one of several forms.

- a. Advice
- b. Direction
- c. Suggestions
- d. Explanation or clarification
- e. Self-resolution
- f. If you run into a difficult situation, share the problem with other senior staff members. We are not professional counselors nor are we here to experiment with counseling skills. Another perspective might be helpful.

## Chapter 6 PROVIDING FEEDBACK & UNDERSTANDING

**6-1. Overview.** As the eldest of the flight staff team, you will be expected to help the cadet flight staff in the processes of setting objectives, deciding consequences, generating feedback, and conducting evaluations. As a general rule we emphasize the positive but also address conduct that is not meeting the standard. The following sections are some methods of providing feedback, and some examples of both productive and non-productive training interactions.

**6-2. INPUT+.** INPUT+ is a system for ensuring that your feedback to a cadet is all it can be.

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

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

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

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

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

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

**6-3. Helping cadets to understand.** Sometimes cadets do not understand why we ask them to do certain things. A lack of understanding may lead the cadet to think that the staff is just trying to make life hard on the cadet for no apparent reason. As a Tac you should make every effort

to ensure that the cadet flight staff are not forgetting to communicate with their followers about the WHY of what they are doing, and not just the HOW. Here is an example of a dialogue between a flight commander and his in-flight cadet that talks while marching, and moves when in formation or standing at attention. Prior to this discussion, the flight sergeant has already raised his voice to this cadet several times, but to no avail.

Flight Commander: *“Cadet Willis! Why are you moving at attention?”*

Cadet Willis (CW): *“No excuse, ma'am.”*

Flight Commander: *“I don't want to see you move at attention again, is that understood?”*

CW: *“Yes ma'am.”*

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

Flight Commander: Walks next to CW and speaks quietly to him (remember, punish in private)- *“Willis! What the heck are you doing? I thought I told you to stop moving around!”*

CW: Silence. Straightens up to attention.

Flight Commander: *“Willis, I don't want you to move at attention, because it makes our flight look bad. Do you understand that?”*

CW: *“Yes ma'am.”*

Flight Commander: *“Good. Then don't do it again.”*

CW: *“Yes ma'am.”*

With this second attempt, the Flight Commander is clad-iron positive that Cadet Willis will no longer act up when in formation. This time she told him why. But, tomorrow rolls around; when the flight is waiting outside the chow hall for lunch, the Flight Commander sees Cadet Willis scratching his leg in formation.

Flight Commander: *“Willis! Come over here and report to me!”*

CW: Walks over to the Flight Commander and reports.

Flight Commander: *“Willis, do you know why I brought you over here?”*

CW: *“Because I was moving at attention, ma'am?”*

Flight Commander: *“That's right. What should you be doing?”*

CW: *“Not moving at attention, ma'am.”*

Flight Commander: *"Ok, you know what to do. So, why did you move at attention?"*

CW: Stiffens up. *"No excu...."*

Flight Commander: (calmly interrupts) *"Willis, 'no excuse ma'am' doesn't tell me anything. I know there was a reason for it. Why did you move at attention? Was it because you forgot not to?"* (Here the Flight Commander tries to see if CW maybe hasn't learned the skill, or if it was a matter of will on CW's part.)

CW: *"No, ma'am. I was moving around because bugs were biting me."* (Note: the Flight Commander should continue asking 'why' questions until the cadet can explain the behavior.)

Flight Commander: *"Ok, so now I know the reason why. First, you must not move at attention. This is because we agreed at the beginning of the encampment that we would learn and practice good discipline. Part of that is standing still at attention. This is not good discipline on your part. Unless you're deathly allergic to bee stings, there is no reason you should move to swat bugs around. Also, it makes the flight as a whole look bad to others. I know it stinks when bugs are biting, but that is a test of your discipline. Now, what are you going to do from now on?"*

CW: *"Not move at attention, ma'am."*

Flight Commander: *"Good. WHY aren't you going to move at attention?"*

CW: *"Because it looks bad, ma'am."*

Flight Commander: *"Ok, that's one reason, but what's the REAL reason why?"*

CW: *"Umm... discipline ma'am?"*

Flight Commander: *"Yeah... can you expand a little?"*

CW: *"Umm... because we, rather I, agreed to be disciplined?"*

Flight Commander: *"That's good. You are absolutely right. Now that you have made that agreement, what should you do about it?"*

CW: *"Not move at attention, ma'am?"*

Flight Commander: *"That's right. And what about the agreement you made?"*

CW: *"I should do what I agreed to do?"*

Flight Commander: *"YES. Why should you do that?"*

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

Flight Commander: *"EXACTLY! Now, you understand that this behavior is unacceptable, right?"*

CW: *"Yes ma'am."*

Flight Commander: *"This incident will be noted in your evaluation (or insert some other punishment.) And from now on, you agree not to move while at attention?"*

CW: *"Yes ma'am."*

Flight Commander: *"You understand that if you do this again, you will have to explain your inability to keep a commitment to the Squadron Commander and I?"*

CW: *"Yes ma'am."*

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

The Flight Commander did the right thing this time- and did what she should have done the first time. The Flight Commander explained why it was important for Cadet Willis to remain still, made sure he understood and agreed to the reasons behind it, and made a commitment to discontinue his behavior. It is also important that the Flight Commander explained the consequence if he repeated again. The other two times, she neglected to provide a warning or any indication that there would be a consequence any more severe than what Cadet Willis had received the last two times. Since the cadet survived his multiple lectures, why should he listen this time, when that's all he will get? Providing the warning will at least have Cadet Willis keeping his behavior in mind. As a follow up, the Flight Commander should discuss this incident with the Squadron Commander (or the Deputy Cadet Commander) as soon as she has a chance. This is in case Cadet Willis moves at attention again- the Squadron Commander shouldn't be surprised if Cadet Willis shows up.

**6-4. Advantages of understanding.** The immediate advantage to explaining the why's is the behavior is more likely to stop. As the example demonstrates, the behavior did not stop in the long run when "conventional" techniques were used. The initial attempts at fixing the problem were only short-term. Using the proper correction methods, and explaining why will give you more long-term results. If the cadet can justify the desired behavior in their mind, they will be willing to behave properly

The second immediate advantage to explaining the why's (in other situations, not just feedback or behavior correction) is the flight as a whole will be more understanding and willing to perform tasks and behaviors that seem silly on the surface. Even 11-year olds are capable of reasoning, and will respond better when you explain why. The most tangible long-term advantage is having an easier time correcting behavior problems. The cadets in flight will also be more willing to perform routine or mundane tasks, knowing the true purpose behind it. "Problem children" can have their energies refocused with less effort if they know and agree to the reasons behind our actions.

The second long-term advantage is the cadet that had the why's explained to them will be able to do the same when that cadet advances and is placed in charge of others.

Explaining the reasons why will motivate the subordinate,  
and will also validate the activity for the Flight

Commander.

**ATTACHMENT 1**  
TACTICAL OFFICER'S BRIEFING  
CHECKLIST

**\_\_First priority of all activities is always health and safety.**

- No running inside the building.
- Touch each step and maintain one hand on handrail while using stairs.
- No "double-time" in the stairwells.
- All furniture movement shall be supervised by a Tactical Officer.
- All accidents shall be reported to the Tactical Officer immediately.
- Review emergency phone numbers.
- Review location of fire alarms, extinguishers, and the reporting procedure.
- Safety hazard identification and reporting procedure.
- Review Road Guard procedures. MWG Encampment Cadet SOP.
- Building evacuation briefing and practice.
- Hot weather procedures and cautions.
- Cold weather procedures and cautions.
- Blister check required each night and must be done by a Tactical Officer.
- Health problem reporting procedure.
- Review laundry procedure.
- Review shower procedure.
- Review requirements for restroom and refreshment breaks.
- Review procedure for sick cadets or minor injuries.
- Review "personal time" and the expected behavior during that time.

**ATTACHMENT 2**  
SENIOR MEMBER EQUIPMENT LIST

Senior staff, with the following recommended additions, can use the encampment equipment list (Attachment 9):

**Duty Uniform** – The USAF blue service or CAP corporate uniform will be worn frequently. Recommend at least two sets.

**BDU Uniform** – Recommend two sets

Basic medical supplies

- ?? Band-Aids
- ?? Moleskin
- ?? Antiseptic
- ?? Foot protection
- ?? Foot Powder
- ?? Tape
- ?? Gauze pads
- ?? Coffee pot & cups
- ?? Soft drinks

Office supplies

- ?? Paper
- ?? Pens
- ?? Stapler
- ?? Tape
- ?? Clipboard
- ?? Ziploc bags (15-20 gallon sized)
- ?? Envelopes
- ?? Padlocks (2)
- ?? Black marker (indelible)
- ?? Iron
- ?? Rulers
- ?? Alarm clock (or clocks if you are a heavy sleeper)
- ?? Personal First Aid kit
- ?? CAPM 39-1 (*strongly recommended*)
- ?? Drill & Ceremonies Manual (*strongly recommended*)

### ATTACHMENT 3 CUSTOMS & COURTESIES REVIEW

As a reference guide, the following customs and courtesies have been outlined here. These are not all of the customs and courtesies we follow in CAP, but they are the more common ones that you will be expected to monitor and enforce.

**Saluting.** One of the most basic of military customs, the salute dates back to the Middle Ages when a knight would raise his visor with the right hand to show friendly intentions. Today, members of allied military services use the salute as a sign of respect amongst their peers and as respect to the flag.

CAP cadets are expected to salute the following:

- ?? Officers of all US military branches
- ?? CAP senior members
- ?? Officers of nations friendly to the U.S.
- ?? CAP cadet officers of higher grade
- ?? The U.S. flag
- ?? The President of the United States

The salute is rendered sharply when the junior individual is 6 paces from the senior individual (or flag). The salute is held until returned or until the junior is 6 paces past the senior. A greeting or salutation is also expected of the junior. The senior officer should return the salute if possible or at least acknowledge the greeting. If the junior person has both hands occupied, then the junior does not salute and simply offers and appropriate greeting.

Cadets do not salute when indoors, in formation (unless their position requires it), while on a work detail, on a flight line, or while in a designated "no saluting" zone (sometimes the Dining Facility is designated so).

**Using appropriate titles.** Whenever cadets address someone in CAP they are required to use the appropriate title. The options they have are:

- ?? Sir/Ma'am
- ?? The person's grade (with all types of sergeants being addressed as "Sergeant" except for Chief Master Sergeants who are addressed as "Chief")

When you are addressing a cadet you should attempt to use their grade whenever possible. At a minimum you are expected to use the title "Cadet." When you address fellow seniors it is

optional to use the terms sir, ma'am, or the person's grade. However, at encampment we ask that you do this regularly to reinforce the training to the cadets.

**Calling a room to attention.** Whenever a senior officer enters a room, the room's occupants call the room to attention. The exceptions to this rule are when a class is in session or when the persons are on a work detail. If a higher-ranking officer than the officer entering the room is already present in the room, the room's occupants do not call the rooms to attention. Bathrooms should not be called to attention at any time.

**Attention in hallways.** Cadets are required to come to attention whenever an officer stands in front of them. If the cadet is walking down a hallway, the cadet is required to come to attention to let the officer pass. This does not apply if the cadet is on a work detail.

**Reporting.** Reporting procedure is as follows: Knock once at the door and await instructions to enter. The cadet positions him/herself two paces from the officer or two paces in front of the officer's desk. Salutes and reports: "Sir/Ma'am, Cadet Smith reporting as ordered" or "Cadet Smith reporting." The cadet drops his/her salute only after the officer returns it. The cadet carries on conversation in the first and second person. When the cadet's business is completed, he/she salutes (waiting to have it returned), executes a facing movement toward the nearest exit and departs.

**Retreat.** At the close of the duty day on base you will hear Retreat being played. When you hear retreat you should stop, face the base flagpole, and salute (if in military uniform) or place your hand over your heart (if in corporate or civilian attire). If you are driving you should pull over, get out of the vehicle, and follow the above procedure.

**Covers.** In CAP we use the term "cover" to refer to uniform headgear that we wear. Covers should always be removed when indoors or on a flight line. Covers should always be worn when outdoors. When in a "gray area" such as an open hangar, an open garage, or an enclosed porch, it is a judgement call. However if you are with someone of a higher grade you should follow their lead. Also, when in a vehicle you should

follow the example of the highest-ranking person in the vehicle. Covers are removed for prayers.

**Further customs & courtesies.** The above customs and courtesies are by no means an exhaustive list. Rather these are some of the more common ones that you will see, do, and observe. You must be familiar with them to both execute and teach them correctly. If you have further questions about customs & courtesies please reference CAPP 151, AFR 50-14/AFMAN 36-2203, the Cadet Training Officer (senior), or the Cadet Leadership Officer.

**ATTACHMENT 4**  
**DAILY FLIGHT PLAN**

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

**ATTACHMENT 5  
ENCAMPMENT SCHEDULE CHANGE FORM**

| <b>SCHEDULE CHANGE NOTICE</b>  |                             |                             |                         |
|--|-----------------------------|-----------------------------|-------------------------|
| Originating Date:  | Originating Time:           | Originator:                 | Schedule Change Number: |
| <p style="text-align: center;"><b>The following change is made to the Training Schedule for _____</b><br/><b style="text-align: right;">Day of the Week/Date</b></p>   |                             |                             |                         |
| Description of Schedule Changes:   |                             |                             |                         |
| Remarks:   |                             |                             |                         |
| Authorized By:   |                             | Approved By:                |                         |
| Please acknowledge that you have received and understood this schedule change by initialing the appropriate box below. When the Cadet Training Squadron Commander (or other authorized staff member) has made sure that this form is complete, it must be returned to Encampment Headquarters. |                             |                             |                         |
| ___ Cadet Training Sqdn  | ___ Cadet Training Sqdn     | ___ Cadet Training Sqdn     | ___ CTG HQ Staff        |
| ___ CTS Commander  | ___ CTS Commander           | ___ CTS Commander           | ___ CTG Commander       |
| ___ First Sergeant   | ___ First Sergeant          | ___ First Sergeant          | ___ CTG CD              |
| ___ Flight Commander   | ___ Flight Commander        | ___ Flight Commander        | ___ CTG CCE             |
| ___ Flight Tactical Officer  | ___ Flight Tactical Officer | ___ Flight Tactical Officer | ___ Cdt LD              |
| ___ Flight Commander   | ___ Flight Commander        | ___ Flight Commander        | ___ Cdt DO              |
| ___ Flight Tactical Officer  | ___ Flight Tactical Officer | ___ Flight Tactical Officer | ___ Chief TAC           |
| ___ Flight Commander   | ___ Flight Commander        | ___ Flight Commander        | ___ Enc CCE             |
| ___ Flight Tactical Officer  | ___ Flight Tactical Officer | ___ Flight Tactical Officer | ___ Enc CDC             |
|  |                             |                             | ___ Enc CC              |

**ATTACHMENT 6**  
**BASIC CADET PERFORMANCE EVALUATION**

| <b>ENCAMPMENT PERFORMANCE EVALUATION</b>  |   |   |   |
|---|---|---|---|
| LAST NAME, FIRST, MI  |   | Encampment Fit Assignment   | Cadet's Home Unit<br>Cadet Home Unit Charter #:   |
| INSTRUCTIONS: This form is to be completed on each cadet prior to the conclusion of the encampment. The briefing of the form and its contents should occur on the first training day. The evaluation process should include all of the flight training staff. Mark the appropriate box in each category. Underline applicable remarks from any column. Complete the evaluation in duplicate. Distribution: 1 each to the cadet, 1 each mailed to the cadet's home unit commander. |   |   |   |
|   | <b>NEEDS IMPROVEMENT</b>  | <b>SATISFACTORY FOR ENCAMPMENT</b>  | <b>OUTSTANDING</b>  |
| <b>APPEARANCE</b>   | ?<br>Uniform not maintained properly. Often wrinkles. Often dirty. Shoes need more work. Hair does not meet CAPM 39-1 standards. Insignia improperly worn.    | ?<br>Uniform neat, clean, and properly worn. Clean-. Hair cut meets CAPM 39-1. Shoes shine to high gloss. Insignia worn properly.       | ?<br>Uniform needs no improvement. Appearance is always clean- and hair well groomed. Shoes are spit shined. Displays excellent military bearing. |
| <b>COURTESY</b>   | ?<br>Needs better understanding of CAP/USAF customs and courtesies. Manners need improvement.   | ?<br>Uses CAP/USAF customs & courtesies properly. Exhibits good manners.  | ?<br>Has mastered CAP/USAF customs & courtesies. Always uses good manners.  |
| <b>DRILL &amp; CEREMONIES</b>   | ?<br>Needs better understanding of drill terms & movements. Needs to practice drill movements.  | ?<br>Has basic knowledge of drill terms. Able to perform most movements in AFR 50-14.   | ?<br>Has a good understanding of AFR 50-14. Performs drill movements with minimal error.  |
| <b>ATTITUDES</b>  | ?<br>Rarely takes duties seriously. Shows little attention to detail. Shows little respect for authority. Has trouble following orders. Sometime pessimistic. | ?<br>Takes duties seriously, attentive, strives for improvement. Has interest in duties assigned. Willing to perform most tasks.        | ?<br>Takes duties seriously and enthusiastically. Is careful & precise. Follows all orders to the letter. Always cheerful & optimistic            |
| <b>GROUP</b>  | ?<br>Needs to work better with others. Sometimes uncooperative. Needs to gain the respect of peers.   | ?<br>Mixes well with others. Willing to do his/her share to help group reach goals. Has respect of peers.                               | ?<br>Leads the group. Always willing to cooperate. Has the respect & support of peers.  |
| <b>INITIATIVE</b>   | ?<br>Needs extensive instruction in most duties. Has trouble understanding leadership concepts. Lacks drive to excel.   | ?<br>Performs duties with minimum of instruction. Thinks independently. Has good understanding of leadership concepts. Possesses drive. | ?<br>Performs duties without being asked. Thinks independently. Resourceful. Has the drive to exceed the set standards.                           |
| <b>REMARKS:</b>   |   |   |   |
| FLIGHT COMMANDER'S SIGNATURE  |   | TACTICAL OFFICER'S SIGNATURE  |   |

**ATTACHMENT 7**  
**PROPERTY RECEIPT**

| PROPERTY RECEIPT                                    |         |          |
|---|---------|----------|
| Date:   | Flight: | Squadron |
| List of Property Taken or Held (circle one)<br>Held |         | Taken    |
| Tactical Officer's Signature                        |         |          |

