

AFIADL-13
Civil Air Patrol Senior Officer
Course



Outline Study Guide
4 April 2005

Introduction

What is AFIADL-13?

This is a free four-volume correspondence course from the Air Force Institute of Advanced Distance Learning (AFIADL). It provides the principles needed to operate successful squadrons. The Specialty Tracks focus on *what* to do. This course focuses on *how* to do it. Squadron Leadership School focuses on *integrating* the Specialty Tracks and this course to meet your unit's mission goals and objectives.

For those pursuing promotion through the Senior Member training program, this course, or its equivalent as specified in CAPR 50-17 *CAP Senior Member Training Program* and is required for promotion to Captain and the Certificate of Proficiency for completing Level II. For cadets, this course may be taken in place of National Cadet Officer School or Region Cadet Leadership School, as the requirement for promotion to Cadet Lieutenant Colonel and the Eaker Award for completing Phase IV.

How do I use this Outline Study Guide?

The AFIADL-13 **End of Course Examination** is closed book and must not be compromised. This Outline and Study Guide is not intended to “teach the test.” Each volume consists of Sections and Units. At the end of each section are **Self-Test Questions** (with answers), which are in fill-in and occasionally matching format. At the end of each unit is a **Unit Review Exercise** (with answers), which are always multiple choice. Often, finding answers embedded in the text is very time-consuming. The Outline Study Guide saves time.

Used with the Self-Test Questions and Unit Review Exercises, you can learn more in less time. Many visual learners find outlines to be a simple visual organizer of complex material. The organized structure helps learning and remembering, and lets you quickly see how any key idea fits in to its overall context.

Use this Outline Study Guide for self-study—or as a seminar discussion guide. In seminars, you may provide your own details and examples to assimilate, adapt, and apply better the principles in the text.

Who may take this course?

You must be a Civil Air Patrol member. If you have no Cadet Protection Program Training or Level I training, you may still enroll. However, we recommend you complete those training courses before this course, whenever possible. Also, you may use this Outline Study Guide at any portion of completion you happen to be at if you are already enrolled in AFIADL-13.

How do I get the Course?

You must complete the enrollment application (see the form below, using the directions that follow this form).

FAX COVER SHEET

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

MAIL COPY OF THIS FAX TO:
Lt Col Jenny L. Baker, CAP
CIVIL AIR PATROL
Director, Professional Development/ETP
Defense Supply Center Columbus
P.O. Box 3990
COLUMBUS, OHIO 43218-3990
OR
FAX TO LT COL BAKER AT 614.837.0128

REGISTRAR: Please process the attached AFIADL Form 23

AFIADL ENROLLMENT APPLICATION											
<i>(TYPE or PRINT clearly. Fill out in accordance with instruction in the AFIADL Catalog.)</i>											
PRIVACY ACT STATEMENT											
1. AUTHORITY: 14 USC3101; 10 USAC 8012; EO 9397 . PRINCIPAL PURPOSE: Used for individuals to provide information to AFIADL for enrollment in a specific correspondence study course. 3. ROUTINE USE: To provide AFIADL course enrollment. 4. DISCLOSURE: Voluntary. However, if information is not provided. enrollment cannot be accomplished.											
1. AFIADL COURSE NUMBER				2. SOCIAL SECURITY ACCOUNT NUMBER				3 IDENTITY CODE CATEGORY			
											<input type="checkbox"/>
4. NAME <i>last</i> <i>first</i> <i>middle initial</i>						7. PAY GRADE			6 REASON FOR ENROLLMENT CODES		
7 ADDRESS _____ _____						8. TCO PHONE N/A			<input type="checkbox"/> MANDATORY <input checked="" type="checkbox"/> VOLUNTARY		
10. SIGNATURE AND TITLE OF APPROVING OFFICIAL						SIGNATURE					
ZIP CODE						TITLE					
18. ZIP CODE OF TEST CONTROL FACILITY						Unit commander, unit no. _____					
4	3	2	1	8	3	9	9	0	-	7	

AFIADL FORM 23, 20000609

Replaces ECI Form 23, 19 950301, which will be used

- Item 1 is 000013 for *CAP Senior Officer Course*. (After you have completed this course, you can also use this form for 02130D for *General Emergency Services Course*; 02130A for *Scanner Course*; 02130B for *Observer Course*; 02210 for *Chaplain*; and 02010 for *Public Affairs Course*, 000026A *Squadron Officer School*.)
- 2 is your social security number.
- 3 is 7.
- 4 is your name—last, first, middle initial.
- 5 is E-1 if you have no grade, O-1 for 2nd Lt, O-2 for 1st Lt; FO for Flight Officer, FO-1 for Technical Flight Officer, FO-2 for Senior Flight Officer; C-3 for C/Cpt, and C-4 for C/Maj. See CAPP 8 for details.
- 6 mark “voluntary.”
- 7 is your address.
- 8 is N/A.
- 9 is the name of the course that corresponds to the numbers you entered in Item 1.
- 10 is your unit commander.
- 11 is the unit commander’s signature, for Title put “Squadron Commander” and the squadron’s 3-digit number. The number helps Wing track your paperwork.
- For 11 put 432183990-7 if you are in Ohio Wing. You will get a post card saying the course materials were mailed. About a month later you will get them.
- Fax the completed AFIADL form 23, to AFIADL and e-mail a copy to the Wing Test Control Officer Lt Col Jenny L. Baker at 614.837.0128 or mail a copy to Lt Col Jenny L. Baker, CAP, Director, Senior Training/ETS, Defense Supply Center, Columbus, P.O. Box 3990, Columbus, OH 43218-3990.

What do I do when I get my materials?

- Using the packing list, inventory the items.
- Separate them according to volume.
- Put them in a three-ring binder.
- Post the updates and changes.
- The multiple choice answer sheets are not necessary.
- Order the test. It takes about a month for your testing officer to have it for you, and you have six months to take it. By then you would have finished the seminar.
- In the materials with your volumes is the yellow booklet *Your Key to a Successful Course*. On the last page of the booklet, complete the front of the AFIADL Form 17, “Student Request for Assistance.” (See AFIADL Form 17 on the last page.) In the “Request for Materials, Records, or Service,” box complete the item saying “send course exam.” The last page in this announcement shows you what the yellow form will look like, when it comes with your four volumes.

What do I do when I am ready to test?

1. Go to the AFIADL Customer Support web site: <http://afiadl.custhelp.com>

The screenshot shows the 'Ask a Question/Request' form on the AFIADL Customer Support website. The form is divided into several sections:

- Identification:** A text entry field for 'User ID' with a note '(enter email address if you do not have a user ID)'. A red asterisk indicates this is a required field.
- Question Data:** A large text area for the 'Question' with a red asterisk indicating it is required.
- Additional Information:** A dropdown menu for 'Categories', a text field for 'course name/number', and a dropdown menu for 'Branch of Service'. A note below the course name field says 'Identify the course name/number your question is about (if applicable)'.
- Attach Documents to Question:** A section with a 'Browse...' button and an 'Add Another Attachment' button.
- When You are Done...:** A 'Submit Question' button.

2. Click on the “Ask a Question/Request” tab.
3. In the “User ID” text entry block, enter your e-mail address.

This is a close-up of the 'User ID' text entry block from the form. It shows the label 'User ID:' followed by a text input field and the instruction '(enter email address if you do not have a user ID)'. A red asterisk is visible to the left of the label.

4. For example: if you want to request a course exam, in the “Question Data” block, enter your full name, last four digits of your Social Security Number (SSN), and request the course exam be sent to the **Test Control Facility Shred Code 432183990-7** established for Ohio wing. Visit: <http://cap.gov/pd>, then click the AFIADL link to find the current shred code for you wing.

This is a close-up of the 'Question Data' text area. The text entered in the field is:


```
Question: John Q. Smith
          SSN: 1234
          Request Course Exam be sent to Test Control Facilit: 432183990-7
```

Caution: This is not a secure website. Do not include your full Social Security Number in any correspondence being sent to this website. Use only the last four digits of your SSN.

5. In the “Categories” block, select “Civil Air Patrol courses” from the drop-down list.
6. In the “Course Name/Number” block, enter the course name and AFIADL course number.
Example: CAP Senior Officer Course 00013. In the “Branch of Service” block, select “Civil Air Patrol” from the drop-down list.

The screenshot shows a form titled "Additional Information". It has three main sections: 1. "Categories:" with a dropdown menu currently showing "Civil Air Patrol Courses". 2. "course name/number:" with an empty text input field. Below this field is the instruction "Identify the course name/ number your question is about (if applicable)". 3. "Branch of Service:" with a dropdown menu. The menu is open, showing a list of options: Retired, Air Force, Army, Navy, Marine Corps, Coast Guard, Civil Air Patrol (which is highlighted), Civil Service, and Other.

7. When you have completed the form, click “Submit Question.” AFIADL will respond with an e-mail to confirm your request. AFIADL will mail the course exam to your wing’s Test Control Officer, where it will be forwarded to your unit’s Test Control Officer.



What do I do when I am ready to test?

- Schedule your End of Course testing session with your unit testing officer.
- Review this Outline Study Guide, the Practice Exercises, the Unit Review Exercises, and the volumes you studied and highlighted.
- Take the test. It is closed book and consists of about 80 multiple-choice items.

How do I know if I passed the course?

- Your testing officer will mail your results to AFIADL.
- In a week or two AFIADL will send you a post card telling you what your score was and whether or not you should re-test.
- About a month after you pass the test, AFIADL will mail you a course completion diploma.
- Make a copy of the diploma for your unit administrative officer to put in your personnel file. Keep the original diploma.
- AFIADL automatically notifies HQ CAP who inputs your course pass date in the computer and will show in the next Professional Development Report sent to your unit commander.

What is the Yeager Award Endorsement?

When you have finished AFIADL 13, there is a second, entirely optional, test you may take before completing Level II and being awarded the Certificate of Proficiency. This certificate may include a gold seal Yeager Award endorsement, for those earning the Yeager Award. CAPR 280-2 dated 15 October 01 explains the Yeager Award procedure.

The award is for self-paced study based on the CAP text, *Aerospace: The Journey of Flight*. You should read and become knowledgeable with the content of this text. You may order it from the CAP Bookstore for \$17.50. You will also find the *Instructors Guide* helpful. You may order it from the CAP Bookstore for \$2.50. There is also a free 3.81 MB zip file at the National Website at www.capnhq.gov. Click the Aerospace Education icon and surf the area under Senior Program to find the file called AEPSM Power Point. It is a 61-slide presentation and a good way to prepare for the test.

Your next step is to take 2 to 3 hours to complete the 100-item open book or closed book test. Both options have a pass rate of 70%, correctable to 100%. Correctable means the test administrator must take a few minutes and review the missed questions with you.

Unit commanders, aerospace education officers (region deputy chief of staff/aerospace education [DCS/AE], wing director of aerospace education [DAE], and unit aerospace education officer [AEO]), or test control officers (TCOs) may administer the Yeager test.

Squadrons will send the results of the Yeager test to the wing DAE, using CAPF 126. The wing DAE will issue the Yeager Award Certificate (CAPC 20) to the squadron commanders for presentation. Wing and region headquarters units will continue to send certificates to their own personnel.

You will then receive the Charles E. “Chuck” Yeager Aerospace Education Achievement Award and will be authorized to wear the Yeager Award ribbon.

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Volume 1 History, Mission, and Organization

Unit 1: Air Force History, Mission and Organization

1. (1-1) History
 - a. (001) Before World War I
 - 1) Kitty Hawk, North Carolina—17 December 1903, first successful flight covered 120 feet and lasted 12 seconds, flown by Orville Wright.
 - 2) The US Army and aviation
 - The Army's Board of Ordinance and Fortifications rejected the Wright brothers' offer to help because of bad press over Langley's aviation failure.
 - In 1908 the War Department contracted with the Wright brothers for an airplane to carry two men in continuous lift for one hour at a speed of not less than 40 miles per hour. Lt. Thomas E. Selfridge died in one of the test flights.
 - 3) Weapon of war—first used for reconnaissance, then offensive with a mounted rifle, then by dropping two-pound sandbags.
 - b. (002) World War I
 - 1) Entry into the war
 - Up to now aeronautical progress was slow principally due to public apathy and minimal Government support.
 - Major William (Billy) Mitchell left Spain to visit the front as an observer.
 - 2) Research and development during the war
 - 3) Operations in France—Captains Eddie Rickenbacker and Douglas Campbell became the first US aces.
 - c. (003) Between World War I and World War II
 - 1) Struggle for autonomy
 - General Mitchell began urging an independent air force for Army and Navy, was popular with the public, and believed air power would dominate ground and sea forces in total war. He receives credit for showing an otherwise apathetic public the importance of air power, helping to achieve status for the Army Air Corps.
 - 2) The Army Air Corps
 - Created by the Army Reorganization Act of 1920.
 - Only flying officers could command flying units.
 - Charles Lindbergh made his famous solo flight from New York to Paris in May 1927.
 - 3) Advances in aircraft design and construction—the monoplane, all-metal construction (the B-9 bomber), and retractable landing gear.
 - 4) Establishment of General Headquarters (GHQ) Air Force—provided centralized command of combat air forces using longer range/heavier bombardment aircraft.
 - 5) Army Air Forces
 - established for overall command of the Air Corps and GHQ, Air Force
 - Air Plans Division-1 set down air concepts and doctrine used throughout World War II.
 - Under the threat of war, the AAF rapidly expanded.

- d. (004) World War II
 - 1) AAF expands
 - 2) US air power's initial response was the Doolittle Raid on Japan.
 - 3) US bombers in Europe and Africa—the North African campaign proved the need for an air commander to direct air-ground operations; land power and air power are co-equal and interdependent forces. Neither is an auxiliary of the other.
 - 4) Operation OVERLORD—invasion of Normandy, air superiority was the foundation of most Allied success in both air and ground offensives.
 - 5) The air war in the Pacific—Hiroshima
- e. (005) After World War II
 - 1) US air power developments between 1945 and 1950
 - Fear of swift atomic retaliation was greatest single deterrent to communist aggression.
 - Chuck Yeager broke the sound barrier.
 - B-47, first all jet swept-wing bomber becomes operational in 1950.
 - Berlin Airlift becomes Soviet Union's first Cold War defeat.
 - 2) The first operational commands—SAC (Strategic Air Command), TAC (Tactical Air Command), ADC (Air Defense Command)
 - 3) The National Security Act of 1947
 - A departure from the traditional reduction of standing forces in peacetime.
 - The basis for establishing military strength in peacetime adequate to deter war.
 - Created the USAF
 - General Arnold displayed exceptional forethought by writing detailed Army to Air Force transition plans; General Spaatz is architect of US Air Power.
 - Services under unified control to prevent unnecessary duplication of effort.
 - Authorized Joint Chiefs of Staff (JCS) and Secretary of Defense
 - Amendment of 1949 gave Secretary of Defense authority and control of the services
- f. (006) The Korean War era
 - 1) US had limited ground and air strength to fight a conventional war.
 - 2) Lt. Hudson received credit for the first aerial kill of the war.
 - 3) Although the US F-80 was inferior in performance, superior training and adaptation to tactics made it the victor over the MiG 15 with a kill ratio of 14 to 1.
 - 4) In the Korean Airlift, helicopter evacuation of injured personnel reduced casualties by unprecedented percentages and resulted in full acceptance of it by US military forces.
- g. (007) Air Force evolution in the atomic age
 - 1) North American Aerospace Defense Command (NORAD) created with Canada.
 - 2) General Nathan F. Twining became first USAF Chairman, Joint Chiefs of Staff.
 - 3) B-52 becomes the first jet bomber.
 - 4) B-58 Hustler becomes first supersonic medium bomber.
- h. (008) Emergence of a new aerospace concept
 - 1) Major Howard C. Johnson piloted an F-104 to set a 1958 world altitude record.
 - 2) U-2 high-altitude jet reconnaissance plane involved in 1962 Cuban missile crisis.
 - 3) Commander Alan B. Shepard Jr. rocketed 116.5 miles above Earth in a Mercury capsule.
 - 4) Lt. Col. John Glenn becomes first American to orbit the Earth in 1962.

- i. (009) War in Vietnam
 - 1) Rolling Thunder
 - 2) From 1965 to 1968 was intended to warn of heavier punishment by air strikes in North Vietnam.
 - 3) USAF used EF-4 Wild Weasel fighter and Shrike rockets.
 - 4) Linebacker II convinced the North Vietnamese to sign a cease-fire agreement.
- j. (010) The early post-Vietnam years
 - 1) The total force concept was a total reverse of policy. The reserves replace the draft as the initial augmentation source of the active duty.
 - 2) The USAF responsible for aerial navigator training for all armed services.
 - 3) Military Airlift Command (MAC) takes over responsibilities of the USAF Southern Command.
 - 4) The F-16 Flying Falcon is capable of flying twice the speed of sound.
- k. (011) the Air Force from 1978 to present
 - 1) Today, the uses of Global Positioning Units (GPU's) run from standard navigation in civilian aircraft to movement of mission-essential equipment for Army ground units.
 - 2) The space shuttle Challenger accident happened in 1986.
 - 3) In Desert Storm the F-117A stealth fighter was used in the first wave of the air attack.
2. (1-2) Vision and Mission
 - a. (012) Vision and Mission
 - 1) Vision is Global Power, Global Reach.
 - 2) Mission is to defend the US by control and exploitation of air and space.
3. (1-3) Organization
 - a. (013) Organization of the Air Force
 - 1) The major air command (MAJCOM) most closely associated with CAP activities is Air Education and Training Command (AETC).
 - 2) The basic unit for generating and employing combat capability is the wing.
 - b. (014) The Total Force
 - 1) Three Reserve categories: ready reserve, stand-by reserve, and retired reserve.
 - 2) The President can mobilize only 200,000 troops for up to 270 days in an emergency.

Unit 2: Civil Air Patrol History, Mission and Organization

4. (2-1) History
 - a. (015) The need for a Civil Air Patrol
 - b. (016) The realization of a national Civil Air Patrol
 - 1) Army Air Forces officers helped set up and administer CAP.
 - 2) Major General John F. Curry, US Army Air Corps, was its first commander.
 - 3) Flying 500 feet, Johnson dropped the sandbags on the roofs of three Cleveland plants to prove the industry's vulnerability to air attack.
 - c. (017) CAP World War II activities
 - 1) CAP leaders urged the War Department to give their newly organized force a chance to help combat the submarine menace.
 - 2) The bases from which submarine patrols were launched were Atlantic City, New Jersey; Rehobeth, Maryland; and Lantana, Florida.

- d. (018) Other wartime missions
 - 1) CAP planes were looking for unusual activities that might indicate spies or saboteurs.
 - 2) CAP tows targets for air-to-air gunnery practice by fighter aircraft and antiaircraft batteries.
 - e. (019) Change in command jurisdiction
 - 1) CAP becomes an auxiliary of the AAF on 29 April 1943.
 - 2) CAP flew 500,000 hours of missions in support of the war effort.
 - f. (020) The future of postwar CAP uncertain—CAP hosted a congressional dinner to thank President Truman, Congress and General Arnold, but the AAF withdrew its monetary support in response to AAF budget cuts.
 - g. (021) Incorporation of Civil Air Patrol on July 1, 1946, Public Law 476. Some objectives were to provide senior officers and cadets ground and preflight aviation education and training, provide air service under emergency conditions, and establish a radio network covering all parts of the US for both training and emergency use.
 - h. (022) Permanent status as USAF auxiliary on May 21, 1948 by Public Law 557. Currently supported by Air Education and Training Command (AETC).
5. (2-2) Organization and Mission
- a. (023) The organization of Civil Air Patrol—National Headquarters at Maxwell AFB, AL and has eight regions.
 - b. (024) The mission of Civil Air Patrol—emergency services, aerospace education, cadet training. Counter-drug is not a mission; it is part of emergency services.
 - 1) The purpose of cadet training is to inspire the country's youth to become leaders and good citizens through interest in aerospace.
 - c. (025) The USAF-CAP relationship
 - 1) CAP is a voluntary, benevolent, noncombatant service
 - 2) The USAF supports the CAP with technical information and advice, and certain facilities, airlift and summer encampments.

Volume 2 Professional Knowledge

Unit 1: National Customs

6. (1-1) The Great Seal and National Anthem—Customs are practices established by usage, often over a long period of time. They also have the effect of unwritten or common law, and also tend to become written into directive or statutory law. Courtesies are marks of respect paid to persons or to symbols.
 - a. (200) The history and uses of the Great Seal of the United States
 - 1) The first reproduction of the Seal was first printed on the dollar bill in 1935.
 - 2) The Seal is in the custody of the Secretary of State.
 - 3) Charles Thomson selected certain features from all reports and designs of all three Congressional committees and rearranged them, writing a description and making a rough drawing in color of the new combination, and Barton made further revisions. The credit goes to them both for designing the Seal.
 - b. (201) The origin of the National Anthem
 - 1) Francis Scott Key wrote words.
 - 2) Inspired by British attack on Ft. McHenry.
 - 3) Tune from English song “To Anacreon in Heaven.”
7. (1-2) The American Flag
 - a. (202) Early American flags
 - 1) Gadsden flag was a yellow field with a rattlesnake in a spiral coil. Motto “Don’t Tread on Me”
 - 2) Moultrie flag was blue with a white crescent in the upper corner next to the staff. Motto “Liberty of Death”
 - 3) Bunker Hill was a pine tree.
 - 4) Bennington flag is similar to the present flag. Carried by Green Mountain Boys.
 - b. (203) History of the US flag
 - 1) Grand Union Flag—first flag that resembles present flag
 - 2) Adopted June 14, 1777.
 - 3) New stripes adopted for each state discontinued on April 4, 1818.
 - c. (204) The laws and regulations pertaining to the US flag
 - 1) The design of the flag may be altered by an act of Congress or Presidential order.
 - 2) Public Law 829-77 of December 22, 1942 serves as a guide for those not required to conform to regulations or government rules. AFI 84-101 prescribes the use and display of the flag for the USAF.
 - d. (205) Ways to display and pay respect to the flag
 - 1) Base flag (8 feet by 17 feet) is displayed in fair weather from reveille to retreat on a stationary flagstaff.
 - 2) All purpose flag used as an internment flag or stormy weather in place of the base flag.
 - 3) Ceremonial flag is trimmed on three edges with a yellow silk fringe.
 - 4) Organizational flag is carried on all ceremonies when the ceremonial flag is not used.
 - 5) The two principal flag ceremonies are reveille and retreat. At both ceremonies, at the first note of the National Anthem or “To the Colors” all military members present not

in formation face the flag, or sound of music when the flag is not visible, and render a salute, holding it until the last note of music is played.

Unit 2: Air Force Customs and Courtesies

8. (2-1) A Symbol of Discipline
 - a. (206) Discipline and the observance of military customs and courtesies
 - 1) Why customs and courtesies? It unifies strangers who have not otherwise met and requires discipline to carry out.
 - 2) The only consistently effective way to handle subordinates who resent customs and the discipline they symbolize is to teach them their value by being courteous yourself.
9. (2-2) Military Customs and Courtesies
 - a. (207) Observing military customs
 - 1) RHIP means rank has its privileges.
 - 2) Place of honor—walk or ride abreast of the senior person, and to the left.
 - 3) Taboos are actions and words outlawed either by tradition or by good taste.
 - 4) The Coast Guard is a branch of the armed forces, as part of the Department of Transportation except when part of the Navy in war or when directed by the President.
 - b. (208) Military courtesy: practice and response
 - 1) A group of military members not in formation are called to attention by the first person noticing the approach of the senior officer.
 - 2) When reporting to an officer indoors, not under arms, remove your hat, knock once, and enter when told to. March to about two paces from the officer or from his or her desk. Halt, salute, and report, “Sir/Ma’am, (your grade and last name) reports.” When done, salute, hold it until acknowledged by the officer, perform the appropriate facing movement, and depart.

Unit 3: The Air Force Uniform

10. (3-1) Wearing the Uniform
 - a. (209) Proper wear of the Air Force style uniform
 - 1) The conformity in style of dress is the basis for the standard appearance among CAP members.
 - 2) CAP members who do not comply with the CAP regulations will be prohibited from wearing the military-style uniform.
 - 3) CAPM 39-1 *Civil Air Patrol Uniform Manual* describes each item of the military uniform and prescribes how to wear it.
 - b. (210) Restrictions on wear of the Air Force style uniform—according to CAPP 151, *Standards, Customs and Courtesies*
 - 1) More than one hour following the close of the activity, except for travel time to and from such activities.
 - 2) At any meeting or demonstration considered advocating acts of force or violence to deny others their rights.
 - 3) When participating in activities such as public speeches, interviews, picket lines, marches, rallies, or any public demonstration not approved by the Air Force.

- 4) During or in connection with the furtherance of private employment or commercial interests in which an inference of a conflict of interest can be drawn.
 - c. (211) Service uniform combinations
 - 1) The basic uniform is short sleeved light blue shirt/blouse, dark blue trousers/skirt or slacks, blue belt, blue flight cap, black shoes, socks/neutral hose, and insignia. Females may wear a handbag.
 - 2) The skirt length will be no shorter than the top of the kneecap nor longer than the bottom of the kneecap.
 - 3) BDU's require black combat boots.
 - 4) For the service cap, the large sized cap insignia must be placed in the precut hole and worn perpendicular to the ground.
 - 5) The flight cap is worn slightly to the wearer's right with the vertical crease of the cap in line with the center of the forehead, in a straight line with the nose. the front edge of the cap will be approximately one inch above the eyebrows in the front.
 - d. (212) Accessories and outer garments
 - 1) U.S. lapel insignia is worn on both lapels of the blue service coat. The bottom of the letters should be horizontal with the ground and halfway up the collar seam, resting on the seam but not over it.
 - 2) Embroidered epaulet grade insignia and the wing patch are mandatory on the raincoat when in uniform.
 - 3) The bottom length of the overcoat should extend two inches below the bottom of the kneecap.
 - 4) The BDU field jacket must display the cloth Civil Air Patrol tape centered immediately above the left breast pocket, and the cloth name tape centered immediately above the right breast pocket.
 - e. (213) Standards of dress and personal appearance
 - 1) Standards consist of four elements: neatness, cleanliness, safety, and military image.
 - 2) Military Image is the only one of the three that is subjective, but necessary.
 - 3) If you have a weight condition that substantially detracts from the military image, you are not in compliance with the weight standards in CAPM 39-1 and you do not meet the standards of personal appearance required by this regulation. As a result, you will be restricted from wearing the military style uniform.
 - 4) Metallic insignia, badges, belt buckles, and other metallic devices must be maintained in their proper luster and condition.
 - 5) Pencils, pens, watch chains, jewelry, handkerchiefs, combs, cigars, cigarettes, and pipes must not be worn or carried exposed on the uniform.
 - 6) You may wear a wristwatch or identification bracelet if it is neat and conservative in appearance.
 - 7) Males' hair must be clean, well groomed, and have a tapered appearance on the sides and back. If a mustache is worn, it must be neatly trimmed. It must not extend downward beyond the lip line of your upper lip or sideways beyond a vertical line drawn upward from the corners of your mouth. Beards and goatees are prohibited.
11. (3-2) Civil Air Patrol Awards and Decorations
- a. (214) Wear of CAP awards and decorations
 - 1) Awarded for heroism or achievement. Only the Bronze Star is awarded for both.

- 2) Except for the Medal of Honor (neck decoration) and foreign decorations, all medals and ribbons must be the same size.
- 3) Order of precedence: the highest must be nearest to the lapel on the top row. Other ribbons or medals must follow with the highest going from the wearer's right to left.

Unit 4: Health and Fitness

12. (4-1) Exercise and Nutrition

- a. (215) Different types of exercises and their benefits
 - 1) Aerobic capacity is the ability to supply oxygen to the cells.
 - 2) It is the best single indicator of cardio-respiratory fitness.
 - 3) Foodstuffs, primarily glucose and fats are broken down to release energy.
 - 4) In anaerobic metabolism lactic acid is also formed.
 - 5) Anaerobic activity builds muscle fitness.
- b. (216) The importance of nutrition to a healthy lifestyle
 - 1) Five major food groups: bread, fruit, vegetable, milk, and meat.
 - 2) The best way to lose weight is by diet and exercise.
 - 3) Carbohydrates make energy for the brain and nervous system.
 - 4) Proteins repair and build body tissue.

13. (4-2) Stress, Tobacco, and Alcohol

- a. (217) Causes of stress and the importance of stress management
 - 1) Caused by our body's chemical "fight or flight" response to our perceived demands.
 - 2) Physical effects are increased heart rate, muscle tenseness, increased blood pressure, blood withdrawing to the body trunk.
 - 3) The first, most important, step in stress management is learning to recognize the causes of stress in our life.
- b. (218) Tobacco and smoking
 - 1) Smoking causes nicotine to increase adrenaline two to four times.
 - 2) Ways to quit smoking are behavior modification, counseling, medical treatment, tobacco cessation classes, nicotine patches, and "cold turkey."
- c. (219) Alcohol use and abuse
 - 1) Alcoholism is a psychological or physical dependence on alcohol.
 - 2) Alcohol significantly reduces coordination, vision, reflexes, and thinking.
 - 3) Reduce affects of alcohol by getting rid of the alcohol before driving by eating before or during drinking, drink slowly (about one drink an hour or less), stick to your definite limit of consumption.

Volume 3 Communication Skills

Unit 1: Communication Fundamentals

14. (1-1) The Basics of Communication

- a. (400) Concept and scope of communication
 - 1) Purpose is to express ideas.
 - 2) Important because it is the basis of our relationship with people.
 - 3) Broad in scope—includes social, professional, and governmental environments.
 - 4) Includes sending and receiving thoughts and feelings.
- b. (401) Three approaches to communication
 - 1) Self action—one-way, means of manipulating others.
 - 2) Interaction—two-way, message-centered.
 - 3) Transaction—meaning-centered

15. (1-2) The Six-Step Process

- a. (402) Analyze purpose and audience—first and most important step in writing or speaking; without it your effort may be misguided and time-consuming.
 - 1) A clear purpose simplifies communication.
 - 2) Knowing the audience is just as important as purpose; it guides your efforts in terms of their needs, desires, and habits.
- b. (403) Conduct the research
 - 1) Can use 3 by 5 cards, notebook, or computer software to record your data.
 - 2) Keep your biases in mind so it does not dominate your research and undermine the validity of your presentation.
- c. (404) Support your ideas
 - 1) Support data consists of statistics, quotes, examples, definitions, testimony, and paraphrasing.
 - Use various types
 - Be specific
 - Be relevant
 - Be accurate
 - 2) Sources—builds credibility. Number of sources depends on purpose and audience.
 - 3) Development is putting your data together to build a convincing presentation.
 - Logical
 - Objective
 - Complete and convincing
- d. (405) Get organized
 - 1) Basic framework—introduction, body, conclusion.
 - 2) Pattern—geographic, alphabetical, etc. to move systematically through ideas.
 - 3) Outline—first step is to identify main ideas, group minor ideas beneath them, then make the outline.
- e. (406) Draft and edit with English that is alive

Problem

- Passive voice
- Big rather than small words
- Writing to impress rather than express
- Lack of personal pronouns.

Solution

- Use credible, logical support.
- Organize for a smooth logical flow.
- Use simple, direct words.

- 1) Techniques of writing directly and simply
 - Paragraphs include a topic sentence that focuses on the purpose of the paragraph and helps the reader understand the paragraph's subject. Write sentences that support the topic sentence. End the paragraph with a transition that logically ties the paragraph's ideas together, leads the reader from one point to the next, points out the relationships between ideas, and smoothes the way for the reader.
 - Develop the first draft writing the body first, then the introduction. Introduction contains a purpose statement and overview. The body supports the message. The conclusion is your last chance to convince the audience. It should include a summary and a closure.
- f. (407) Fight for feedback
 - 1) Get coworkers to help.
 - 2) Swallow pride.

Unit 2: Barriers to Effective Communication

16. (2-1) Identifying Communication Barriers

- a. (408) Organizational barriers
 - 1) Organizational charts illustrate formal channels of communication.
 - 2) The only reason for status is to help get the job done.
 - 3) Because of many levels of organization, communication is subject to distortion and aging.
 - 4) Failure to recognize and encourage communication flow causes it to break down.
 - 5) Lateral communication helps integrate and coordinate. Upward communication helps feedback and is often the measure of effective communication.
- b. (409) Language barriers
 - 1) Present in written and spoken communication.
 - 2) Speaking "down" to people may be just as much of a barrier as overuse of "intellectual gobbledegook."
- c. (410) Psychological barriers—people have four basic needs: security, advancement, fair treatment, and usefulness or importance. Without them they will not be satisfied.
 - 1) Everyone withholds information. By natural gravitation, rumors fill the information vacuum. Providing information minimizes difficulties rumors cause.
 - 2) Clique membership can become more important to its members than the mission. They thrive on the information vacuum, often in an geographical or specialization isolation atmosphere.
- d. (411) Managerial barriers
 - 1) Need a common goal and be willing to listen to evaluate opposing viewpoints. Need to agree on what is to be done and how it is to be done.

17. (2-2) Overcoming Barriers

- a. (412) Overcoming the barriers
 - 1) First step is make a communications policy that defines lines of responsibility and authority, establishes communication channels, provides a climate for communications and keeps people informed.
 - 2) Next, increase writing and speaking skills. When you relay an idea to a subordinate, it should stimulate action that will further the mission.
- b. (413) Principles of good listening

- 1) Listening means hearing, comprehending, and remembering. Problems remembering stem from problems concentrating in the first place. Concentration is on-going, it just needs to be channeled on the same path as the speaker or writer.
- 2) Good listening habits are: get ready to listen, take responsibility for listening, listen to understand and not to refute, control the emotions, listen for main ideas, be mentally agile, and take notes.

Unit 3: Speaking and Writing

18. (3-1) Speaking

a. (414) Nonverbal communication

- 1) Stage fright symptoms are increased heartbeat, heavier or irregular breathing, dry mouth, feeling stiff in the lips, blushing, sweating, mildly shaking hands and knees, cold and clammy hands, and twitching of the face or eyes.
- 2) Causes of stage fright are fear of failing, focusing too much on yourself and not your audience, unfavorable previous experiences, and faulty or inadequate preparation.
- 3) Good eye contact commands attention, enhances credibility, and increases nonverbal feedback.
- 4) Controlled movements increase confidence and add meaning to what you say.

b. (415) Verbal communication

- 1) A speaker's rate depends on the length of time it takes to make a sound and the length of the pause between sounds.
- 2) Important to dry run the speech to practice the presentation in front of a critical listener.
- 3) Emphasize extemporaneous (speaking from an outline) and impromptu speaking.

c. (416) Effective briefings—has three virtues: accurate, brief, clear, ABC.

- 1) Organized with an introduction, body, and conclusion. One way to avoid oversimplification in the body is to prepare a folder of “documentation” for listeners to refer to after you have spoken.
- 2) Types of briefings—inform, persuade, staff briefing and manuscript briefing.

19. (3-2) Writing

a. (417) The principles of effective writing

- 1) Preparation—pick a type, clarify purpose, find and limit subject.
- 2) Steps in organizing to write are list specific ideas, group ideas, pick a pattern, and develop an outline.
- 3) Three essential elements in a paragraph—main idea, support, transition.
- 4) Edit a few hours or a few days later, and edit three times—content, flow of ideas, readability and mechanics. Read backward to catch spelling errors and do not expect the typist to be the proofreader.

b. (418) Writing formats and publications

- 1) Official letter—short, simple, strong, sincere.
- 2) Never sacrifice clarity and accuracy for brevity.

Unit 4: Civil Air Patrol Information Age

20. (4-1) Modern Information Systems

- a. (419) Internet
 - 1) Originated as the Advanced Research Projects Agency Network (ARPANET).
 - 2) Connects individual networks, creating itself as a network of networks.
- b. (420) Information dominance
 - 1) Wireless networks employ light or radio-frequency waves to transmit the data signal.
 - 2) Global network access services include mid-level, e-mail, and mobile communication.

Volume 4 Leadership

Unit 1: The Concept of Leadership

21. (1-1) Leadership Defined

- a. (600) Air Force Definition of Leadership
 - 1) The mission
 - 2) The people
- b. (601) Roles of Leadership
 - 1) The officer: Real leadership is the ability to guide the efforts of others.
 - 2) The manager: Management is getting people to do what needs to be done. Leadership is getting people to *want* to do what needs to be done.
 - 3) The commander: The challenge of today's commanders is to achieve a balance of strong leadership and strong management.

<u>The Manager</u>	<u>The Leader</u>
• Administers	• Motivates
• Maintains	• Develops
• Controls	• Inspires

22. (1-2) Leadership Preparation

- a. (602) Prepare yourself to lead: four recommended ways
 - 1) Think about leadership
 - 2) Observe leaders in action: keep a leadership journal
 - 3) Study leadership and the profession of arms
 - 4) Practice leadership: seek feedback from superiors, peers, and subordinates and compare them with your self-rating.

Unit 2: Leadership Qualities and Principles

23. (2-1) Responsibilities to Yourself

- a. (603) Qualities of the leader
 - 1) integrity—establish a set of values
 - 2) selflessness—sacrificing personal requirements for a greater cause
 - 3) courage—strength of character to confront a tough situation head-on
 - 4) energy—enthusiasm and drive to take the initiative
- b. (604) Principles for the leader
 - 1) Know yourself.
 - 2) Know the job. This does not mean leaders must be experts in all fields; it means he or she knows where to go for expert advice.
 - 3) Set the example with high moral standards through self-discipline. Without it, you can destroy the unit's cohesion and ultimately impair its ability to perform the mission.

24. (2-2) Responsibilities to Your People

- a. (605) Essential qualities of a team leader
 - 1) Loyalty—a three-dimensional trait that includes faithfulness to superiors, peers, and subordinates.
 - 2) Commitment—devotion to duty.
 - 3) Decisiveness—a willingness to act.

- b. (606) Leadership principles for the individual
 - 1) Care for people: involves empathy and trust
 - 2) Educate—includes formal AFIADL-13, on-the-job training, and informal training, exercises, and personal experiences.
 - 3) Equip—includes identifying needs, securing funds, and obtaining equipment.
- c. (607) Leadership principles for the team
 - 1) Communicate—explaining goals and translating them into reality
 - 2) Motivate—self-motivation is the most powerful form of lasting motivation.
 - 3) Discipline. The high USAF and CAP standards must not be sacrificed by neglecting to counsel a member who needs it.
 - 4) Develop teamwork. The unit’s mission will suffer if each member is “doing its own thing” in isolation.

Unit 3: Leadership Techniques

- 25. (3-1) Counseling
 - a. (608) Characteristics of a good counselor
 - 1) Sincerity
 - 2) Good listening skills—achieved only if the counselee does most of the talking.
 - 3) Integrity
 - b. (609) Counseling methods and techniques
 - 1) Counselor-centered
 - 2) Counselee-centered
 - 3) Techniques
 - 4) Questioning—without “why” and closed-ended questions.
 - 5) Encouragement
 - 6) Nonverbal behavior—body language and tone of voice.
- 26. (3-2) Motivation
 - a. (610) Maslow’s hierarchy of needs
 - 1) Physiological
 - 2) Security
 - 3) Belonging—newcomers to CAP strive to belong to it.
 - 4) Achievement
 - 5) Self-Actualization—highest level of motivation need.
 - b. (611) Cohesion
 - 1) Brings out collective desire to excel
 - 2) Demonstrated through pride, morale, enthusiasm and high expectations.
 - 3) Low expectations, communicated through less attention, directly retard motivation and disintegrate unit cohesion
 - 4) The CAP cadet recognition program is a prime example of setting high expectations.
 - c. (612) Empowerment
 - 1) Still requires the supervisor’s direction, knowledge, resources, and support.
 - 2) Begins with building and keeping subordinate’s and coworker’s self-esteem through encouragement and constructive feedback.
 - 3) Empowerment is a big picture. Delegation is a specific task.
- 27. (3-3) Problem-Solving
 - a. (613) “Six”-step process

- 1) Recognize the problem.
 - 2) Gather data.
 - 3) List possible solutions.
 - 4) Test possible solutions.
 - 5) Select the best possible solution.
 - 6) Implement the problem solution.
 - 7) Outcome evaluation (added by Dr. Patricia Miller)
- b. (614) Dailey's ReadAct model
- 1) Read is to sense what is going on with the people or situation. Act is to make things happen with the correct resources and methods.
 - 2) Grumbler persons read, but do not act.
 - 3) Dangerous persons read poorly, but act well.
- c. (615) Boyd's OODA loop—observe, orient, decide, act.
- d. (616) Decision-making techniques—speed and accuracy are critical to winning.
- 1) Directive
 - 2) Vote—appropriate when time is a factor and the results are inconsequential.
 - 3) Compromise
 - 4) Consensus—shared decision-making based on collaboration.

Unit 4: Leadership Styles

28. (4-1) Dynamic Followership
- a. (617) Importance of dynamic followership
- 1) Kelly said leadership and followership share these qualities: self-management, commitment, competence, focus, courage, honesty, and credibility.
 - 2) Kelly said only by leading by example can followers become independent, active, and critical thinkers.
 - 3) Gilbert said leadership and followership share these behaviors: “can-do” attitude, dependability, professionalism, and teamwork.
- b. (4-2) Situational Leadership
- 1) (618) Follower's development level—identify the task, assess the developmental level of the follower with respect to the task, match leadership behavior to match follower's developmental level.
 - 2) Low competence and high commitment initially—requires directive leadership style.
 - 3) Moderate competence and moderate commitment next—requires coaching, then supportive (two-way communication) leadership style.
 - 4) High competence and high commitment last—requires delegating leadership style.
- c. (619) Changing roles
- d. (620) Delegating authority
- 1) Unity of command is better coordination and clearer understanding of authority and responsibilities.
 - 2) Abdication occurs when the supervisor dumps a task on the subordinate and then holds him or her accountable for the performance of the task while giving him or her no guidance.
 - 3) Tasks not to delegate are morale and welfare of the organization.

- 4) Delegation benefits supervisor by freeing the supervisor to build teamwork, scheduling, motivating, coaching, leading, training, control results, coordinate jobs, focus on the big picture.
- 5) Delegation benefits subordinates by encouraging higher achievement.

Unit 5: The Leader and the Group

29. (5-1) Quality and the Leader

- a. (621) Definitions and principles
 - 1) Total Quality Management (TQM) is tailored to the Air Force mission and called Quality Approach (QAF) that inspires trust, teamwork, and continuous improvement.
 - 2) A team using TQM is called a Process Action Team.
 - 3) The principles include product, process, leadership, commitment, and organization, where organization is the central pillar. Benchmarking is measuring against a peer organization that is clearly excelling in mission performance.
- b. (622) Process improvement
 - 1) Continuous improvement process (CIP) is a 7-step systematic approach to plan, sequence, and implement improvement efforts. In the analysis step of this process to find root causes, use the five Why's.

30. (5-2) Organizational Effectiveness

- a. (623) Goal setting—a desired end-state.
 - 1) Effective goals provide direction, define criteria for evaluation, lend legitimacy, and prescribe organizational structure.
- b. (624) Functions of management—first three prepare the organization for action.
 - 1) Planning
 - 2) Organizing—includes span of control, functional grouping (which leads to efficiency and economy of operations), unity of command, delegation of authority.
 - 3) Coordinating
 - 4) Directing
 - 5) Controlling—the formal measurement and analysis of actions at established checkpoints.

31. (5-3) Group Dynamics

- a. (625) Team stages
 - 1) Forming—transition to storming requires giving up comfort and face risks.
 - 2) Storming—define goals and objectives. Transition requires committing to group's purpose, not your own.
 - 3) Norming—share ideas and constructive criticism.
 - 4) Performing—unity, high spirits, mutual acceptance, high cohesiveness.
- b. (626) Effective meeting techniques—people who break down the success of meetings are “meeting robbers.”
 - 1) Catalysts are focus, cohesion, atmosphere, procedures, task behaviors, and maintenance behaviors.
 - 2) Barriers are participation patterns, cliques, atmosphere, hidden agendas, compromise, and self-oriented behaviors.
- c. (627) Supervisory skills
 - 1) Recognize coworker standards—their “informal” standards are directly related to productivity and positively related to morale and career intentions. They are related to

- the clarity and specificity of performance standards and the coworkers' understanding of what is expected of them on the job. They are not related to goal or task difficulty.
- 2) Provide training.
 - 3) Provide feedback—the more frequent the feedback, the higher the morale. If reprimands are necessary, they can be effective with experienced, capable, and motivated subordinates. Separate the person from the behavior.
 - 4) Encourage professional development.
32. (5-4) Learning Leader
- a. (628) Building a learning organization
 - 1) Training—formal (such as professional military education), informal, and experience training. Hands-on experience tends to have more lasting effects of increasing depth of knowledge.
 - 2) Leading learning—modeling, mentoring, managing, and monitoring.

Unit 6: Officership and the Leader

33. (6-1) What it Means to be an Officer
- a. (629) History of military professionalism
 - 1) The great captain organized large armies, planned campaigns, and led his troops to successful execution of the campaigns.
 - 2) In the Middle Ages cavalry dominated the battlefield.
 - 3) In the Early Modern Period, infantry, technology, and opening officership to the middle class, displacing the nobility, characterized this period.
 - 4) In the Modern Period Prussians defined officer requirements and established the Kriegsakademie, or War Academy.
 - b. (630) Officer obligations and responsibilities
 - 1) Priorities of obligations are mission, higher headquarters, collateral units (networking), unit welfare, individuals, self, community, and acting decisively.
 - c. (631) Duty, honor, country—duty to motivate, honor through moral integrity (moral code of conduct), country above self. General MacArthur's speech to the West Point Military Academy cadets.
34. (6-2) Integrity and Ethics
- a. (632) Integrity of a leader
 - 1) Cannot be taught, but could be led by example.
 - 2) Reporting and documenting inaccuracies was the most frequent situation where people were pressured into a comprising situation.
 - b. (633) Military ethics
 - 1) Using rank or position in the private sector can lead to a conflict of interests.
 - 2) You should not make or solicit contributions for gifts to superiors.
 - 3) Three categories describing ethical pressures
 - 4) Rule-oriented obligations
 - 5) Goal-oriented aspirations
 - 6) Situation-oriented demands
35. (6-3) Professionalism
- a. (634) Emergence of a profession
 - 1) American military was isolated and often rejected by American society initially, and in the post-Vietnam era.

- 2) Calling implies an unlimited liability demanding total and almost unconditional subordination of the individual for the good of the group. Service above self. Wearing the uniform for prestige and making decisions to advance one's career at the expense of others is considered occupation.
- b. (635) Special trust and confidence
 - 1) Suggests a blueprint for a self-policing of the officer corps, something the officer corps must do for itself.
 - 2) Semper Vigilans means always be vigilant in policing ourselves as CAP officers.