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STUDENT REPORT

A GUIDE FOR CADET SQUADRON DUTIES
UNITED STATES AIR FORCE ACADEMY

1986 - 1987

MAJOR BRADLEY K. HIGGINBOTHAM 86-1125

"insights into tomorrow"

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UNITED STATES AIR FORCE ACADEMY, 1986-1987

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PREFACE

The United States Air Force Academy's mission is to provide instruction and experience to all cadets so that they graduate with the knowledge and character essential to leadership and the motivation to become career officers in the United States Air Force. During professional military training classes, cadets are taught skills such as counseling, evaluation, briefing, disciplining, goal setting, etc. However, to accomplish the mission cadets must learn how to use these skills through personal experience on a daily basis.

To provide experience to as many cadets as possible, cadets are assigned different squadron duties each semester. As a consequence, there is considerable turmoil until the new staff begins to operate effectively. Since both the regulation which defines squadron duties and military training focus primarily on what to do, this handbook helps explain how to go about doing the significant jobs in a cadet squadron. In doing so, the handbook discusses the difference between line and staff positions, each of the ten most significant jobs in the squadron, and provides a short conclusion. The intent is to provide cadets with responsibilities, procedures, pitfalls, and ideas to help them get started quickly and correctly when they assume significant squadron duties.

This guide is intended for use during workshops held at the beginning of each semester to help cadets transition into their new duties. Consequently, it will be published and distributed after review and approval of its contents by the USAF Academy Military Training Branch (CWITT), USAF Academy, Colorado. Additional copies may be obtained by writing ACSC/EDCC Maxwell AFB, AL 36112-5542.

This handbook is not intended to conflict with any Air Force, Air Force Academy, or Air Force Cadet Wing regulations, publications, or manuals. If a conflict should arise, the appropriate regulation, manual, or directive will supercede this handbook.

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Chapter One

INTRODUCTION

This guide is designed to help you get your bearings on your new duties in the cadet officer command and staff corps. It has been a long two or three year road to where you are today. You've read hundreds of pages on every subject imaginable, given briefings, discussed officership, and spent a great deal of time filling your "tool kit" with leadership tools. But what now? These next few pages will provide you with some ideas, suggestions, and tips on how to use the tools you've received to handle the toughest challenge yet--running YOUR squadron.

There is not much formal training given to specifically prepare you to perform the command and staff functions in a squadron. Most training seems to be aimed at "what to do" rather than "how to do." This handbook is a source of material to help you overcome these obstacles on the road to becoming an informed and capable second lieutenant. It will help reduce the one or two month period it sometimes takes the semester's staff to get things moving. The ideas came from interviews with present and past cadets, current and former Air Officers Commanding (AOCs), and officers who have exercised these same responsibilities on active duty. It's not a book of regulations. Rather it's a starting point to help you develop your own philosophy and methods for accomplishing your duties.

This handbook is designed for use during the workshops held at the beginning of each semester. The primary chain of command and staff functions are arranged by chapters, beginning with a discussion of line and staff duties and then covering each of the significant squadron jobs. Each chapter dealing with a specific job contains a brief introduction, the specific tasks related to the job as listed in Air Force Cadet Wing Regulation (AFCWR) 20-1 (Cadet Wing Command, Organization, and Duties), an expanded discussion of each task, and concludes with general information. You may use each chapter individually; however, reading through all chapters will provide a better understanding of other cadet responsibilities and can help contribute to having a topnotch squadron run by cadets.

Chapter Two

LINE AND STAFF POSITIONS

Before launching into discussions on each position, let's take a look at the most misunderstood area at the squadron level--line versus staff positions. The problem is both positions often get into each other's way, or worse, line members under-utilize the staff.

Staff members play an important role in the squadron by improving efficiency in daily operations. They do this by giving the commander a single person responsible for a particular area of the squadron. They also give higher headquarters a point of contact for coordinating requirements. Finally, staff areas narrow the workload by allowing the staff officer to focus attention on a definable function within the squadron.

All staff members have common functions regardless of their specific job. First, they collect and provide information to the commander, to squadron members, and to group staff. Second, they look for potential or actual problems in their area of responsibility. Third, the staff makes recommendations to help the commander establish policies or make decisions. Finally, the staff assists the commander by ensuring that subordinates carry out the commander's decisions and follow squadron policies. For example, if cadets aren't following procedures for laundry service or aren't posting regulations correctly, the staff member notifies the commander. The line chain of command takes appropriate action.

The line chain of command operates the squadron and is responsible for the morale, welfare, discipline, training, etc., of their subordinates. If each member understands his/her authority and responsibilities, much of the difficulty can be eliminated. In a nutshell, the line chain of command is responsible for making things happen and the staff members develop programs, recommend problem solutions, and perform administrative duties. The line chain makes policy and the staff provides inputs and feedback. If both work together, the result is often a superb squadron. If they work against one another, problems occur almost immediately.

The symptoms of line and staff friction are usually communication problems, jumping the chain of command, and missed suspenses. Almost every cadet sees the symptoms, but what is the reaction? Generally, it's more friction, placing blame, or dissension. It doesn't have to be that way. If you can recognize the symptoms, the solutions can be simple and effective. In the end, the squadron operates more smoothly, the

workload is spread more evenly, and running the squadron can be fun and rewarding. So what can you do if you see the line and staff mixing it up? Read on.

Often poor communication is the first symptom of a problem between the line and staff. Neither keeps the other informed. Communication sounds easy, but it's not. You have to consciously close the loop, back brief, and work at both getting and giving the ungarbled word. It is as much your responsibility to go get information as it is the boss's job to pass it to you. There are many ways to communicate. If you're a supervisor, staff meetings are an effective method. To make them work requires an agreeable time, preparation, and a standard agenda. If you're not sure how to run an effective staff meeting, ask your AOC for advice. One thing to remember is to be brief. If the meetings last more than 30 minutes, people probably aren't prepared or you do not have an agenda. The key is to give and receive information. Use every method you can think of to keep yourself and your people informed. When communication improves, the incidence of people jumping the chain of command will diminish.

How many times have you seen cadets (maybe yourself) go straight to the squadron commander, group staff, or wing staff to find out what's going on? The result is often several versions of the word, none of which is correct. The way to overcome this problem is to make the chain work. If you need information or have a problem, ask your supervisor and let him/her get the answer. The opposite is also true. If you have information or a solution, tell your supervisor so he/she can advise his/her superior. If you don't discipline yourself and your troops to use the chain, conflicting guidance and loss of control result. When that happens work doesn't get done, or it's done too late.

Proper delegation, coupled with a suspense, helps ensure timely and correct results. It's still a communication exercise. Each person must clearly understand what is expected. The major points to delegating are to set expectations, develop skills, provide feedback, apply consequences (positive and negative), and develop your people. Most people do what is expected. The problem is in not knowing what is expected, so make it clear and follow-up.

If the line and staff members understand their jobs and actively support one another, running a squadron is easy. The following chapters deal with the primary line and staff positions in the squadron and how to do the duties described in AFOWR 20-1. The information provided will only help if both line and staff members are willing to work together and teach their subordinates to do the same. Look for the warning signs, and if they show up, get back to the basics of doing your job in the context of line and staff duties.

Chapter Three

SQUADRON COMMANDER

The big moment has finally arrived. Your Air Officer Commanding (AOC) just informed you that you will command the squadron for the coming semester. As the initial excitement is wearing off you may ask yourself "what is command?"

Webster's Dictionary tells you that command is the official authority to direct others. More specifically, it is directing subordinates to perform duties to attain objectives. Command includes not only the responsibility to attain the objectives, but also the authority to help get the job done.

Air Force Manual 1-1, Basic Aerospace Doctrine of the United States Air Force, gives some basic responsibilities for commanders. First, you should develop an organization that can plan, direct, and control the squadron. In other words, set up your staff and chain of command. Second, you are responsible for maintaining the health, morale, administration, welfare, and discipline of your people. Third, you are responsible for carrying out plans and operations assigned by higher headquarters, i.e. your AOC or group commander. Before looking at these responsibilities in more detail some ideas on how to take command may help.

As the commander, take the initiative. Elbert Hubbard, an American philosopher, defined initiative as "doing the right thing without being told." The trick is to determine what "...the right thing..." is! During the first two weeks it is critical to start correctly so you don't have to change your initial guidance. More than 100 people look to the squadron commander for direction, and once they start it's difficult to change their course. So what do you do?

Always remember that there are three sets of interests in what you do--the Academy's, the squadron's, and yours. The people in the squadron want to know what the policies are on room assignments, staff meetings, discipline, passes, and a hundred other things. Think for a moment of all the questions you had when each semester started and the critical areas become evident. But, before you put the answers together, combine them with what you want the squadron to accomplish under your guidance. Don't forget that your goals, objectives, and policies must fit with those of the institution! If you don't take all three areas into consideration, you'll probably have to make major alterations in your guidance. There are several sources of help available to assist you in getting started.

your AOC is a major source of help. If you talk frequently with the AOC, many of your questions can be answered. Additionally, if you've thought about how you'd like things to be done, the AOC can give you ideas on how to get started. A word of caution: if you haven't done your homework before you go to your AOC, you may wind up getting more help than you expected!

It's easy to get tied up with the minutia and get blindsided by problems. A technique to help head off problems and develop solutions is to assign someone to anticipate for you. Have someone review the problems which occurred in previous years during Parent's Weekend, the first football game, the first inclement weather formation, the first fire drill, etc., and task him/her to develop policies or guidance to prevent the problems this time. This is a super job for an unranked firstclass cadet and can pay great dividends for you and the squadron.

While you must develop your own style and use your own personality, there is plenty of advice on how to command. One of the best sets of pointers, written by General (Ret) Louis L. Wilson, Jr., former Pacific Air Forces commander, follows:

ADVICE TO COMMANDERS - TEN POINTS

1. BE TOUGH. Set standards high and insist that your people measure up. Have the courage to correct, and, if necessary, chastise those who fail to do so. Discipline those who won't conform. In the long run your people will be happier. Almost certainly morale will be higher, your outfit better, and your people prouder. Good outfits have tough commanders--not arbitrary or unfair or cruel--just tough.

2. GET OUT FROM BEHIND YOUR DESK. See for yourself what's going on. Your place of business is where the action is. Leave your footprints all over the place. Your subordinates will see that you're interested in their problems, working conditions, and welfare. Many of your people problems will go away if you practice this point.

3. SEARCH OUT THE PROBLEMS. They are there. If you think there are no problems in your organization, you are ignorant. Again, they are there. The trick is to find them. Foster an environment that encourages people to bring problems to you. If you shun problems you are not fit to command.

4. FIND THE CRITICAL PATH TO SUCCESS. Then get personally involved on a priority basis. Let your influence be felt on the make/break issues in your organization. Avoid the "activity trap"--don't spend your valuable time on inconsequential or trivial matters. Weigh in where it counts. Be the master of your fate--don't leave it to chance.

5. BE SENSITIVE. Listen to your people. Communicate. Be perceptive. Recognize that communications are shared perceptions. Empathize. Learn to recognize problems. Seek ideas. Be innovative. Listen, listen, listen!

6. DON'T TAKE THINGS FOR GRANTED. Don't assume things wrong have been fixed--look for yourself. Neither assume they will stay fixed. The probability is high that "fixed" problems will recur. Recheck the fix.

7. DON'T ALIBI. Just fix it. Remember you and your outfit can never be perfect. People will make mistakes. Don't be defensive about things that are wrong. Nothing is more disgusting than the individual who can do no wrong and has an alibi for any and everything that goes awry.

8. DON'T PROCRASTINATE. Don't put off those hard decisions because you're not willing to make them today. It won't be easier tomorrow. This doesn't mean to make precipitous or unreasoned decisions just to be prompt. But once you have arrived at what you believe is correct, get on with it. Don't stymie progress.

9. DON'T TOLERATE INCOMPETENCE. Once a person has demonstrated that he is too lazy or too disinterested, or unable because of aptitude to get the job done, you must have the courage to terminate his assignment. You cannot afford to do less. On the other hand, when your people are doing good work recognize it and encourage them. Certainly, they will do even better.

10. BE HONEST. Don't quibble. Tell it like it is. Insist that your people do likewise. They set their patterns based on your example. Absolutely nothing can be more disastrous than garbled information, half-truths, and falsifications. Make sure your people know how you stand on this matter. You must create an atmosphere of trust and confidence. And be honest with yourself--don't gimmick reports and figures or use cunning ways just to make things look good. If you do, you are a loser before you start.

TO SUM UP: Your task is to lead. This requires hard work, enthusiasm for the job, and sensitivity to what's going on around you. You must set your standards high, be involved, listen, know what the problems are, remove the weak, promote the strong--and to do this well, you've got to be tough. Finally, remember that honesty and integrity are basic to it all. Don't risk success--practice these ten points. If you do, you certainly won't be a failure.

Review General Wilson's advice for commanders occasionally as you perform the following squadron commander duties.

DUTIES AND RESPONSIBILITIES

Air Force Cadet Wing Regulation 20-1 states that the squadron commander:

1. Ensures accomplishment of the squadron mission in all areas: military, athletic, and academic.
2. Coordinates through group commander to provide guidance/inputs on cadets meeting boards or committees for unsatisfactory performance, behavior, or honor.
3. Supervises all squadron staff members to ensure proper duty performance.
4. Counsels potential resignees.
5. Advises AOC on status of pass requests and authorizations.
6. Advises AOC on status of disciplinary cases and personnel actions.
7. Is responsible for cadet accountability.

Let's examine these duties in more detail.

Expanded Duties

How many times have you seen new squadron commanders run themselves into the ground trying to do everything and be everywhere? If it begins to happen to you, go back and read the chapter on line and staff responsibilities. You have 30 staff members and 13 line members working for you. Your job is to utilize them to supervise the outfit. Most management texts recommend limiting your span of control to seven subordinates or less and the way to do that is to effectively delegate. Most of the following specific duties require proper delegation to achieve success.

1. Ensures accomplishment of the squadron mission.

First, you and your people need to know the squadron mission. The DASH ONE, A Guide to Cadet Training and Development, defines the cadet squadron mission as follows: "to strive for success militarily, academically, and athletically and to develop within each cadet the professional attitudes and abilities that he or she will need to excel as an officer." To be successful you'll need measurable, reasonable, attainable

goals. All three of those adjectives before the word "goals" are important. If you can't measure progress, the chances of achieving objectives are reduced to pure luck. In addition, people have to see the goals as reasonable, or they won't support them. Get them involved in developing the goals, but have in mind what is acceptable to you and the Academy and guide the goal development in that direction. Finally, make sure you and the squadron can attain the goals within the time frame of your command.

2. Coordinates through group commander to provide guidance/inputs on cadets meeting boards or committees for unsatisfactory performance, behavior, or honor.

As the commander, part of your responsibility involves providing inputs on subordinates meeting a class committee, military review committee, athletic review committee, honor board, or commandant's disciplinary board. Solicit inputs from your flight commanders and element leaders. Much of the information should come from documentation sources such as the AFCW Form 6, Upperclass Performance Summary, or AFCW Form 76, Professional Military Training Summary. This documentation is kept in personnel records that are sent to any committee or board for review. Be sure to make your staff focus on specific comments. Your recommendations, supported by specific and pertinent facts, can help someone deserving, but struggling, get a second chance. Equally important, they can ensure a substandard performer does not join the Air Force officer corps.

3. Supervises all squadron staff members to ensure proper duty performance.

Learning to supervise your staff will be tough. You must set goals, communicate standards, and then expect subordinates to do their jobs. Ideally, you should orchestrate the various staff functions so that each person carries their share of the load. If there is a problem with an element leader, talk with the operations officer and expect him/her to work the problem. If the pass clerk is having academic problems, don't cut the resources officer out of the picture. Learn to read people and determine how much supervision is needed. Some people will give 100% effort, thereby requiring only occasional follow-up. The other extreme may need daily contact and follow-up just to achieve minimum results.

4. Counsels potential resignees.

The flight commander and element leader should counsel potential resignees before you. You should require a minimum of one day between each counseling session to allow proper documentation and time for the potential resignee to consider the

discussion. Each case is different, however, and may require different actions. Whatever policy you establish, make sure your staff knows it.

Before you interview, read any USAFA Forms 30, Memo for Cadet Record, written by others who have counseled the individual. Look for problem areas and plan your interview. Can the individual be remotivated? Is there an underlying personal problem such as homesickness or a girlfriend/boyfriend situation? How about the fourthclass cadet who was an everything-all-star back home, but finds he is just making the minimum in the tougher Academy environment? Consider each cadet's performance. The Air Force Academy is not for everyone and it takes personal desire to make it through.

Remember, your primary function is to find underlying reasons for resignation and then ensure the individual has made a careful, well thought-out decision. Consider recommending a visit to the chaplain, counseling center, social actions, or academic instructors. Another cadet of the same background or one who has been in the same type of situation and successfully handled it can help. If you come upon a situation which is beyond your capability to handle, talk to your AOC. No matter what the outcome of your interview--document!

5. Advises AOC on status of pass requests and authorizations.

Regulations require AOC approval on all pass requests and authorizations. If you and your staff don't make the cuts prior to giving the list to the AOC for approval, you force him/her to make your decisions. If you do make the cuts, the AOC will often "rubber stamp" your recommendations.

Read the pass regulation. Passes are supposed to be earned. If you don't require good performance, you give away one of the major positive rewards you have available. It's hard for top performers to stay motivated when everyone gets the same treatment no matter what their performance level. Additionally, there is little reason for middle performers to work any harder if there is no tangible reward.

Finally, approve or deny pass requests early in the week so people can plan their weekends. Otherwise, what was supposed to be a good deal becomes an irritant because people don't know whether they can plan on the pass for the next weekend or not.

6. Advises AOC on status of disciplinary cases and personnel actions.

Discipline is central to a well run squadron. If disciplinary action is necessary, it should be fair, consistent,

and appropriate for the offense. Don't make up punishment. The Academy has a disciplinary system defined by regulation. You're responsible for making decisions within that system. Remember, the demerit system is closely tied to more serious actions, including dismissal, which must stand up to a legal review if necessary.

Aside from homemade punishment, cadets sometimes allow friendship and emotion to influence punishment award recommendations on the AFCW Form 10, Report of Offense. You must be able to justify why each punishment was assigned. If you use AFCWR 111-1, Cadet Disciplinary System, as a guide and vary punishment awards only for unusual circumstances, disciplinary actions will be fair, consistent, and appropriate for the offense.

As a commander you will also counsel members of the squadron for poor duty performance. Normally, you should expect members in your chain of command to handle the routine situations. Handling the normal problems takes you away from other things you should be doing. Hold your chain responsible to work routine problems and keep you informed of their actions and recommendations. Then you'll have the data necessary for command decisions and to advise the AOC.

If the situation warrants, it may be appropriate for you to counsel the poor performer. The most difficult counseling is for substandard duty performance by one of your classmates. Keep personal feelings from getting involved. Review the Positive Motivation Model (PMM) pocket reference card before you start. Use "INPUT+" for providing feedback and the DASH ONE and AFCWR 111-1 for appropriate discipline.

7. Responsible for cadet accountability.

Your flight commanders should always know where their people are. The only way to have accurate, timely accountability is to hold the chain of command responsible. If someone is missing from formation, the absence should have been cleared through the element leader and flight commander before the formation. If someone will miss a Saturday Morning Inspection (SAMI) due to a team practice, the flight commander should know this before he/she walks into the room to inspect. Additionally, unless the scheduling committee approved the absence, the flight commander must approve the absence in advance. An easy way to check accountability accuracy is to count the number of people in formation, then check the AFCW Forms 27 (Attendance Report) to see that the number of absences match. If you find discrepancies, take action to fix the problem--it's your responsibility.

General Information

1. You are expected to run the squadron in accordance with cadet wing regulations, wing and group policies, and your AUC's policies. It's time for compliance and action, not excuses. Early in the semester, require everyone in the squadron to read all the regulations and policies. Additionally, you must know the regulations and know, in general terms, everyone else's job. Work within the system instead of trying to go around it or develop your own policy which is contrary to guidance. If a procedure is bad, work to change it. But until a new procedure or regulation is approved, support the guidance you have. Sometimes the cadet chain of command interprets "running the Wing" as doing things as they see fit or immediately changing unpopular regulations. This doesn't happen in the Air Force and shouldn't happen at the Academy.

2. Communication is perhaps the biggest problem for any commander. Obviously, good communication increases efficiency, saves time, increases motivation, and eliminates rumors. Things that foul up communication are: conflicting AUC and cadet chain of command guidance, poor distribution, nonfunctional bulletin boards, and rumors. These problems imply some things you can do to help. Be sure your staff keeps the paperwork flowing quickly. Set and meet all suspenses. If you need an extension on a suspense, get it before the due date. Use the chain of command to get the word out. Insist that subordinates get approval from their supervisors, not a classmate or the Command Post. Consider holding morning staff meetings two or three times a week. This should be your staff--not all the firstclass cadets. Make the flight commanders and element leaders pass out information. Mass squadron meetings short circuit the chain of command when used to shotgun information. Reserve squadron meetings for special times such as preholiday safety briefings, awards, recognition for outstanding performance, or honor representative selections. Also, the written word gets out better. Consider having a squadron read file or flight bulletin boards. A notebook with good notes is useful for that one staff member who missed the staff meeting. Date items placed on bulletin boards. If it takes more than a minute or two to glean important information, most cadets won't read it. Effective communication can prevent many problems for the commander. Put forth the effort to keep your people informed.

3. Develop the eyes of a commander. How long has that box been cluttering up the hall? How did that door get a hole in it and who's responsible? Walk into the latrines on Sunday. Are newspapers being used as a wall-to-wall floor covering? How long has the shower been dripping and why hasn't the resources officer taken care of it? You can divide responsibility for one-third of the squadron among each of the flight commanders. Then you'll

always have one person who is responsible. Also, vary the route you take into and out of the squadron so you see all areas of the squadron. The key is to see and act. Most problems only take a few minutes to fix. If you see problems but don't act, you accept the lower standards for your unit.

4. The only way you can effectively run a squadron is to delegate, delegate, delegate. Then you must follow-up, follow-up, follow-up. If you assume a job will be done properly because you asked, you'll probably be caught short. If a problem is fixed, it'll probably recur. Keep checking the fix!

5. A word about morale. If people are saying it's bad, ask what they're doing about it. Many times high morale is equated to having no restrictions or regulations, having unlimited passes, cars for all classes, no military training, or formations, etc. If this is really what people want, why do you suppose they came to the Air Force Academy? You provide the environment for morale, but you can't make it be high. Treat people fairly, discipline those who deserve it, recognize top performers, and develop effective, open communication. Your squadron will then take pride in having an outstanding unit and morale will take care of itself.

6. Work with your AOC. You are the eyes and ears for him/her. Therefore, communication between the two of you is a must. Learn his/her policies and tell him/her what you plan to do with the squadron. The more aggressively you take charge and run the outfit, the less the AOC will have to. The two of you should talk daily to pass information or check rumors. Don't hold back, talk about both good and bad news. If someone made a mistake, admit it and brief your reactions. That won't cause the AOC to intervene, it'll help build confidence in you as a commander. If you can't get together with the AOC daily, consider using a notebook to communicate. It may contain sensitive information, so take care to limit access. Remember one thing about AOCs, they were hired because of their ability to anticipate and correct problems. If you don't act, the AOC will. Don't procrastinate. Often, you'll have a better working relationship if you'll let the AOC know what you're going to do and when.

7. Throughout this reading there have been many dos, shoulds, and musts. One last word, have fun! People rarely succeed at things they don't enjoy. Savor the excitement of the best job at the Academy--being a cadet squadron commander.

Chapter Four

OPERATIONS OFFICER

You've been wearing cadet major rank all day and start thinking about what the operations officer really does. You find that AFCWR 20-1 gives only ten lines to spell out your entire job. What else could there be? Read on because this section is for you.

As the second in command, take some of the load off the squadron commander. It's easy to avoid being the bad guy by passing unpleasant decisions to the boss; however, be aggressive and recommend policy to the commander. In addition, provide the general guidance and force the flight commanders and staff officers to make decisions at their level.

You are the key to daily squadron performance and are responsible for making the squadron function minute by minute. You are directly or indirectly accountable for everything that happens in the squadron through the chain of command and staff. This means you are the driving force and will largely determine whether or not the squadron accomplishes its mission. Let's look more closely at your responsibilities.

DUTIES AND RESPONSIBILITIES

Everything discussed in the last two chapters equally applies to you. Additionally, AFCWR 20-1 states that the operations officer:

1. Administers the squadron discipline/demerit system.
2. Is responsible for stan/eval coordination with Group and Wing.
3. Is responsible for the squadron disaster preparedness program.

Let's look at these tasks more closely.

Expanded Duties

You have only three specific tasks listed in AFCWR 20-1, but there is a lot in that first paragraph of your job description. It says you are responsible for all training conducted by cadets! Since the mission of the Academy is training, you've got your hands full. You must understand all training programs. Consider having the four training officers brief you on the objectives of their programs and how they intend to achieve those objectives.

Get them to show you how documentation should be done and how you can tell at a glance that the squadron is meeting training objectives. You are the focal point for coordinating the program between the training officers and the people who do the training--the line chain. You must ensure that the training staff is working with the flight commanders and element leaders. Walk around and see for yourself. The reason you have only three specific tasks is to allow you time to be the foreman of the squadron.

You are also responsible for drill. Set goals, develop a plan to accomplish those goals, put the plan into action, and provide feedback. For example, if you want the squadron in the top four marching squadrons in the group, tell your people and set up practices for key personnel. You can then check progress by averaging scores over a two week period. If the squadron isn't in the top four, conduct drill practice one morning after accountability formation. The idea is to determine what you want, plan how to attain it, and know what you'll do if you fall short.

The other major part of your duties involves supervising. You are directly responsible for seven people. Understand their jobs, conduct staff meetings to lay out strategies, communicate, provide suspenses (have your clerk track them), delegate, and then follow-up. You can be either the most overworked person in the squadron or be working at a reasonable pace, depending on how you utilize your people. You are the focal point of daily operations and the squadron will reflect your style. The results attained will depend on how well you make the squadron tick.

1. Administers squadron discipline/demerit system.

This should be a small part of your overall duties. If your staff and the flight commanders are doing their jobs, administering discipline will take only a few minutes each day. The discipline system is designed to instill a stronger duty concept and document failure to meet acceptable standards of conduct. Therefore, you must develop a system which is fair and consistent, and which includes chain of command input.

Consider having a suspense for each step of the process and hold people to it--NO EXCEPTIONS. This procedure will preclude conveniently lost AFCW Forms 10 or "sandbagging" them until after a weekend. Stick to the recommended punishment awards in the regulation unless there are substantial mitigating circumstances. Expect details to be included in the offense write-up. Is this the third week the flight commander told Cadet Hairs to stop wearing his earring in formation? Was Cadet Limer one minute or 20 minutes late for formation? A routing slip attached to the AFCW Form 10 for supervisor comments and recommendations is an

aid for tracking the routing through the squadron.

Task the operations noncommissioned officer (NCO) to handle the routing system, administrative reports, and records. But you'll need to spot check the operation. You should review all AFCW Forms 37, Cadet Conduct Summaries, periodically. Keep a list of those who are deficient, marginal, or on probation, and inform the line chain of command and AUC as people go on or off this list. A weekly report should suffice.

2. Is responsible for stan/eval coordination with group and wing.

One of the major problems with stan/eval is the failure to get the squadron standardized before evaluation begins. Therefore, your coordination with group and wing should include getting self-inspection checklists, as well as getting interpretations for confusing or conflicting policies.

The key is to get the squadron doing things right. A review of previous inspection write-ups will indicate that most problems occur in the appearance, facilities, and documentation areas. If you know this up front, a vigorous internal stan/eval program can identify and correct discrepancies before an evaluation.

The internal stan/eval program should concentrate on feedback and should improve communication within the squadron. Self-inspection checklists will aid in giving structure to the program and will help you emphasize important areas. Get the assistant operations officer and three flight stan/eval officers involved, but understand that you are responsible for getting their observations, findings, and feedback to the line chain of command to ensure the squadron is standardized and operating efficiently and effectively.

If you properly coordinate with group and organize an effective standardization program, an inspection is nothing to be feared. But remember, the only way to prepare for stan/eval is to be ready all the time. You shouldn't have to buck up when an inspection team arrives.

3. Is responsible for squadron disaster preparedness program.

Although much of the disaster preparedness administration can be delegated to the operations NCO, there is more to the program than just briefing shelter locations. Be sure the squadron is aware of the procedures for fire evacuation, inclement weather, severe injury notification, bomb threats, etc. Ensure checklists are available to handle such contingencies. Do the fourthclass cadets know to use the closest stairwell to evacuate the building? What should be done in the event of high

winds or blown out windows? Just because you've been around for three years and know the answers to most of these questions doesn't mean everyone else does.

General Information

1. Academic performance is monitored by the line chain and the only focal point for academic policies is the operations officer. Therefore, you must work closely with the flight commanders and element leaders to establish squadron policies. Some key questions are: Does the squadron have a list of tutors available in the squadron? Who assigns someone with difficulty to a tutor? Are element leaders controlling late lights? What criteria is used to approve them? You may also consider having supervisors determine with each person in the squadron what grade can be attained in each of their academic courses. Then both the supervisor and the individual can determine weekly progress toward the objective. A squadron academic goal could be determined based on the individual academic goals. In addition, if grades were reported on bi-weekly element leader reports, trends could be identified and problems could be corrected before they become too severe.

2. A reward system can pay big dividends. Rewards can run the gamut from a simple personal thank you to public recognition or a dinner paid for by the squadron. Do you have a way to recognize an exceptional doolie, element leader, firstclass cadet, athlete, academician, etc.? Is exceptional performance recognized the same as subpar performance? You need to recognize outstanding performers, but don't try to buy performance. There is a subtle difference, but you can back yourself into the corner of having people ask what they get if they do their duty. You can't afford to let that happen. Reward performance, but don't attempt to buy it.

3. You're probably beginning to wonder how you can possibly do everything required of an operations officer. Delegation is the answer, but keep in mind what you've learned about delegating: (a) Assess capabilities. (b) Consider work loads. (c) Be clear about what you want. (d) Follow-up/monitor. (e) Provide feedback.

4. Meet all suspenses. There should be no exceptions. If your athletic officer fails to get a list through the chain and to the gym on time, the squadron suffers. How many good deals were lost because the list of volunteers didn't get turned in on time?

5. Follow-up. Use every trip into or out of the squadron to spot check. Look for problems. On Friday evening take a look at the marks on the walls before you leave on a pass, then check

again when you return. If there are new ones, it may tell you there is horseplay going on that the squadron duty officer should have stopped. Take a different route each time you go to classes. Look to see how others are doing things and use their good ideas.

6. Work closely with the squadron commander. Keep him/her informed of actions you are taking. Listen to ideas and give feedback. Above all, SUPPORT the commander. Your commander's policies are your policies and must be communicated as such to the squadron. Otherwise, subordinates will sense the discord and may use the rift to play the two of you against one another.

7. Work closely with your squadron AUC. The AUC's job is to help you correct and prevent problems. It's easy to fall into the adversary role with the AUC when you go in to discuss punishment awards. Keep in mind the purpose of the discipline system and you can minimize disagreements. Be open and discuss what is on your mind. There may be a difference of opinion, but two-way communication must take place to resolve it. Keep the AUC informed. You or the squadron commander should be talking with him or her every day.

Chapter Five

ASSISTANT OPERATIONS OFFICER

The assistant operations officer carries a tremendous share of the load. If you do your job well, the squadron will run more smoothly and morale will be high. As the head of the internal squadron stan/eval team you must be knowledgeable of every squadron duty. In addition, squadron athletic goal accomplishment is one of your primary concerns. If you ensure the athletic officer is performing his/her function properly, the squadron will be a competitive unit aimed at winning. Finally, all projects and extra requirements flow through you. You have an important job which, done properly, will help the squadron develop the esprit de corps required to succeed.

DUTIES AND RESPONSIBILITIES

Though primarily a staff officer, you are responsible for major areas of the squadron mission. AFDWR 20-1 lists the following as your specific duties:

1. Closely monitors the status of each element's training records.
2. Aids in administering squadron discipline system as directed by the operations officer.
3. Directs a vigorous internal squadron stan/eval program. Provides feedback to operations officer for line chain of command information/action.
4. Tasks project officer and staff with special projects as directed by the squadron commander and operations officer.
5. Monitors athletic program and provides feedback to operations officer on intramurals, physical fitness test (PFI) and aerobics preparation/performance, weight monitoring, and reconditioning.
6. Performs stan/eval inspections of squadron staff and provides feedback to the operations officer and squadron commander.

Let's examine these duties in more detail.

Expanded Duties

Included among the general duties of the assistant operations officer is the statement that you assume command of the squadron in the absence of both the squadron commander and

the operations officer. To effectively perform this task you must remain intimately involved in the daily operations of the squadron. Attend staff meetings and make decisions. Then compare what you would have done with what the squadron commander does and try to determine why any differences occur. If you are constantly practicing command, you'll be prepared when you are thrust into the position. While you are on standby to command, you have several specific tasks to perform.

1. Closely monitors the status of each element's training records.

This duty is tied directly to ensuring that the squadron is meeting its training goals. You should get the flight stan/eval officers involved in monitoring records and training accomplishments. Their reports and your personal spot checks should identify both positive and negative trends. Communicate them through the operations officer to the line chain for action. Often people get tunnel vision to the point of doing all the paperwork and none of the training. Maintain your focus on developing people to increase their abilities and skills.

2. Aids in administering squadron discipline system as directed by the operations officer.

One helpful technique is to split the squadron in half for discipline administration. You might administer the discipline system for the lower two classes and the operations officer can take the upper two classes. You could also share the responsibility. Be careful if you switch off though. If there is a difference in the way you and the operations officer handle discipline, you may find people playing one off against the other or waiting until the tougher individual is out of the squadron to get a lighter punishment. Whichever method you use, standardize and coordinate to ensure you both use the same criteria and are consistent.

3. Directs a vigorous internal squadron stan/eval program. Provides feedback to operations officer for line chain of command information/action.

The flight stan/eval officers standardize and provide internal feedback to the flights. You are responsible for standardizing the squadron staff. Remember that you and your team are staff, not line officers. Point out problems, recommend solutions, and communicate to others so they can benefit from the knowledge, but be TACTFUL. Talk about behavior, not the individual.

To help you standardize, find out what group and wing staff will look for and what they expect. Invite a member of the

Military Training Branch (CWIT) in for a staff assistance visit. If there is a procedural problem or someone is not actively supporting the unit, report it through the line chain for action. If you find a problem, look for the same problem in the other flights and the staff. When the problem is fixed, keep checking, it may recur.

4. Tasks project officer and staff with special projects as directed by the squadron commander and operations officer.

When you task people, give them a suspense or have them tell you when the job will be done. Have them report to you when the task is complete. If the task is critical or requires long-term action, establish reporting milestones. Beat the boss to the question. Brief project status at weekly staff meetings.

Ensure that projects are distributed evenly. Be sure the same person doesn't always get stuck with the squadron bake sale, etc. Projects provide excellent opportunities to develop people. Use them as such.

5. Monitors athletic program and provides feedback to operations officer on intramurals, PFT and aerobics preparation/performance, weight monitoring, and reconditioning.

Include the areas listed above as briefing items for staff meetings. You are the liaison between the staff function and the line chain. If someone is not supporting the squadron athletic effort, you should know about it and brief the operations officer with a recommended action. In addition, you and the athletic officer should be alert for trends and help prevent problems.

6. Performs stan/eval inspections of squadron staff and provides feedback to the operations officer and squadron commander.

Sometimes people get too close to their job and miss the obvious or fail to anticipate coming events. Therefore, you must know the regulations, policies, and requirements of each of the staff positions. As you inspect, see that staff members are actively melding their actions toward accomplishing the squadron's mission and goals. If the staff starts off doing things wrong, inadequately, or in an uncoordinated manner, getting them back on track may be difficult. An early start will allow you to STANDARDIZE. Later you can focus on evaluating. Outside inspection teams will determine how well you have done your job. More significantly, success will be judged by how well the squadron functions as a team.

General Information

1. Almost every problem can be traced to faulty communication. As assistant operations officer, you head an internal stan/eval team which can help ensure communication is clear and understood. Get an early start, be tactful, and keep your boss informed about what you're doing and what you find.

2. Athletics is another area which requires the assistant operations officer's attention. Since the athletic officer fills a staff position, you are responsible for providing the interface between athletics and the line chain of command. Some key questions to ask are: How is the squadron going to prevent PFI or aerobics failures? What type of workout program has the athletic officer set up? Is it mandatory for those who just barely squeaked by the last tests? Have you determined if any fourthclass cadets had athletic problems in Basic Cadet Training (BCT)? Has the athletic officer stacked a particular intramural team? Is there at least one firstclass cadet on each intramural team? Are the intramural coaches firstclass cadets? Do intramural teams stop by intercollegiate team practices to show support? Do varsity players support intramurals by helping with playing pointers? Athletics is a major mission area at the Academy. The assistant operations officer is largely responsible for ensuring the squadron's athletic program is executed properly by the chain of command.

3. Don't fall into the trap of administering from your room. Delegate and then get out and walk around. Listen to what people in the squadron are concerned about. You are the key to minimizing many irritants. Morale can be affected greatly by the way that athletics, special projects, and stan/eval are handled.

Chapter Six

FLIGHT STANDARDIZATION/EVALUATION OFFICER

The flight stan/eval officer's primary functions are to standardize and provide feedback within the squadron. As a staff officer who inspects people supervised by line officers, it is incumbent that you not overstep your authority. If you perform your tasks properly, the squadron will run more smoothly and communication will improve. In addition, when group or wing stan/eval inspects, the squadron will have no problems. Use your talents to help the squadron achieve its goals.

DUTIES AND RESPONSIBILITIES

Your duties as listed in AFCWR 20-1 are as follows:

1. Establishes and conducts flight stan/eval program as directed by assistant operations officer.
2. Provides feedback to assistant operations officer and flight commander on performance of each element to aid in standardization and for line chain of command information/action.
3. Reports deviations from regulations, policy, and guidance to flight commander for action.
4. Performs on group or wing stan/eval inspection teams as directed by the group commander.
5. Provides information to squadron on wing and group stan/eval team inspections and job criteria.

Let's examine these duties in more detail.

Expanded Duties

1. Establishes and conducts flight stan/eval program as directed by assistant operations officer.

The assistant operations officer is the team chief for squadron stan/eval and you work directly for him/her. Together you should plan an internal inspection program to standardize squadron operations while providing a crossflow of information. Identify key performance indicators, such as AFCW Forms 10, attendance, grades, appearance, etc., to track the health of the unit. For example, if a flight or element is not doing well in formal study guide reviews, direct more attention toward fourthclass training to discover the problem. Once the problem

is identified, develop and recommend a solution. On the other hand, if one flight is consistently performing better than the others, determine why and spread the word. One way to provide crossfeed is a stan/eval bulletin board. Another is to change the flight you inspect occasionally at the discretion of the assistant operations officer.

2. Provides feedback to assistant operations officer and flight commander on performance of each element to aid in standardization and for line chain of command information/action.

Remember that you are a staff officer. If you discover either bad or good practices, provide feedback to the flight commander so that he/she can take the appropriate action. The key performance indicators, such as AFCW Forms 10, attendance, grades, appearance, etc., can signal trends to key you to look closer for specific causes. You provide a critical second set of eyes to help anticipate required actions and to keep the flight functioning properly.

3. Reports deviations from regulations, policy, and guidance to flight commander for action.

It is your responsibility to determine why the deviations take place, report them, and recommend solutions. When you find a deviation, try to trace it to the real problem. For example, if a flight lacks knowledge about a regulation, policy, or guidance, people aren't getting information. Perhaps the flight commander should hold more staff meetings or give element leaders a deadline to brief their people.

4. Performs on group or wing stan/eval inspection teams as directed by the group commander.

Prepare before you inspect. Know wing and group policies and the regulations. Remember, your duty is to evaluate. Your loyalty is to the group or wing stan/eval team. Call it like you see it, but be consistent, open-minded, and fair. Always remember that you are inspecting for compliance with directives and procedures. Don't mistake a technique for a procedure. Just because you don't do it that way, doesn't make it wrong. If a squadron is using a technique that is unusual but procedurally correct, it is not a discrepancy. Report your findings based on facts and supply references to source documents for any discrepancies. Then, the squadron can go to the source data if further information is needed. Also, don't destroy the team's credibility by disclosing the rating you assign. Upon compiling the final results the rating may change.

5. Provides information to squadron on wing and group stan/eval team inspections and job criteria.

Standardization is a major part of your job. As an inspector, you can bring firsthand knowledge back to the squadron on how others do their jobs. If another squadron has developed a better method to assign tables, correct marching errors, or prevent missed appointments, don't let the knowledge you acquire lay fallow. Give your squadron feedback during staff meetings or on a stan/eval bulletin board.

General Information

1. Loyalty is important when you perform a stan/eval function. Within the squadron, if you don't report your findings on less than optimum performance, the problems won't get fixed. Outside the squadron, the credibility of the inspection team rests on how well you perform your job. If others view you as only going through the motions or being less than professional, your feedback to them will go unheeded.

2. Credibility is extremely important. How many times have you heard someone say, "the stan/eval guy needed a haircut worse than I did and he failed me on the personal appearance inspection." Or even worse, "the stan/eval guy didn't even know what my job is all about." To be credible, you must have immaculate appearance and you must know the duties of the person you are inspecting. Know the regulations very well and, if necessary, show the inspectee the references. There are very few instances which require you to make a judgment on the spot. Gather the data, then go check the regulation or policy. Don't make a snap judgment unless you know you're right.

3. Stan/eval is a tough job. Assume you will always be challenged and get your facts straight to back up your call. Never lose your temper! Control the situation and don't let emotion get in the way of your good judgment. If you discover you made a mistake, say so. Almost every officer in the Air Force eventually serves on some type of stan/eval team. The skills you develop in this job have direct application in the operational Air Force.

Chapter Seven

ATHLETIC OFFICER

The athletic officer is a key player in how well the squadron performs in every aspect of the Academy's programs. Everybody loves a winner! If you can develop a competitive spirit in the squadron, morale will be higher, esprit will draw people together, and the squadron will perform better.

First, meet with the squadron commander, operations officer, and the assistant operations officer to establish athletic goals. You should be able to establish goals for the PFI, aerobics, intercollegiate contest attendance, intramural records, workout programs, and weight control.

Next, make your program work! People will often support the program if they know what it is. An athletic bulletin board can provide the focus. Just posting the goals and the current status can motivate people to support the goals. Also, coaches can use the athletic board to notify teams of intramural practices or contests. A corner of the board can also be used to highlight the squadron's intercollegiate athlete accomplishments. Use everything at your disposal. Get people to compete and performance will invariably improve.

DUTIES AND RESPONSIBILITIES

In addition to delineating the athletic officer's responsibility to organize and coordinate the squadron athletic program, AFCWR 20-1 lists the following tasks:

1. Assigns coaches and ensures proper manning for intramural teams and athletic officials.
2. Records PFI and aerobics scores, including deficiencies.
3. Arranges remedial work for cadets in marginal or unsatisfactory physical condition.
4. Organizes support for intercollegiate athletes.
5. Supervises issue, maintenance, and turn-in of athletic equipment.
6. Monitors accountability for athletic events and intramurals.

7. Conducts required weight checks for those on the weight monitoring or reconditioning program and reports status to element leader (flight commander for unranked firstclass cadets) and AOC.

Let's examine these duties in more detail.

Expanded Duties

1. Assigns coaches and ensures proper manning for intramural teams and athletic officials.

Assign firstclass cadets as coaches. They should be the most experienced and certainly should be leaders. This will also prevent a secondclass cadet from being put in a position of authority over a more senior cadet. Next, you must know eligibility requirements to man teams properly. Don't just assume when someone signs up for a team that they meet the requirements, check! In addition, when assigning people to a team consider their needs. For example, if a cadet has problems with aerobics, consider putting him/her on a cross-country team. If the practice helps the individual pass the aerobics test, you help the individual, the squadron, and the Academy.

2. Records PFT and aerobics scores, including deficiencies.

Since retakes and medical excusals delay computation of scores, it often takes up to two months to get PFT and aerobics scores. In the interim you and the chain of command need to know the results. Establish a method to get the scores from each individual so you can immediately recognize good performance or work to correct deficiencies.

3. Arranges remedial work for cadets in marginal or unsatisfactory physical condition.

Prevent failures if possible! Identify those who, due to injury or lack of activity, need help to get in shape. Get the scores from previous PFT and aerobics tests to identify and help those who had problems. Also, find out who is assigned to reconditioning programs and get the chain of command involved to monitor and provide support. Develop a conditioning program and encourage people to use it. Remember, both you and the line chain of command should help people meet and exceed standards rather than react to failures.

4. Organizes support for intercollegiate athletes.

There are several ways to develop squadron support for intercollegiate athletes. Get the squadron out to both practices and competitions. In addition, interact with the intercollegiate

athletes to find out about problems and accomplishments. Then develop recommendations to solve the problems and to help the line chain become aware of intercollegiate accomplishments.

Finally, recognition at squadron meetings or on the athletic board can go a long way toward making intercollegiate athletes feel more a part of the squadron.

5. Supervises issue, maintenance, and turn-in of athletic equipment.

How many times has a squadron lost Malanaphy points because a team failed to turn in equipment? Sometimes the athletic department (AH) doesn't realize one of your teams is in the play-offs, but more often it's because the coach didn't do his/her job. The problem always occurs at the end of an intramural season. Prevent it! If you have a team in the play-offs, notify AH. Otherwise, ensure team coaches turn in equipment immediately after the last record contest.

6. Monitors accountability for athletic events and intramurals.

You are responsible for the outcome of the intramural program. Ensure coaches prepare teams, know requirements, and emphasize the squadron's intramural goals. Evaluate teams during practices and games. Do they need help? Can a scouting program be developed? Can one of the squadron's intercollegiate athletes help? In addition, check attendance. Is anyone not meeting intramural requirements (this is a graded course). Does the coach understand the limits of his/her authority to excuse people from intramurals? Can you identify any individuals who may have problems with the PFT, aerobics, or weight control? Use the information you gather to make your program a success.

7. Conducts required weight checks for those on the weight monitoring or reconditioning program and reports status to element leader (flight commander for unranked firstclass cadets) and AOC.

United States Air Force Academy Regulation 537-8, Cadet Weight Monitoring Program, contains the rules for the weight control program. Usually, only the AOC keeps a copy of it in the squadron--read it. Since failure of a cadet to meet weight limits can result in disenrollment, you must know the specifics of the program. Also, be accurate when you document the height and weight measurements. One last thing, be sure to coordinate with AH on progress of anyone enrolled in weight control or the reconditioning program. Then, problems or lack of progress can be corrected before they become insurmountable. Don't forget to keep the line chain informed!

General Information

1. Athletics is broken out as a staff function because of the diversity of the intramural, intercollegiate, and fitness programs. Your job entails both developing the program and getting the line chain of command involved to implement it. Therefore, coordination and communication are extremely important. Attend staff meetings, identify problems or positive performance, and make things happen. Preventing athletic failures is easier than reconditioning. Anticipate problems. Structure your PFT, aerobics, and intramural programs to help everyone perform well above the minimums.

2. Athletics is a major mission area in which the squadron competes and is measured continuously. Develop a recognition program! Athletics require a lot of physical effort. If people are recognized for their effort, you stand a better chance of helping the squadron meet goals and become winners. Winners have high morale, losers don't.

Chapter Eight

RESOURCES OFFICER

The resources officer is responsible for most squadron staff functions. Since you supervise directly or indirectly eight people, your responsibility is equivalent to that of a flight commander. Your success or failure ultimately affects the entire squadron. While this chapter will help you as a staff officer, reading the flight commander's chapter will help you be a more effective supervisor. Likewise, your four secondclass noncommissioned officers (NCOs) can benefit from reading the chapter on element leader responsibilities.

DUTIES AND RESPONSIBILITIES

Like the operations officer there is little guidance in AFWR 20-1 concerning your job. The regulation outlines your broad responsibilities as follows:

1. Supervises and ensures adequacy of squadron administrative functions.
2. Supervises and ensures adequacy of squadron logistics functions.
3. Supervises and ensures adequacy of squadron academic functions.
4. Supervises and ensures adequacy of squadron safety functions.
5. Responsible for format and proofreading of all firstclass performance reports.
6. Acts as squadron complaints officer.

Let's examine these duties in more detail.

Expanded Duties

In addition to the following specific tasks, you are responsible for the functions of the appointments, security, facilities/energy, and pass clerks. Ensure your NCOs monitor these subordinates to be sure the jobs are done properly.

1. Supervises and ensures adequacy of squadron administrative functions.

Administration is a job for which few volunteer. The squadron may even take administrative support and services for granted--until there is a problem.

Air Force Regulation (AFR) 4-1, Functions and Responsibilities of Administration, provides guidance for an operational unit. It states that the mission of administration is "to provide systems, services, resources, and procedures for the processing of information." This information includes correspondence, reports, forms, and publications. The services mentioned in AFR 4-1 apply to a cadet squadron and cover a wide spectrum. First, administration provides communication management. This means creating efficient communication, preparing official correspondence, and distributing information, such as official mail, appointment slips, grade reports, etc. Next, administration provides publications/forms management. This could be eliminating unnecessary publications, maintaining a master policy file, or meeting forms requirements for the unit. Third, administration provides support for the squadron staff. Administration is responsible for a suspense control system, duty roster scheduling, monitoring programs designated by the commander, and processing leave locator rosters. Keep AFR 4-1 in mind as you supervise the administrative NCO!

2. Supervises and ensures adequacy of squadron logistics functions.

Logistics provides goods and services the squadron needs to function, but which are often taken for granted. If all logistics stopped, the squadron would stop also. There would be no food in Mitchell Hall, no clean clothes to wear, no heat or light in your room, furniture wouldn't get repaired, the cadet store would close, Arnold Hall would cease operations, and the Academy would come to a standstill. So there you are--naked, cold and hungry, sitting in the dark at a broken desk listening to your faulty sink plumbing drip on the floor. This is why logistics is important!

The key to successful logistical support is to anticipate. Help your NCO get laundry support, anticipate and requisition needed supplies, coordinate food and transportation requests, and report furniture or building discrepancies. Ensure he/she looks for areas which need logistics action. Get the line chain involved. They can tell you at staff meetings if supplies are needed or if an upcoming event requires logistical support.

Don't forget storage rooms. In addition to limiting access to the keys to yourself and the logistics NCO, ensure proper records are kept of items stored, proper clearance from heat sources is maintained, no hazardous or unauthorized materials are stored, and plan access to meet the squadron's needs. Finally, read AFCWR 400-2, Protecting and Storing Cadet Personal Property, and ensure the logistics NCO and the squadron comply with the requirements.

3. Supervises and ensures adequacy of squadron academic functions.

Academics is one of the three major performance areas at the Academy. As such, the performance of the academic NCO can greatly affect the overall standing of the squadron. To make the academic program effective, the resources officer must provide the communication link with the line chain of command. The academic NCO should coordinate the tutor program, notify instructors of cadets on bedrest, in the hospital, or on emergency leave (coordinate extra instruction, homework, or make-up exams for them), and ensure cadets on academic probation are counseled at least monthly by supervisors. The academic call to quarters environment, though maintained by the squadron duty officers, should be monitored by the academic NCO to ensure a proper study environment. Finally, the NCO should develop a program to set and achieve squadron academic goals. One method is to have each individual in the squadron set a grade objective for each academic course. By compiling individual grade objectives, a squadron goal in the form of an average grade point average (GPA) could be developed. Exam scores reported on element leader reports would then indicate progress toward the goals. Such a system would allow the chain of command to help the squadron achieve academic progress rather than just reacting to problems. The key is to get supervisors involved in helping their people set and achieve realistic academic goals.

4. Supervises and ensures adequacy of squadron safety functions.

Safety is everyone's responsibility. It's difficult to determine which safety programs are effective, but it's not difficult to determine which one's are not. When they fail, people get hurt or killed.

Ensure safety is emphasized by supervisors in both their actions and words. Make the safety bulletin board interesting. Talk about safety items at every squadron meeting and before each holiday or leave period. Anticipate the types of problems which could occur--winter storms, hiking alone, auto accidents, drinking and driving, winter survival, heat exhaustion, fire, etc.--and draw attention to them. Emphasize caution, good judgment, and preparedness. Lastly, ask outside agencies (like the fire department or local police) to come to squadron meetings. Safety must be emphasized by everyone.

5. Responsible for format and proofreading of all firstclass performance reports.

It is inappropriate for subordinates to proofread superior's performance reports. Therefore, the resources officer should not delegate this task. All military performance average (MPA) and

peer rating forms should be checked for proper format and to ensure quotas are met in accordance with (IAW) AFCWR 537-2, Cadet Evaluation System. Be sure you understand the quotas, format requirements, and deadlines. Underclass rating forms can be proofread by the administrative NCO. A detailed prebrief to the squadron on proper completion of the rating forms is essential to prevent major problems. Allow enough time to correct problems and still meet the completion suspenses. The MPA cycle is run on a tight schedule and the results are critical to all cadets and the Academy!

6. Acts as squadron complaints officer.

Complaints may be direct or indirect. Learn to be sensitive to both. Sometimes people talk about symptoms and you may need to define the problem. Additionally, to be effective as a complaints officer, you must keep communication channels open so people will bring complaints to you. One technique used by a commander in the operational Air Force is to allow people to slip a note under his door. The complaint can be signed or anonymous, but, if signed, he guarantees an answer directly to the individual within three days. The system is very effective and the complaint box doesn't get torn off the wall anymore! People need to air their complaints and complaints need to be acted upon. Set a suspense to provide an answer, develop a solution, or communicate rationale. If the complaint requires line chain action, develop a recommendation and get it to the right person, then follow-up to ensure action. Complaints can tell a lot about the morale of the unit. Keep your boss informed at staff meetings and continue to follow-up on key problem areas.

General Information

1. The resources officer affects a major portion of the squadron. It is easy to delegate to your eight subordinates and then sit back and watch. Don't! The squadron will suffer. Your subordinates are all underclass cadets who need guidance and a good example. Teach them to anticipate problems and to develop programs which make the squadron more efficient and effective.

2. You provide a major interface between line and staff positions. Poor communication is invariably blamed for failures of a squadron to perform properly. You must, therefore, be a good communicator. Be prepared to encourage an exchange of information at staff meetings. Listen not only with your ears, but learn to feel the "vibes" in the squadron. Give the commander the pulse of the squadron. Let the line chain of command know where you need help. Find out the squadron's requirements or needs and provide support.

Chapter Nine

TRAINING OFFICER

Training is vital to the Air Force Academy mission and the Cadet Training Officer (CTO) is the focal point of the effort. Since most training occurs at the squadron level, thoroughly planning, coordinating, and implementing training requirements is vital to cadet development and the squadron's success.

As CTO, you must train and supervise the squadron assistant training officers. These three individuals, like yourself, must have high personal standards and a broad knowledge of the training program and philosophy. The four of you make up a training team. This chapter outlines your broad responsibilities as the head of that team.

DUTIES AND RESPONSIBILITIES

According to AFCWR 20-1, the CTO:

1. Implements firstclass training program.
2. Supervises overall squadron Professional Military Training (PMT) program.
3. Selects cadet instructors to conduct training, as required.
4. Supervises scheduled lesson plan preparation and presentation.
5. Certifies first class attendance at military training events.
6. Monitors element leader notebooks and training documentation and provides feedback to operations officer for line chain of command information/action.
7. Ensures make-up training for all cadets is completed and documented.
8. Ensures squadron compliance with AFCWR 50-1 (Professional Military Training) and the DASH ONE.
9. Maintains a complete notebook of all training materials, lesson plans, AFCW Forms 14 (CTO Record of Training Accountability and Make-up Documentation), etc.
10. Talks frequently with the Squadron Training Officer (STO) to ensure squadron training problems are addressed in formal PMT lessons and to inform STO of squadron training activities.

Let's examine these duties in more detail.

Expanded Duties

1. Implements firstclass training program.

The PMT program for all classes is developed by the Military Training Branch (CWITT). Obviously, to implement the firstclass training program you must know the requirements. You'll be briefed on the overall program during the CTO workshop at the beginning of the semester. Be sure you understand your responsibilities before you leave the workshop. If you have further questions, contact either CWITT or the squadron STO. In addition, much of the firstclass training involves discussions led by officers from outside the squadron. Ensure these officers know when and where the lesson is to be taught. Often they won't get the lesson plan, schedule, or classroom assignment, and it is your responsibility to get the information to them.

Though your prime duty is to implement the formal program, you can also set up guest speakers to discuss areas the first class wants to know more about. Tap into the expertise available at the Academy. And don't forget targets of opportunity! If a recent grad is in town (especially spring semester) ask him/her to talk informally about permanent change of station, reporting in, job specialties, NCO relations, unwritten rules, etc.

2. Supervises overall squadron Professional Military Training program.

At the beginning of the semester, get together with the squadron commander, operations officer, and the assistant training officers (ATOs) to develop training goals for each of the four classes in the squadron. Include goals for wing or group ratings on regulation tests, professional competency exam (PCE) scores, marching, etc. Be sure the goals are measurable, consistent with the Academy mission, and capable of being tracked by specific milestones. Next, ensure the goals are properly communicated and supported by your staff of ATOs. The goals should help focus the squadron in their quest for professional training. Finally, remember that you supervise three other firstclass cadets. Training is directed toward all four classes. Your job is to ensure it is meaningful and supports the Academy mission. Review the DASH ONE and the Positive Motivation Model (FMM) manual and ensure your people are using the principles contained in them.

3. Selects cadet instructors to conduct training, as required.

Ensure those selected to instruct are both qualified and prepared. Consider both the individual's workload and ability to properly teach the lesson. Find out if CWITT has specific guidelines before you assign the lesson. As part of the preparation, ask the instructor to dry run the lesson with you a couple of days in advance. Then point out techniques, examples, or visual aids which will make the lesson more interesting or which will improve learning. Finally, observe the lesson and provide feedback to the instructor. If the performance merits it, document and pass it up the chain.

4. Supervises scheduled lesson plan preparation and presentation.

There are few lessons which are not prepared by CWITT for the formal PMT program. If one must be prepared, be sure to coordinate with CWITT for pointers. Observe ATU presentations. but let them know you're coming. You'll be surprised how well they'll do their job if they know you're interested.

5. Certifies first class attendance at military training events.

Set the example. Document absences on an AFCW Form 27 and transcribe the necessary information to the AFCW Form 14 to certify attendance at PMT for the first class. If you don't do it, will your subordinates? If they don't, will make-up training be done? How will you know?

6. Monitors element leader notebooks and training documentation and provides feedback to operations officer for line chain of command information/action.

You provide another set of eyes to ensure training documentation is done properly. The documentation goes into individual personnel records at the end of the semester. It also provides you with a means to check that the training program is working properly. As a staff officer, use tact when you find problems. The objective is to get people to work together as a team to get the job done. Documentation often doesn't get done, especially when academics and other requirements begin to pile up. If you are busy, so are the element leaders. That's when you need to check!

7. Ensures make-up training for all cadets is completed and documented.

Check the attendance reports for PMT classes occasionally for absences. Then, check that make-up training is accomplished

within the five workday time limit and documented on the AFCW Form 14.

8. Ensures squadron compliance with AFCWR 50-1 and the DASH ONE.

Most cadets will comply with directives if they know what is required. Therefore, you and your ATUs should brief each class early in the semester on the requirements of these training and development publications. A checklist of requirements may also help. Finally, monitor that requirements are being met.

9. Maintains a complete notebook of all training materials, lesson plans, AFCW Forms 14, etc.

Review AFCWR 50-1 carefully for the requirements and seek help from the STO to set up the notebook. Then, a CWITT staff assistance visit early in the semester (right after the first reports are due) will help you get the materials standardized.

10. Talks frequently with the STO to ensure squadron training problems are addressed in formal PMT lessons and to inform STO of squadron training activities.

This area is often overlooked. The STO is your advisor. The two of you should discuss upcoming lessons and training problems at least weekly. In addition, have the STO come to Saturday morning training once a month. Then you, the ATUs, and the STO can discuss the overall training program.

General Information

1. You have one of the most important and difficult jobs in the squadron. Most of your responsibility entails getting others to do their job properly. Delegation is a key tool for you to use. In addition, use your STO and the class training director in CWITT as advisors. They can provide pointers and help you solve problems.

2. As the CTO, you are responsible for orchestrating the squadron training effort. The three ATUs work for you. Provide the ATOs with specific direction and coordinate the training goals for each class with them. As the semester progresses, ensure the ATOs keep you informed of training accomplishments and problems. Finally, at the end of the semester, evaluate the squadron's success at achieving training goals. If the squadron fails to achieve a goal, determine why and recommend solutions for the following semester.

Chapter Ten

ASSISTANT TRAINING OFFICER

As the Assistant Training Officer (ATO) for one of the underclasses in the squadron you carry a large responsibility. The mission of the Academy is training and your three years of experience and perspective is important to properly develop the class assigned to you. Each ATO is part of a training team which works for the CTO. How well the squadron training program functions depends on you and the training team. Administering the training program requires each of you to know the FMI objectives and the overall training requirements for each class. Then you must develop, plan, and implement the program for your specific class. Remember, however, that the line chain of command is responsible for actually doing the training unless the commander gives you that authority for a particular training task.

DUTIES AND RESPONSIBILITIES

Your duties parallel those of the CTO and you should review the chapter dealing with CTO responsibilities. Additionally, according to the specific duties listed in AFCWR 20-1, the ATO:

1. Supervises assigned class training program and conducts professional training as required.
2. Certifies respective class attendance and make-up training for military training sessions (AFCW Form 14).
3. Monitors element leaders' training of respective class in each element.
4. Monitors elements' training files and records for respective class.
5. Conducts or ensures that make-up training is completed when required.
6. Evaluates the status of cadet training for/by the assigned class and reports findings and recommendations to the squadron commander through the training officer and operations officer.

Let's examine these duties in more detail.

Expanded Duties

1. **Supervises assigned class training program and conducts professional training as required.**

You must know the objectives of the overall training program and the objectives for the class which is assigned to you before you can adequately supervise or conduct training. Early in the semester, each ATO, the CTO, operations officer, and squadron commander should determine overall squadron training goals. Be prepared to make recommendations specific to the class you're assigned. Set measurable milestones to determine monthly progress. Get an agreement with the line chain as to the latitude you have in working with members of the class. Remember, you administer, evaluate, provide feedback, and advise, but the element leaders implement the program.

If you are assigned instructor duties by CWIT1 or the CTO, prepare properly. You will find it helpful to dry run the lesson with the CTO or SIO. There are a lot of people judging you and the training you provide. Preparation is the key to success.

2. **Certifies respective class attendance and make-up training for military training sessions (AFCW Form 14).**

Ensure the class attends required training. You certify attendance on the AFCW Form 14. If someone misses a lesson, notify the element leader so it can be documented. Then, set up and ensure make-up training is done. (See AFCWR 50-1 for specific guidance on make-up training and associated documentation.)

3. **Monitors element leaders' training of respective class in each element.**

You are the expert on training requirements and the methods used to measure their accomplishment. Provide feedback to the element leaders on how they are doing. Obviously, that means you must observe their training. This is where knowing the latitude given you by the commander and the DASH ONE comes into play. Know the spirit and intent of the training rules and whether to make spot corrections or notify the CTO and operations officer to have the line chain of command correct problems. If you are the ATO for the third or fourth class and you observe an element leader who is not prepared to train properly, notify the CTO--remember you are part of a training team.

4. **Monitors elements' training files and records for respective class.**

Read AFCWR 50-1 to learn the documentation requirements.

You must be the expert on proper documentation. In addition to checking training files for timeliness, rating consistency, and appropriateness of comments, look for trends, problems, and outstanding performance. If you find positive trends, determine the causes and help other element leaders incorporate them. If you note problems, help the element leader solve them. Finally, if you find outstanding performance, ensure the individual receives recognition for it.

5. Conducts or ensures that make-up training is completed when required.

The methods to accomplish make-up training are explained in AFCWR 50-1. If someone misses a training session, notify the element leader. Tell him/her what training is required, ensure the training is done within the five workday time limit prescribed, and ensure the make-up training is documented. Don't let make-up training slip, it is very difficult to make up several missed lessons late in the semester.

6. Evaluates the status of cadet training for/by the assigned class and reports findings and recommendations to the squadron commander through the training officer and operations officer.

Remember the suggestion to set milestones which can be tracked monthly? If you've set measurable training goals, this step is relatively easy. Each ATO should brief the status of the assigned class's training once per month at a staff meeting. In this way, one class's training progress is highlighted each week of the month. Consequently, findings and recommendations will be presented to the line chain of command on a continuing basis.

General Information

1. The PMT program is generally designed to prepare each class to assume the duties required of them during the next year at the Academy. As the training program expert, you are the example of what the program turns out. Therefore, you must know and use the principles and rules discussed in AFCWR 50-1, the DASH ONE, and the PMM manual. If you don't practice the principles discussed, neither will those you attempt to train. Set an example that others will want to emulate.

2. CWITT writes a large portion of the material for PMT. If you have new or better ideas, talk to them. Talk to them anyway! They can help you understand the big picture. They can explain why certain lessons are taught and why others aren't. Understand the training program and make it work.

Chapter Eleven

FLIGHT COMMANDER

During your time at the Academy, you have been assigned to ten or more flight commanders. You may feel you've seen all a flight commander does and that it's an easy job. The next few pages will change this misperception and shed some new light on the responsibilities of a flight commander.

Your title says it all. You are a commander. You're the first and most critical level of command in the entire wing organization. Read the squadron commander chapter in this handbook. All the duties and responsibilities discussed apply to you. The only difference is that you command a unit of about thirty instead of a hundred. In essence, you are a mini-squadron commander.

DUTIES AND RESPONSIBILITIES

According to the specific duties listed in AFCWR 20-1, a flight commander:

1. Inspects personnel and rooms of flight members to ensure standards are met.
2. Knows the status of all cadets in their flight.
3. Counsels cadets as required.
4. Leads and trains the flight in cadet duties, drill, and other military activities.
5. Ensures accurate accountability of flight members.
6. Ensures accurate and complete documentation of Professional Military Training.
7. Provides monthly counseling to unranked firstclass cadets on any type probation.
8. Rates and provides comments on unranked firstclass cadets in the flight on the AFCW Form 36, Element Leader Bi-Weekly Report, during coordination up the chain of command.
9. Submits additional reports:
 - a. At the end of each rating period on members of flight (including unranked firstclass cadets) IAW AFCWR 537-2 (USAF Form 48, Cadet Rating Form).

- b. On cadets who indicate a desire to resign (USFA Form 30, Memo for Cadet Record).
 - c. As directed by the chain of command (USFA Form 30).
 - d. As appropriate to document important or unusual incidents or events (USFA Form 30).
10. Documents, certifies, or ensures certification of firstclass training tasks. Documentation/certification is accomplished on AFCW Form 6, Upperclass Performance Summary, for all unranked firstclass cadets in the flight 1A^W AFCWR 50-1.
 11. Ensures proper maintenance of element leader notebooks.
 12. Ensures training, academic, and athletic standards are being met.

A closer look at these duties may be helpful.

Expanded Duties

1. Inspects personnel and rooms of flight members to ensure standards are met.

Room inspections include items required by AFCWR 537-9, Cadet Rooms, and more. First, you and your element leaders should inspect for perfect arrangement according to the regulation. Are empty nameplate holders on the door filled with blank plates? Is the number one cadet using the correct side of the room and the correct closet? Are there two sheets and one bed pad on each bed? You must expect people to correctly set up their rooms for inspection. No interpretation. No deviations. Once you have compliance with arrangement you can check for cleanliness. Be realistic, you can tell if the room is cleaned each day or hasn't been touched since the last SAMI.

As you inspect, look for safety items and general condition of government property. For example, you should periodically check for unauthorized medicines, appliances, and flammables. Are the curtains hung properly or are several hooks missing? The logistics NCO should get discrepancies fixed. Make sure your people have the resources required to get the job done. Was that chip in the valet or gouge in the woodwork there when the occupants moved in? If not, are you ensuring they are held accountable and pay for the abuse?

The element leaders are the main inspectors. You may want to brief them each week on specific areas to emphasize. Also, ensure they inspect all classes against the same standards.

After you brief them--FOLLOW UP. You can do this by spot inspections of your own.

AFCWR 537-4, Dress and Personal Appearance, clearly spells out personal appearance requirements. Keep in mind that it involves more than "hairs and corfams." During formal inspections, such as the noon meal, check uniforms for proper fit and serviceability. Are trousers too long or short? Are pockets worn? Is braid in good shape? You should also spot check personal appearance during other times. Did you ever look at your flight members' appearance in Fairchild Hall to see what they're wearing to classes?

If you identify a room or appearance deficiency, have the element leader correct it. For example, if Cadet Blockstyle needs a haircut on Thursday, ask his element leader to bring him by your room for a quick inspection before sign out time on Friday. Afterward, ensure the element leader understands his/her responsibility to maintain standards without the necessity of the flight commander intervening.

2. Knows the status of all cadets in their flight.

You should be aware of the military, athletic, and academic status of each cadet in your flight. Knowing who is on conduct, aptitude, athletic, or academic probation is only the beginning. What are you doing to help them improve to a proficient status? If there is no progress, are you documenting this fact? Who is close to being placed on probation? Do you have any overweight cadets?

It's easy to look for deficiencies in people. Do you also look for areas in which your people show excellence? Who are your all-star academicians? Perhaps that thirdclass cadet who has a 2.1 cumulative GPA but earned a 3.0 on the progress report deserves your recognition. How about Cadet Strong who worked hard and improved her PFI score by 20%? Did one of your doolies make the final cut for the sabre drill team? Try to catch your people doing something well. Then recognize them for it!

To be informed, learn to be more aware of what's going on around you. Check the Cadet-in-Charge of Quarters (CCQ) roster and note when your thirdclass cadets have a shift. Observe them to see how they work. Are they glued to the desk doing homework or are they hustling to help the squadron? Listen to what people say. Is the complainer who makes life miserable for others also one of your conduct or aptitude problems. An excellent source of information is the element leader report. Read it closely and think about the needs of your people. Some extra instruction (EI) or tutoring may help the fourthclass cadet who failed his math graded review (GR). Will the thirdclass cadet whose father

is coming to town need a special pass? Does the doolie who was injured in intramurals know proper procedures for medical excusal from the PFT next week? Is the "late lights" champion in your flight always asleep when you inspect his room? You should know your people well enough to rate both their performance and potential. It's impossible to know everything, but the better informed you are the more effective you will be as a commander.

3. Counsels cadets as required.

Much of your time will be spent counseling flight members for job performance, discipline problems, or personal problems. Each involves a different type of counseling, but a few commonalities exist. First, document the counseling on an USAFA Form 30. Your written record may be a short statement or a long explanation of a problem along with solution recommendations. Normally, your element leaders should do initial counseling and their memo should document most of the facts. Second, get involved early. You can easily solve problems when they are small, but solutions tend to become more difficult with time. Third, know the limits of your ability and authority. Maybe only the squadron commander can authorize what you suggest. Perhaps the AOC should be involved. If you aren't sure, elevate the problem up the chain with your recommendation. Fourth, prepare for counseling sessions. If you want to correct deficient duty performance, have specific examples such as dates, events, and behaviors. Review your PMM reference card and use the counseling techniques for positive or negative consequences as appropriate. Fifth, follow-up after the counseling. Has duty performance improved? Do others have similar problems? Is there a trend? Finally, brief the chain of command on the problem and your solution. The information may help others working similar problems.

4. Leads and trains the flight in cadet duties, drill, and other military activities.

The flight commander is responsible for all training of flight members. Therefore, you must know the training required in each element. Additionally, you should be familiar with the performance capabilities of each cadet in the flight. Some methods to gain familiarity involve teaching or monitoring PMI lessons, closely reviewing element leader reports, looking at various test results (such as the mid-phase professional competency exam), and certifications. Keep in mind that training involves more than PMI.

Do you have a physical training program to prepare flight members for the PFT and aerobics? Do your people know their jobs? Do any of your subordinates need additional training to properly apply PMM techniques? Do secondclass table commandants

understand their responsibilities? The list is endless.

Your example is an important part of training. Do you perform as well or better than what you expect of your people? Do you grumble and complain about the workload or the Academy in front of subordinates? Do you know AFCWR 50-1 requirements, DASH ONE principles, and PMM techniques? Do you use them? You must live by the same standards you expect of your people.

As you lead and train members of the flight, be sure the AFCW Forms 6 and 76 are filled out properly. These training forms become a permanent part of your subordinates' personnel records. They provide a basis for future job selections and a record of performance. You should critically review every form monthly. First, determine what information the report conveys that you can use. Is remedial training required, scheduled, and accomplished? Second, check the quality of the report. Does it give an honest evaluation, supported by specific facts? Was it thrown together at the last minute just to fill a square? Do ratings correlate with what you see as the individuals' performance? If you ensure reports are accurate, timely, and specific, you'll gain information about your people while you teach your element leaders to properly supervise and evaluate performance.

5. Ensures accurate accountability of flight members.

Accountability can be a tough challenge or simple, depending on what you expect of your people. If you hold element leaders responsible and set up a workable system, you will always know where your people are--that's what accountability means. When you go to formation, you should know in advance who will be missing and why. In other words, your flight members should keep the chain of command informed. As the commander, you authorize Cadet Jones to go on the Math Club trip and miss the SAMI. Just because he's a member of a club taking a trip doesn't mean he's authorized to go. You must approve the absence. Your people work for you, no one else. If you ensure they know that, many accountability problems go away and all you'll need to do is spot check.

One method to check accountability is to count the number of people in formation, then check the number missing against the attendance report. If there is a discrepancy, have your element leaders track it down. It won't take long for them to get the hint. Also, check that anyone absent was authorized in advance. You should check all formations, activities, and meetings your people are required to attend. If you let accountability slip, you'll soon lose control.

A method to aid accountability is have your element leaders leave a list of those who will miss a formation in your room at the beginning of each week. The list will give you a record of what your cadets are doing and will allow you to approve or disapprove the absences. In addition, you can use the list to check that make-up training is being accomplished.

You are responsible for your flight members seven days a week. Did you ever run an accountability check during academic call to quarters (ACQ) or on the weekend? If you expect your people to follow the rules and check to ensure they do, your problems with accountability will be nil.

6. Ensures accurate and complete documentation of Professional Military Training.

This is a quality control check. Spot check occasionally, but use the resources available to help you. The four training officers and flight stan/eval can help check element leader notebooks. Start by standardizing, then evaluate. Use feedback from others plus your own observations to identify strengths and weaknesses. Discuss problems at flight staff meetings, then set suspenses for corrective action.

7. Provides monthly counseling to unranked firstclass cadets on any type probation.

Unranked firstclass cadets assigned to the flight work directly for you. If any are on probation, you should pay particular attention to them. As their supervisor, you're responsible to help them develop a plan to improve. Part of the plan involves monthly counseling by you. One technique which is particularly useful is to have the person on probation make an appointment to see you within the last ten days of the month. During counseling, have the individual address his/her strengths and weaknesses along with a plan for overcoming weaknesses and using strengths. Set specific quantifiable objectives and milestones. Just talking does little to help. The solution must be put into action and the person on probation shoulders that responsibility. After counseling, have the counselee fill out a memo detailing the specifics of the session. The memo will help you ensure there are no misunderstandings about objectives or milestones. In addition to documenting the session, the memo will provide a starting point for subsequent sessions. Finally, forward a memo to be filed in the cadet's record to document either improvement or decreasing performance.

8. Rates and provides comments on unranked firstclass cadets in the flight on the AFCW Form 36, Element Leader Bi-Weekly Report, during coordination up the chain of command.

Since all unranked firstclass cadets in the flight work for you, rate them and provide appropriate comments on their performance on the bi-weekly report. This method will provide information up the chain on their performance and will provide a basis for specific comments required on AFCW Forms 6 at the end of each month.

9. Submits additional reports:

a. At the end of each rating period on members of flight (including unranked firstclass cadets) IAW AFCWR 537-2 (USAFA Form 48, Cadet Rating Form).

If you've provided credible ratings on AFCW Forms 6, you'll have a solid basis for MPA ratings. Remember to use the FMM techniques. Set expectations, teach skills, provide feedback, delineate consequences, and grow your people. If you've done these things, your people should know how well they're doing before the MPA is submitted.

b. On cadets who indicate a desire to resign (USAFA Form 30, Memo for Cadet Record).

The key here is to be specific. If you identify an underlying problem, say so and recommend a solution. Should the individual see a counselor, chaplain, doctor, or someone who has a similar background? Read the memos submitted by the element leader or others who have counseled the individual. Your job is to help the potential resignee make a mature, well thought-out decision. If you get in over your head, recognize it and seek help. Document what you discuss and pass it up the chain.

c. As directed by the chain of command (USAFA Form 30).

These memos are often required to document discipline problems, provide recommendations for awards/rewards, or provide a rating for a special job or duty. Take the time to make a credible input.

d. As appropriate to document important or unusual incidents or events (USAFA Form 30).

If it's important document it. With 30 subordinates, it often gets confusing trying to remember who did what two months ago or what you said at the time. If you take the minutes to write it down, you'll often save yourself hours trying to remember what was supposed to be done or who you told to do it.

10. Documents, certifies, or ensures certification of firstclass training tasks. Documentation/certification is accomplished on AFCW Form 6, Upperclass Performance Summary, for all unranked firstclass cadets in the flight IAW AFCWR 50-1.

This task is easy to accomplish if you've read AFCWR 50-1. The requirements are listed and examples of proper documentation are in its appendices. Ensure your element leaders read AFCWR 50-1 also. They have the same documentation and certification requirements for their element members!

11. Ensures proper maintenance of element leader notebooks.

You can use the four training officers and the flight stan/eval officer to help check and standardize element leader notebooks. But that doesn't relieve you of the responsibility to check also. Often no regular checks are done and a flurry of activity is required to buck up for an inspection. If you require one of the three element leaders to forward his/her element leader notebook for review each week, they'll know you are serious about the requirement and you won't be surprised by improper notebook maintenance.

12. Ensures training, academic, and athletic standards are being met.

Easier said than done! This is a major part of your job. Know the objectives, minimum requirements, and the goals in training, academics, and athletics. Help the element leaders develop action plans to meet interim milestones and to achieve the squadron goals in these three areas. Insist that your element leaders cover all three areas in their bi-weekly reports so you're able to monitor progress.

General Information

1. Throughout this section the word "suspense" keeps popping up. To effectively supervise more than 30 people, element leaders must provide you with timely information and data. If you expect action within a given time frame, you help subordinates prioritize. If you don't give them a suspense, they'll assign the priority they think is appropriate. The two of you may not assign the same priority!

2. Communication is extremely important to the commander. Make it happen. Require good reports. Hold staff meetings with specific recurring topics each week. Use a flight bulletin board. Use a notebook with important items for your element leaders so it's easy for them to get the word. Teach subordinates to seek information from you instead of waiting to

see if you can guess what is bothering them or what they don't know. Communication is by definition two-way and to be effective it requires everyone to take an active role.

3. How many times did the word "follow-up" appear above? If you assume that something will be done just because you wear cadet captain rank you're in for a shock. Usually, people will do what you ask--if they understand what you ask. Check to be sure that what you said is what they heard. Follow-up doesn't take any extra time. Learn to do it as you walk to class with subordinates or on the way to formation, but do it!

4. A commander supervises. That means you delegate and get things done through others. The previous three paragraphs provide some keys to success at delegating. Additionally, listen to the lecture on delegating during your workshops at the beginning of the semester. The best flight commanders are usually the best delegaters.

5. Finally, be aggressive. Take the initiative--do what is right without being told. Ensure your people have only one boss--you. If you jealously guard your responsibility and allow no outside interference, life will be better for you and your subordinates. For example, if someone wants to inspect your people during a SAMI, invite them to watch you inspect instead. The only way to keep higher level supervisors from interfering is to stay one step ahead--to do what is right without being told.

Chapter Twelve

ELEMENT LEADERS

Element leader is the best job a secondclass cadet can hold. As an element leader, you have the opportunity to use the leadership tools you've acquired to help a group of people accomplish individual, squadron, and Academy goals. Done properly, your job takes a great deal of time and effort. As the first level supervisor in the squadron, you have a major impact on subordinates. The example you set will affect the members of your element for many years. No one expects you to be perfect, but everyone expects you to do your best. Use all the resources available to help your people succeed. Often, the recognition for outstanding performance goes to subordinates, but the knowledge and experience you gain as you deal with successes and failures will be invaluable as you prepare to become an Air Force officer.

DUTIES AND RESPONSIBILITIES

According to AFCWR 20-1, the element leader:

1. In exercising direct command of the element, personally administers and supervises the military training of cadets assigned to the element. The element leader is the key to professional fourthclass training and the leadership development of the third class.
2. Makes frequent inspections to ensure appearance, uniforms, equipment, and rooms meet standards.
3. Maintains an intimate knowledge of all members of the element to include personal history, military, academic, and athletic performance, problems, and progress.
4. Counsels each member on the specific comments on the USAFA Form 10, Cadet Performance Report.
5. Maintains an element leader notebook on the performance and progress of all members of the element, except those attached for accountability purposes.
6. Completes, coordinates up the chain of command, and maintains AFCW Form 36, Element Leader B1-Weekly Report, on all cadets in the element.

7. Submits additional reports:

- a. At the end of each rating period on members (except unranked firstclass cadets) of the element in accordance with AFCWR 537-2 (USAFA Form 48, Cadet Rating Form).
- b. On cadets who indicate a desire to resign (USAFA Form 30, Memo for Cadet Record).
- c. As directed by the chain of command (USAFA Form 30).
- d. As appropriate to document important or unusual incidents or events (USAFA Form 30).

8. Documents, certifies, or ensures certification of element leaders' completion of training tasks. Documentation/certification is accomplished on AFCW Form 7b, Professional Military Training Summary, or AFCW Form 6, Upperclass Performance Summary, IAW AFCWR 50-1.
9. Provides monthly counseling to all second, third, and fourthclass cadets in the element on any type of probation.
10. Ensures element members are accomplishing military, athletic, and academic objectives.

Let's examine these duties in more detail.

Expanded Duties

1. The element leader, in exercising direct command of the element, personally administers and supervises the military training of cadets assigned to the element. The element leader is the key to professional fourthclass training and the leadership development of the thirdclass.

You supervise the military training in the element, but you don't have to personally conduct every activity. Get element members in the first and second classes involved in training. Remember, however, that you are the primary trainer for the fourth class until the third class has been trained, certified, and given the authority to take over that role.

Your leadership and training responsibilities extend beyond the fourth class to upperclass cadets as well. You must help all cadets in the element develop professional skills. If they are not receptive to your efforts, try different approaches until you succeed. The PMM manual can aid you in seeking alternative methods for motivating your people or handling problems.

The secondclass cadets in your element are also a source of help. Coordinate your development program of the third and fourthclass cadets with them. It is important that you task the second class with specific areas of the training. If a thirdclass cadet needs extra help preparing to certify in an area of FMT, assign a secondclass cadet in the element to help the individual.

You should concentrate on helping thirdclass cadets become effective role models as they develop instructor skills. Their FMT lessons are designed to teach them inspection techniques, instructing and evaluating skills, and the FMM techniques to put the skills to work. You are their example. Review their FMT lesson material and employ FMM techniques properly. When they master the skills and the FMT program schedule allows, you may recommend thirdclass cadets for certification. Once they are authorized to conduct training, be sure to put them to work.

Some thirdclass cadets refuse to train fourthclass cadets. Remind them that they don't have that option. They are required by their position to do their duty. Make it easy for them. Set up a schedule whereby each thirdclass cadet is required to grade rooms, check appearance, or conduct knowledge review sessions each week so they are exposed to each type of training situation. Don't forget that you must supervise them as they use the skills they've been taught.

The fourthclass training program is much more structured than that of the upper classes. Read and understand the In-flight Guide requirements. Additionally, the DASH ONE has a couple chapters which apply, so review it too. The ATO assigned to the fourthclass should brief you on what you should be doing, how, and when. The ATO can also define documentation requirements and provide guidance to help you prepare fourthclass cadets for formal evaluations.

2. Makes frequent inspections to ensure appearance, uniforms, equipment, and rooms meet standards.

Concentrate on consistency when you inspect. If you inspect appearance but check only haircuts, you run the risk of establishing new, lower standards in areas which you ignore. For example, if a cadet has frayed pockets, an unserviceable flight cap, or worn heels and you say nothing about the discrepancies, you just accepted them. If you point them out later or correct someone else, you're in for an argument or a complaint for displaying favoritism. You won't see every discrepancy at first, but, if you're familiar with the standards required by the regulations, you'll improve with experience.

There is more to an inspection than just looking for discrepancies. Do you detect changes in morale? Do you identify consistent performers? Do you know which cadets need more supervision? Do you check that your people understand what you communicate? Do you ensure required resources are available to get the job done? Don't just inspect for compliance, gather information and feedback to help you and your subordinates do a better job.

3. Maintains an intimate knowledge of all members of the element to include personal history, military, academic, and athletic performance, problems, and progress.

Element leaders sometimes don't use the tools available to know their people as well as they should. If you'll take the time to talk to each person in the element at least every other day, they'll usually tell you what is on their mind. You'll detect the changes in mood which signal personal problems and learn to relieve some of the pressure on those who exhibit signs of stress. The bi-weekly report is designed to make you maintain contact with your people.

Major General Robert Springer, former Commander of the Air Force Manpower and Personnel Center, remarked at a Cadet Commanders Leadership Seminar, "Your people will know that you care before they care that you know." He meant that subordinates will know that you are concerned for them before they are concerned with your expertise. Therefore, you have to make yourself available. If a subordinate has a problem, you have to take the time to listen and help. If you don't, you'll lose the understanding of their needs and problems. This doesn't mean you'll always be able to solve their problems. Recognize that you are learning too. You may need to get an expert to help. If so, set up the appointment. Then, check to be sure the problem was solved. If they still have a problem, so do you.

Knowing your people is based on communication, but it's not always conventional communication. Learn to read people. That in the long run is your business. You are learning to recognize strengths, weaknesses, reliability, and potential. Take it seriously, your people do.

4. Counsels each member on the specific comments on the USAFA Form 10, Cadet Performance Report.

If you know your people well as described in paragraph three above, rating your element members and providing specific comments for counseling should be a relatively simple task. The key is to be consistent. With a dozen or more people in the element it is easy to forget who you talked to about what. Keep good notes and transfer them to the bi-weekly element leader

reports. The bi-weekly ratings will then support specific comments on the AFCW Forms 6 or 76. When it comes time to rank order your people, you will have a solid basis for the ratings. In addition, the AFCW Forms 6 and 76 require monthly debriefs on individual performance. If you've counseled and actively helped element members improve, you'll be able to provide specific justification for resultant MPA ratings.

5. Maintains an element leader notebook on the performance and progress of all members of the element, except those attached for accountability purposes.

The element leader notebook should provide you and your people most of the guidance needed to get the job done. It should contain: stan/eval checklists for element leaders; AFCW Forms 43, Cadet Personnel Information, for each cadet in the element; AFCW Forms 6 and 76 to document monthly and weekly performance of upper and lower classes, respectively; a PMI Syllabi for each class; a DASH ONE for a synopsis of training philosophy, roles, and objectives; A Guide for Cadet Squadron Duties for descriptive amplification of squadron duties; a Third Class Study Guide, their PMI workbook; an In-Flight Guide, the fourthclass training program outline; a Professional Knowledge Study Guide, the fourthclass PMI workbook; a Discussion Guide for Fourth Class Professional Knowledge, your master for evaluating the Professional Study Guide; and the Fourth Class Weekly Professional Knowledge Requirements, the list of training topics for each week. You should use the notebook as an information source and as a central file for documentation kept on element members. Used properly, the notebook will help you manage the training program and your element.

6. Completes, coordinates up the chain of command, and maintains AFCW Form 36, Element Leader Bi-Weekly Report, on all cadets in the element.

The bi-weekly report is a communication tool used to spread the word up and down the chain of command. If you take the time to talk to your people and routinely collect the required information, the report is not difficult to complete. The report can help you identify trends of both good and deteriorating performance. You should consciously try to point out problems and specify what you are doing about them on the report.

The flight commander, operations officer, squadron commander, and AOC use the information on the bi-weekly reports to identify squadron trends and to provide a crossflow of ideas. Be sure to read chain of command comments when the report is returned.

7. Submits additional reports:

a. At the end of each rating period on members (except unranked firstclass cadets) of the element IAW AFCWR 537-2 (USAF Form 48, Cadet Rating Form).

If you've provided credible ratings on bi-weekly reports and the AFCW Forms 6 or 76, you'll have a solid basis for MPA ratings. Remember to use the PMM techniques. Set expectations, teach skills, provide feedback, delineate consequences, and grow your people. If you've done these things, your people should know how well they're doing before the MPA is submitted.

b. On cadets who indicate a desire to resign (USAF Form 30, Memo for Cadet Record).

You will often be the first to talk to a potential resignee. Be sure to document thoroughly. During counseling, provide an environment that is conducive to them thinking through their decision process. Based on your experience and knowledge, present ideas/options that should be considered and try to determine the cause for resignation. Remember that you do not approve outprocessing. The only person who can is the AOC and even that decision is subject to review all the way up to the Superintendent.

As soon as you know someone wants to talk to you about resigning, notify the flight commander and ensure the rest of the chain of command, including the AOC, is briefed. They may have information you need before you talk to the potential resignee. Often the AOC is aware of academic, personal, or legal problems which are sensitive, but which may bear on the situation.

c. As directed by the chain of command (USAF Form 30).

These memos are often required to document discipline problems, provide recommendations for awards/rewards, or provide a rating for a special job or duty. Take the time to make a credible input.

d. As appropriate to document important or unusual incidents or events (USAF Form 30).

If it's important document it. You'll find that with a dozen or more subordinates, it often gets confusing trying to remember who did what two months ago or what you said at the time. If you take the minutes to write it down, you'll often save yourself hours trying to remember what was supposed to be done or who you told to do it.

8. Documents, certifies, or ensures certification of element leaders' completion of training tasks. Documentation/certification is accomplished on AFCW Form 76, Professional Military Training Summary, or AFCW Form 6, Upperclass Performance Summary, IAW AFCWR 50-1.

These official records are retained in each individual's personnel folder after each semester. In addition, they assist you in providing feedback to your people on a regular basis. Since the forms are overprinted with FMT requirements or evaluation milestones, they also provide objectives for you to help your people accomplish their training. One problem which often occurs is using hearsay information on test scores, PFT results, etc., to document completion of requirements. Get accurate information. You initial the form certifying that the information is correct!

9. Provides monthly counseling to all second, third, and fourthclass cadets in the element on any type of probation.

As a supervisor, you are responsible to help subordinates develop a game plan to improve. Part of the plan involves monthly counseling by you. One technique which is particularly useful is to have the person on probation make an appointment to see you within the last ten days of each month. When you counsel, have the individual address briefly his/her strengths and weaknesses along with a plan for overcoming weaknesses and using strengths. Set specific, quantifiable objectives and milestones. Just talking does little to help. The solution must be put into action and the person on probation gets to shoulder that responsibility. After counseling, have the counselee fill out an USAFA Form 30 detailing the specifics of the session. This memo will help you ensure there are no misunderstandings about objectives or milestones. In addition to documenting the session, the memo will provide a starting point for subsequent sessions. Finally, forward a memo to be filed in the cadet's record to document either improvement or decreasing performance.

10. Ensures element members are accomplishing military, athletic, and academic objectives.

Easier said than done! This is a major part of your job. You need to be aware of the standards in all three areas. Know the objectives, minimum requirements, and the squadron goals in training, academics, and athletics. Additionally, document performance in each of these three areas on your bi-weekly reports and on AFCW Forms 6 or 76. Finally, develop action plans to meet interim milestones and to ensure the element is working as part of the squadron team.

General Information

1. The element leader carries a large share of the responsibility for developing people at the Academy. Your example, interest in subordinates, ability to communicate, and understanding of the goals, mission, and objectives will impact your subordinates in a very profound manner. As one cadet said after only three weeks as a BCT element leader: "They began to talk and act like me. I was afraid I wasn't good enough." If you feel just a little uneasy about your qualifications to do the job, you'll probably retain the edge needed to do it well. Don't underestimate your responsibility or your influence!

2. Discipline is often the most difficult task for an element leader. The problem isn't a failure to recognize the need for disciplinary action, it's the fear of confronting the individual. You don't know what the reaction will be. What if he tells me to get ripped and walks off? What do I do then? Unfortunately, the only way to learn to handle these situations is through experience. Try to anticipate probable reactions and consider how you'll handle them. Above all don't get emotional. There are few situations at the Air Force Academy which require immediate response. Go get advice or take time to determine your action, but don't ignore the need for discipline. Sometimes people will push to see where the boundaries really are. If you don't take the required disciplinary action, someone higher in the chain will direct it. Consequently, you'll lose control. Fix your discipline problems while they are small, it's easier in the long run.

Chapter Thirteen

CONCLUSION

As stated in the introduction, this guide is not directive. The ideas presented are not all inclusive and the techniques and suggestions provided are not the only ways to approach your duties. You should now have a better understanding of how to get started in your new duties. How well you and your people are prepared to assume the responsibilities of an Air Force officer will be directly related to the experience and knowledge you gain in your leadership positions at the Air Force Academy. Good luck!

The modern officer corps is a professional body and the modern military officer a professional man [woman].

- Samuel P. Huntington
The Soldier and the State