

# Accomplishing the Mission Elements

## CAP Officer Basic Course

### Introduction

CAP is designed along the idea that every unit at every level - will support each of CAP's primary missions. Indeed, staff positions in the areas of Aerospace Education, Cadet Programs, and Emergency Services are mandated at each of the levels above Squadrons.

These positions are designed to provide assistance to each subordinate unit and their members to accomplish those three CAP missions. Comparable positions at the squadron level may or may not be required by the manning tables found in CAPR 20-1 [1] depending on the type of squadron. Even though, for instance, a senior squadron doesn't have cadets, it doesn't mean that the members of the squadron and the unit itself can't help cadets. To some extent every squadron and its members should contribute to every mission. This lesson is about discussing ways that units and members work together to accomplish CAP's missions.

### 1. State the responsibilities of units and members in accomplishing the missions of CAP.

Every squadron and every member has a responsibility to accomplish the primary CAP missions. Having said that, it's true that units and members each have interests and talents which lead to them concentrating more on, or being "better" at, some missions over others.

That can happen due to staffing, resource limitations, as well as member interests, strengths and weaknesses. Regardless, every squadron has a responsibility to accomplish the missions of CAP, and will have some members who are:

- Willing to work with cadets;
- Qualified and participating in ES missions; and/or
- Able to provide AE information to its members and possibly the community.

More specifically, each type of squadron - senior, composite, or cadet- has different manning requirements, and its members will stress each of the missions differently.

Each squadron should have a Professional Development (PD) officer assigned as well. The individual occupying this slot can provide both the unit and its members with assistance in gaining knowledge in all CAP missions, thus increasing the unit and members potential accomplishment of each mission.

Let's examine the three types of squadrons to see how they are organized and determine how they can each work in all three mission areas.

### THE SQUADRONS

**Senior squadrons:** are composed exclusively of senior members, and have staff requirements for AE, ES (Operations), and PD. There is no requirement for a CP staff position. The main squadron emphasis will probably be concentrated on operations and flying (ES), as well as Homeland Security (HS), and/or Counterdrug missions.

Senior squadrons can support the cadet mission by providing cadet orientation flights or using their pilots to conduct aerospace education classes for cadets at neighboring units or activities. If the unit has a CFI, then teaching cadets to fly is also possible, and aids in carrying out the CP mission as well.

Senior squadrons can also participate in the "Fly a Teacher" program [1][2] or perhaps teach about aviation in schools, to support the AE mission. And if the CAPabilities demo is shown to a local Emergency Management Agency, that too supports the external aspects of AE.

**Composite squadrons:** are composed of both seniors and cadets, and have staff requirements for AE, ES, CP, and PD positions. Thus a composite squadron certainly carries out the cadet program, while at the same time performing AE and ES missions. As always, the extent of support to each area will depend on the interests and abilities of the members in the unit.

The cadet program aspect has a high participation in internal AE, but also is involved in external AE, for the cadets are often an entree into schools and other organizations. For example, the Boy Scouts have an aviation merit badge and most of it can be done through Civil Air Patrol.

Let's not forget ES. A large percentage of the seniors in a composite squadron take part in ES missions. But many of the ground rescue personnel can come from the cadet section and cadets often make great mission base personnel. What a great thing for cadets and seniors alike to learn about leadership and service, for instance, when a unit's air crew directs cadets into the target.

**Cadet squadrons:** are composed primarily of cadets, with almost all of the seniors assisting in that area. The required manning positions will be AE and CP, with ES not being a requirement. And again PD should be staffed.

Like the composite squadron, the CP portion can support both the internal and external elements of the AE mission. And without a doubt the greatest emphasis in a cadet unit is placed on accomplishing the CP, with lesser attention to AE and ES.

Once again cadets may play a role in ES, with qualified senior members to lead them. In fact, there is nothing to prevent the seniors from doing ES on their own, or using their expertise in ES to train cadets in that area.

This brings us to an exception to participation in ES missions. Individuals who are members of an overseas unit [2] are precluded by CAPR 35-4 from active participation in any emergency services missions [3]. Nonetheless, overseas units can do limited in-house training in ES. By doing so, their knowledge will be increased, and their utilization upon return to a unit in the United States is improved.

## THE MEMBERS

What responsibilities do members have? First, all members, senior and cadet, must follow the regulations, obey the lawful orders of superiors, and live up to the core values. To paraphrase John F. Kennedy, "Ask not what your squadron/CAP can do for you, but what you can do for your squadron/CAP". Familiarize yourself with the basics of each of the three missions. Get involved.

Senior members should undertake a duty assignment in the squadron. Find out what assignments need to be filled in the squadron, and agree on which area is best served in to assist the unit achieve goals in AE, CP, and ES. Then enter the appropriate specialty track; learn what is required by a review of CAPR 20-1 and the associated specialty track pamphlet, and do the job.

Each duty assignment is primarily related to one of the three missions. By continuously studying and advancing in the selected specialty, a member becomes more proficient, thus helping the unit to "accomplish CAP's missions". With increased proficiency in a duty

assignment or specialty, one can become active in one of the other missions/specialties further augmenting the success of the unit in mission accomplishments.

The key then, to a member's responsibility to ensure that unit achievements continually improve, is to steadily advance one's own knowledge and training. This can be done by taking advantage of the multiple sources of information and courses provided by CAP. By enrolling in, and advancing to this point in the CAP Officer's Basic Course, you obviously are doing that!

Cadet members also have a responsibility to support the missions, and can do so by active participation in unit functions, and by progressing through the cadet achievements in a steady manner.

An additional squadron and member responsibility, one which cannot be avoided if the unit is to remain viable and progress in accomplishing missions, is ensuring the proper reporting of activities and events; in other words -- doing the paperwork.

Each duty assignment has reporting responsibilities. Why do we need all those reports? The key word is accountability. Many of the required reports are justification for the money Civil Air Patrol is given by the Federal Government through congress and the Air Force, or in some cases received from state governments. Naturally those entities want to know what the funds were spent for, and if monies were used appropriately. So if NHQ, regions and wings can say this many hours were flown, this many lives saved, this many teachers trained, or a cadet program provided for so many young persons, then value for the taxpayers money can be shown. The only way higher headquarters can know what was done is through reports received from squadrons.

Some reports present data to higher headquarters which aid in their planning and providing things the unit needs. For example, if the logistics folks don't know how old a vehicle is, or how many miles are on it, then it would be unreasonable to believe they should know if or when it needs to be replaced. Similarly, orientation flights cannot be credited and reimbursement paid to the units without the missions being approved and sorties recorded. The mission was accomplished, so why not get credit for it?

In addition to reports which provide information on expenditures or unit needs, it is also necessary to have reports which can show accountability in the proper use of equipment as well as member protection. There are also reports telling higher headquarters what functions have been done well, or an action by a member which is above and beyond what others have done-and therefore merits an award.

## **2. State the available resources, and methods of access to resources, to support units and members in accomplishing the missions of CAP.**

It's true that a key to mission accomplishment are members and their passion. It's also true that another key to mission accomplishment is resources: facilities, money, equipment, and supplies.

There are many available resources to support squadrons toward mission accomplishment. Knowing how to access them takes some effort, some imagination, and a little thinking "outside the box".

First look around the room you are sitting in. There may be some items one can lend or donate for squadron use-equipment, text books, office supplies, extra uniforms, and so on. Talk to other members, they (or somebody they know) may also have things around the

house that they no longer use or need, but which might be useful to the unit. People sometimes have old, but still useful furniture in the basement, flight suits that "the cleaner shrunk", and so on.

Second, look around your squadron. Does the squadron have a store room? Could there be long forgotten things accumulated there and not of use?

Check with other squadrons-they may have excess items to give away or trade. Have the squadron Supply Officer inquire or requisition the next higher headquarters for what the squadron needs. Transferring material from one unit to another is just a form (and a van ride) away.

Many squadrons have things donated by non-members. People and organizations often donate money or items to CAP because it is a "non-profit and benevolent" organization. Squadrons ought to check out community resources for grants and utilize the Foundations Directory in their local library for sources of assistance.

If all else fails, and the unit has sufficient funds available, needed materials can be purchased. And if there isn't enough money, perhaps a fund raiser event can be arranged, being careful to follow the rules set forth in CAPR 173-4 [4].

Wings have resources too. They can get items from other wings with a bit of effort. Some even have substantial budgets. Did you know that thirty-eight of the wings get some money from their state legislature? (Report to Congress, 2008) [5]. Could your wing be one of them? Often that money is budgeted to perform specific missions. But if your unit could perform the mission, it could possibly benefit from the funds. In addition, each wing gets ES training money from NHQ, and squadrons are eligible to receive some of that money for ES training. The squadron commander, ES or Finance Officer should talk to their counterpart at wing to find out how the money is budgeted in your wing.

Certain wing members, as well as the State Director, have access to the Defense Reutilization Management Office (D.R.M.O.) When DOD units have no further use for serviceable equipment they turn it in to DRMO. CAP can then acquire it at no charge if it is on our approved list. This list includes things like: uniforms, office supplies/equipment, backpacks, furniture, etc. The squadron logistics officer should have more details on what and how to obtain items from DRMO.

State Directors can help CAP obtain use of DOD facilities. CAP may get the use of a training area at an army base or the use of barracks and a classroom for an encampment or even an empty building for a squadron meeting place.

National has resources too-in addition to obtaining members dues, NHQ is given Federally appropriated funds through the Air Force, and occasionally receives donations of money and materials from individuals and other businesses/organizations--all of which are usually budgeted for specific purposes. But the budget does include buying equipment for units.

Over the last several years every squadron received computers and printers. [3] In the last few years NHQ bought, and for the next few years, will continue to buy a large quantity of communication equipment (radios and repeaters) as we change over to new frequencies. And in 2009, NHQ bought and distributed 35 vehicles and several aircraft to regions and/or wings, which in turn dispersed most of them to squadrons.

In addition, National funds are available for numerous vehicle and aircraft maintenance items, orientation rides, AE activities, ES training, and uniform items for new cadets.

TRAINING AS A RESOURCE

All the equipment and money CAP has would be wasted if they aren't used by well-trained people. A member's increased ability to execute any mission is based on the acquisition of knowledge from two main sources:

1. Other members within CAP: many seniors are experts in a given field, and can provide information on a variety of subjects, and assist in specific job training. These members need not be assigned to your unit, but can come from neighboring units or the wing. Cadet Officers, who have completed their Staff Duty Analysis (SDA) achievements, can also be useful in helping with staff jobs.
2. "Formal" classroom type instruction. A vast amount of training information is available within CAP and the Air Force through written material, on-line material, residence courses, distance learning, other individuals associated with CAP and courses offered by other organizations, such as FEMA. Enrollees in the OBC are experiencing on-line training now.

When the CAPOBC is finished, one might take a look at the other courses and informational material on AE, CP, ES, regulations, and more, to be found on the CAP web site [4]. CAP members can also take many Air Force courses through AU A4/6--also known by its old names: Air Force Institute for Advanced Distributed Learning (AFIADL) and before that the Extension Course Institute (E.C.I.). No matter what it is called, it is the correspondence school for the AF. And all of this is free.

#### Enrolling in a Specialty Track

As discussed before, for almost every job in the squadron there is specialty training, with service, knowledge, and performance requirements. The requirements for each level of each specialty track can be found in the related "specialty track study guide" under [Civil Air Patrol Pamphlets](#) on the NHQ web site [5]. (See the Professional Development Lesson of this course and your unit PD for more information on specialty track guides). In addition to becoming a better officer, having a rating is required for promotion and completion of various requirements as one proceeds in the PD program.

#### In-Residence Courses

The first in-residence course members are likely to take is Squadron Leadership School (SLS). It is a 12 hour course normally completed over a day and a half. Each wing offers at least one every year. SLS is designed to help members learn how their job and different specialties relate to each other in a squadron, as well as other things helpful to know at the squadron level. SLS is also needed for completion of Level II and promotion to Captain. New members should plan to take SLS within one year of joining CAP.

Other in-residence courses are Corporate Learning Course (CLC), the Unit Commander's Course (UCC), and Training Leaders of Cadets (TLC) which are 12 - 16 hour courses taken later in your CAP career. There may be a nominal fee for these courses to cover materials and refreshments. In Level IV and V of the PD program there are week long course called Region Staff College (RSC) and National Staff College (NSC). Both these course focus on leadership and management, and have specific prerequisites for attendance (see CAPR 50-17) [6].

Additionally, there are week long specialty courses like the Inspector General College, the Legal Officers College, and the Chaplain Staff College. There are also ES schools like National Ground Search and Rescue School and the National ES Academy (NESA). The list goes on and on. Talk to your PD Officer for more information on all of them.

When taking any of these courses it's important to remember that, no matter what the subject matter, the basic objective for the course is to help the member accomplish CAP's missions more effectively.

## Lesson Summary and Closure

Civil Air Patrol, as chartered by the U.S. Congress, performs three main missions-Aerospace Education, Cadet Programs, and Emergency Services. All CAP units are expected to help CAP as a whole accomplish those missions on a daily basis. Obviously the degree to which each squadron will contribute to the missions depends on many factors. However, every squadron, and every member, has a responsibility to accomplish these primary missions.

There are numerous resources available to assist squadrons obtain equipment, supplies, and money. There are also resources available to aid members obtain knowledge, experience, and training to increase their ability to carry out missions.

This lesson has provided a number of methods for accessing available resources to support squadrons and members in accomplishing the CAP missions. The better informed and trained members are, the better a squadron will be equipped to contribute to a high level of mission accomplishment.

## Works Cited

CAPR 20-1 Organization of Civil Air Patrol, 29 May 2000

<http://members.gocivilairpatrol.com>\_ Aerospace section

CAPR 35-4 Overseas Cadet Squadrons, 15 Oct 1958

CAPR 173-4 Fund Raising/Donations, 12 May 2008

Civil Air Patrol's Report to Congress, 2008, Civil Air Patrol, Maxwell AFB, Montgomery, AL

CAPR 50-17 CAP Senior Member Professional Development Program, 1 Mar 2003, including chg 1(14 Feb 2007) and chg 2 (1 July 2009)

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[1] Details may be found in the Aerospace Education section of NHQ web page

[2] Overseas units are assigned to NHQ rather than a wing, and may only be cadet squadrons

[3] Except for the overseas units which did not receive any.

[4] Access on the internet through <http://members.gocivilairpatrol.com>

[5] Find in e-services with regulations and pamphlets