



CAP Pamphlet 40-3

CIVIL AIR PATROL
Transition Guide
for Incoming Group Commanders
October 2020

Table of Contents

<i>Introduction</i>	1
INTRODUCTION	2
Source of Authority	2
Roles and Responsibilities of Commanders	2
Embracing All Three Missions	3
Delegation: Your Secret Weapon	3
<i>Where do I go for help?</i>	5
First 30-90 Days: Assessment & Asking the Right Questions	7
First 30-90 Days: Goal Setting & Commander's Intent	21
Commander's Intent	24
Command Considerations: Delegation & Staff Selection	26
Command Considerations: Planning	29
Command Considerations: Compliance & Culture	31
Command Considerations: eServices	33
How do I . . . in eServices?	35
Functional Areas: Operations & Emergency Services	37
Functional Areas: Aerospace Education	39
Functional Areas: Cadet Programs	41
Functional Areas: Finance	43
Budgets	45
Functional Areas: Logistics & Supply	47
The Change of Command Ceremony	49
Partial List of Due Dates/Suspenses	52

Introduction

Serving as a group commander can be extremely rewarding, but also challenging. Unlike those leading an individual squadron, group commanders must think more broadly about all the members of the units within their span of control. The problems you will be asked to solve and the type of leadership you'll be asked to display may be different than those you encountered as a squadron commander. You will find that you need to rely more heavily on your staff and on your subordinate-unit commanders than you ever did at the squadron. You'll have fewer opportunities to lead by "walking around," to participate directly in unit activities and to shape and groom newer members. The success of Civil Air Patrol's three missions (Aerospace Education, Cadet Programs, and Emergency Services) depends on the weekly experiences that occur across the nation in the local units for thousands of volunteers who serve. But the group commander's influences on those weekly experiences are indirect and grow from your relationships with the officers leading your squadrons and executing those weekly experiences.

Groups exist when the wing's geographical area, structure, or the number of units in the wing is too large to permit the wing commander to exercise effective supervision directly over squadrons and flights. Groups improve the wing's mission effectiveness. A group should have at least five squadrons under its control unless the wing commander determines otherwise due to geography, demographics, or functional structure. A group commander is, therefore, an important extension of the wing commander's ability to oversee units and their effectiveness. You are there to help ensure the wing commander's intent is carried out, but you are also there to advocate for and support your subordinate units.

There is much for new group commanders to learn and do. This guide is intended as transitional training to focus your efforts on what needs to be done to assume command of a group. Reading the material and completing the exercises in this guide before taking command will help you comply with regulations and meet expectations. You are suited to this challenge! Otherwise, you would not have been selected to serve as a higher-headquarters commander! But know that this transitional guide is only a framework to help you step up to the challenge of group command.

Next, much like the new commanders' guide for squadron commanders, we have included selected topics with worksheets to help you create your own checklist, roughly in the order you'll need them.

- Where do I go for help?
- Goal Setting
- Staff Selection
- Planning
- Compliance & Culture
- eServices
- Operations and Emergency Services
- Aerospace Education
- Cadet Program
- Finance and Budgets
- Logistics and Supply

Each topic has been carefully chosen and crafted to help you through your first few months of group command. This brings up an important point: the transition guide is not a substitute for completing regular training in command and courses offered through Education and Training. Nor is it intended to be a shortcut to reading CAP regulations. As a commander, your subordinate commanders, staff and other members will be looking to you as the authoritative word on regulations and how they should be applied. Read them now, review them frequently, and know how to find the answers whenever the need arises.

INTRODUCTION

Command in Civil Air Patrol has always been a unique endeavor. On the one hand, it bears a superficial resemblance to command in our parent service, the United States Air Force. There are missions to accomplish, there is training to complete, there are staffs to direct and members to lead and care for. We reinforce the resemblance by showing each other military customs and courtesies. And yet if you're reading this, it's likely that you have served already as a CAP squadron commander or deputy. That experience will tell you that command in CAP departs from military command in many important ways.

Source of Authority

One important difference is the source of your authority. In the Air Force (and, in fact, in all military and uniformed branches) the relationship between leaders and the led is governed by the Uniform Code of Military Justice, or UCMJ. This is an actual federal law, passed by Congress and signed by President Harry S. Truman in 1951. It has been updated three times since, most recently in 2016. It's the internal "legal" system that sets out criminal offenses under military law, something that does not apply to civilians.

Among things that are offenses in this system are disrespecting or disobeying regulations or superiors. Commissioned officers have legal authority over those in their command. In other words, subordinates are compelled – legally – to follow all lawful orders and directives from superior officers.

Your CAP colleagues are under no compulsion to follow your lead, obey your directives or even to support your decisions. They, like you, are volunteers. Certainly, there are regulations and rules in CAP and violating them could lead to loss of membership. Indeed they, like you, took an oath that includes the words "I agree to abide by the decisions of those in authority of Civil Air Patrol." But as a commander you hold very little inherent authority, apart from the authority generated by the trust in you given by higher headquarters, your title, and your role.

Instead, members need to be inspired to follow your lead. They need to trust in your knowledge, to believe that you've done your homework, to feel that you trust them to carry out the mission. This puts a premium on what many leadership textbooks call "soft" skills. These include influencing others, communicating clearly, team building, conflict management, problem-solving and managing group dynamics.

These skills are covered in CAP's education and training modules and emphasized during unit commanders' courses and leadership seminars. Even though all leaders must sharpen these skills and deploy them frequently, CAP leaders must become especially adept with them. Using these techniques effectively will ensure that the volunteers with whom you work will understand your projects and priorities, will see roles for themselves in carrying them out, and will be excited to support your activities. This, in turn, is how CAP succeeds at using its force of nearly 39,000 volunteer professionals nationwide to carry out our three congressionally assigned missions: aerospace education, cadet programs and emergency services.

Roles and Responsibilities of Commanders

In one important way, U.S. Air Force commanders and Civil Air Patrol commanders do share a common set of responsibilities. Air Force Instruction 1-2, *Command Responsibilities*, lists four key responsibilities at every command level:

1. Execute the mission
2. Lead people
3. Manage resources
4. Improve the unit

Every good CAP commander should be focused on these four objectives as well. And yet, the *how* of each of these four things will be very different within an organization of volunteers.

Members come to us with widely different skills and levels of commitment. Some have the ability to make CAP volunteer service nearly a full-time job; others can only commit a few hours a month. Some have military backgrounds and others do not. Some are eager to work with young adults, others are not. Some fully expect to remain only as long as their child remains a cadet.

In any given week a CAP squadron commander may or may not have members show up as expected. Resources are often scrounged.

One of your jobs is to help your subordinate commanders get the most they can out of our volunteers in line with their skills, talents, abilities and desires. That can mean counseling your commanders when they struggle with members (“leading people”). Or it can mean “managing resources” to create activities at the group level to help nurture, encourage or train those members to support their squadrons. It can mean connecting successful volunteers in one unit to those in struggling units. All these things together help improve the squadron and, by extension, your group. They improve the unit.

A unique feature of CAP relative to the U.S. Air Force is the cadet program and this is where we have a crucial responsibility that we do not share with the military. Even CAP members who aren’t directly connected to cadet programs have the responsibility to act in the place of parents who entrust their children to our program. Whether working directly with cadets during a squadron meeting or at an encampment, spending time with them as an instructor at a CAP-sponsored training event, or flying them on orientation rides, all CAP adult members have responsibility for the safety and well-being of those cadets – minor children in our care. This is a concept called *in loco parentis* and it’s critical to understanding the importance of both our Cadet Protection Program and *your* role in overseeing that program’s execution within your squadrons as a group commander. A new commander would be wise to brush up on those CPPT lessons before assuming command.

Embracing All Three Missions

Civil Air Patrol units are rarely specialized. Even when they are separated out as cadet squadrons or senior squadrons, CAP units are expected to advance all three CAP missions. In practice, this means that commanders at all levels who may have joined the organization to do one specific thing – perhaps running radios, flying airplanes or teaching cadets – are responsible for ensuring that CAP excels in aerospace education, cadet programs and emergency eServices. Recall the number-one priority from the Air Force instruction for all commanders: execute the mission. In our case, we have three missions, and none are subordinate to the others.

Even if you are assuming group command after a tour as a senior squadron commander with no exposure to cadets or aerospace education, you must now pivot and learn all that you can about all three missions and how your group contributes to carrying them out. This is because you are responsible for your group’s performance in all of those areas, and in order to influence others to take them on with energy and excitement, you need to be energetic and excited about them as well. Read the program materials for aerospace education, sit in on a squadron meeting when they’re completing a STEM kit. Offer to teach a Yeager Award lesson as a guest at a squadron meeting. Get an aircrew rating or an emergency services specialty qualification. Review the Training Leaders of Cadets course materials. Appoint experienced officers in those mission areas to your staff and rely on their advice.

Delegation: Your Secret Weapon

You may remember from the CAP Squadron Commander Training a discussion on how to work with a staff. Your instructor probably taught that “Commanders have a staff, even if it’s a small one, and you’ll have to get used to leading by directing others.” Depending on the size of your squadron, however, you may have faced the reality of serving in multiple roles. As a practical matter, you may have had no one to whom you could delegate.

At the group level, you must learn to delegate. For those who are more used to a direct, hands-on approach, this can be difficult. Let’s cut to the chase: get over it. You have different responsibilities at the group level and the workload is different as well. Delegation gives you the opportunity demonstrate trust in your team – in your subordinate

commanders and in your subject-matter experts you've asked to help you as staff officers. Moreover, delegation gives your team the opportunity to shine, to take ownership of their role and to take pride in doing it well. The more you hang on to responsibilities as a commander, the more you deprive your team's members of their chance to succeed, to feel rewarded and to cement their ownership in the group's goals and aspirations.

Your staff and commanders need to believe in your leadership and your vision for the group. Sometimes your staff will have great ideas, sometimes they will need guidance; you may want things done in a certain way, but don't want to micromanage. How do you lead when using the staff as your instrument? You can project leadership through your staff in the way you treat them, empower them and reward them. Delegation shows trust and respect in your team, and most of the time volunteers entrusted and respected will respond in kind.

The four simple steps to delegation are one, to **define** a task; two, to **assign** that task; three, to **grant authority**, in advance, to the person carrying out the task, and; four, **follow up** with this person to check progress and ensure understanding.

Effective delegation is about much more than simply lightening your load as a commander. It's about creating opportunities for service and excellence. Interestingly, Air Force officers also rely heavily on delegation skills. One anonymous squadron commander quoted in a recent RAND Corp. study¹ put it this way:

For me, and this is definitely part of who I am and that effective communication to my subordinates of who I am, but I really believe [in] being able to empower your subordinates to do their job. I think too often, some people can confuse management with leadership. Us as commanders, we're here to lead our people and not manage them. We manage time. We manage money. We manage our resources, but we need to be in the business of leading people, and that's where you delve into the difference of telling someone to do something versus empowering them to do it. I think we can be much more effective as a unit both from a morale perspective and a productivity perspective if people are empowered to do their job at every level, or as much as we can.

In an all-volunteer organization like ours whose hallmarks include a boot-strap mentality, a can-do attitude and a heavy emphasis on servant leadership, embracing delegation can feel like a step back from those hallmarks. It is not. At higher echelons, the span of control increases and task-saturation can quickly overcome even the most knowledgeable and hardworking CAP officer. Delegation is absolutely critical to the effective operation of your group, and it is also one of the best ways you have as a commander without a regular weekly unit to lead to create the energy, drive and excitement an all-volunteer organization needs to execute the missions. Quite simply, if you do not delegate you are cheating your fellow volunteers out of their opportunity to enjoy meaning and purpose in their membership and leaving one of your strongest tools unused.

¹ Ausink, John A., et al. p 13. "Improving the Effectiveness of Air Force Squadron Commanders" The Rand Corp. 2018. (https://www.rand.org/content/dam/rand/pubs/research_reports/RR2200/RR2233/RAND_RR2233.pdf)

Where do I go for help?

The job of group commander can be daunting and sometimes undefined. The term of office for a commander is generally four years. Your first task on this journey is to realize that you are not alone. You have help. If you are taking command of a group with active units, the members should be able to assist you. Ask them about the strengths, weaknesses, character, and history of their units and that of the group. Ask the members and ask the commanders. They have a wealth of information to share. If you are chartering a new group, ask personnel from other groups and throughout the wing for observations and advice. You should also turn to members of your previous unit, especially a unit where you held a command role. Ask them now. Don't wait.

Complete this section. Keep it handy and up to date. You'll be sure to encounter situations that are new to you, and you don't have time to waste potentially re-inventing the wheel. Turn to these key contacts as you begin your command journey and build your support network. Fill in the entire list with the names, phone numbers, and email addresses of knowledgeable personnel. If possible, don't leave any line blank. Most importantly, contact each for guidance. When a problem or challenge arises, you will be armed with a list of experts to help you succeed.

These contacts are not substitutes for reading and understanding the CAP regulations, but they can help you interpret those regulations and ensure that you are not overlooking an important publication, interim change letter (ICL) or local operating instruction (OI). You can also begin to network with other group commanders, who likely have knowledge and experiences to share.

As you find mentors who can help you as a commander, understand that it can take a few tries before you find the perfect mentor. We can learn from anyone, but a special relationship develops between a well paired mentor/mentee. In addition to finding a good fit for your personality type, mentors need to be experts in the areas in which you need help and open to helping others. An unmotivated mentor is not a good mentor. You need an active support network!

My Wing Commander:

Name: _____ Phone: _____
Email: _____

My Mentor:

Name: _____ Phone: _____
Email: _____

The Command NCO:

Name: _____ Phone: _____
Email: _____

Finance:

Name: _____ Phone: _____
Email: _____

Logistics:

Name: _____ Phone: _____
Email: _____

Transportation (ground vehicles):

Name: _____ Phone: _____
Email: _____

Cadet Programs:

Name: _____ Phone: _____
Email: _____

Chaplain:
Name: _____ Phone: _____
Email: _____

Emergency Services:
Name: _____ Phone: _____
Email: _____

Aerospace Education:
Name: _____ Phone: _____
Email: _____

Operations:
Name: _____ Phone: _____
Email: _____

Communications:
Name: _____ Phone: _____
Email: _____

Education and Training:
Name: _____ Phone: _____
Email: _____

Public Affairs:
Name: _____ Phone: _____
Email: _____

Inspector General:
Name: _____ Phone: _____
Email: _____

Personnel:
Name: _____ Phone: _____
Email: _____

Administration:
Name: _____ Phone: _____
Email: _____

First 30-90 Days: Assessment & Asking the Right Questions

As we said a moment ago, your term of office is expected to be four years. During that time, you will no doubt have unexpected tasks – assignments from the wing, crises among your members, perhaps a disciplinary issue that affects the leadership of one of your squadrons. These situations will force you to alter, delay or even scrap things you'd like to do. But you'll also have the opportunity to make plans, win support from your volunteers and carry them out to completion. That's why you should be thinking now about a roadmap for your next four years, recognizing that some of what you plan may not occur.

During your first 30 to 90 days, you should be in fact-finding mode. Even if you've been a member of the group for a long time, you'd be surprised what you'll learn once you're actually the commander and ask. Some of the questions below may not apply, but others will. Try up-front to find answers and guidance within your first month of command on the following:

1. What does the wing commander expect from me?

It is especially important to ensure that you and your wing commander are aligned on goals and objectives for the wing. One of your principal roles is to navigate the tricky balance of carrying out the wing commander's vision at the unit level while also advocating for your units and personnel at the wing level. This makes alignment and clarity a truly critical first step; you must not waste time taking your squadrons collectively down a road that does not match the wing commander's intent. Begin with this question!

My Wing Commander's goals and objectives are:

2. What can I learn from my predecessor?

Another important step is to ask questions of the group commander you are replacing. While this is not a complete list by any means, these questions should help to focus your preparation.

What are the immediate attention items, such as a turnover inventory, appointing a new Finance Committee, a new Promotions Committee and so forth?

Have you completed CAP Form 40s on your subordinate commanders or staff? (If yes, ask for them.)

Are there any group-specific Operating Instructions that you need to know about?

Is there a group budget? (If yes, ask to see it.)

Does the group have continuity binders for operational areas and functions? (If yes, ask for them. If no, plan to start creating them with your team.)

Are there currently any IG or similar investigations or inquiries happening that you'll need to be read-in on once on board?

What trends is your predecessor observing in our operations – flying, communications, ground teams?

What are the toughest problems and issues you should expect to face during the first few months?

Who are the key informal leaders in the group, and which ones are the "go-to" people when you really just want to make something happen?

What are your zero-tolerance areas?

3. What can I learn from the subordinate unit commanders?

The entire purpose of the wing and group staff is to support the units so they can accomplish the mission. Spending some time hearing from subordinate units about the challenges they face and the opportunities they hope to pursue is the best way to prepare to lead that supporting function.

The three biggest challenges my units face:

The three most important objectives my units want to achieve:

First 30-90 Days: Goal Setting & Commander's Intent

Now that you have your contacts started and gathered information on your units' status, aspirations and challenges as well as the health of your group, you're ready to work on setting goals and framing those goals under the umbrella of a Commander's Intent statement.

The goals should be a mix of those that can be achieved quickly and those that will demand more time to accomplish. More on that below. Your Commander's Intent statement will help set the tone for your group, for your subordinate commanders, for your staff and for your volunteers. A well-written Commander's Intent communicates clearly and directly what you as the commander believe success looks like. It's a description of where you want to take the group, and how things will be when the group has achieved its goals. It's an end-state, a vision, a succinct accounting of your common objective as a group, but it's also a kind of public promise to those in your command. It helps everyone to understand how their individual job contributes to the larger purpose you and your staff have laid out.

You're in the best position to write and publish your Commander's Intent after you've worked through the challenges and opportunities presented by the questions you posed in the previous worksheet. The answers to those questions should help you and your staff and commanders develop goals. So, develop your goals using the process below and, once you've done this, write and publish your Commander's Intent to get everyone moving in the same direction.

Goal Setting

An organization without goals is like a train without a track. There is lots of effort and the wheels are spinning, but no real forward motion occurs. All organizations have goals for what they want to achieve. Healthy organizations have a mix of goals that are achievable and challenging and which tie back to a larger vision and mission. As the group commander you should ensure that all your squadrons have their own set of goals, as well as setting goals for the group. Have you ever seen a group of people without goals? In CAP, a unit without goals tends to be a bunch of seniors who come together occasionally and hangar fly, or a group of cadets who come to every meeting and just practice drill and ceremonies all evening. Does this describe your CAP experience?

Goals can be easy to achieve or may challenge the entire organization. Easy or challenging, they should be carefully developed. Goals that are too easy to achieve fail to motivate; goals that are too difficult demoralize your volunteer Airmen and can be counterproductive. The simple goals give the organization a feeling of accomplishment in the short term, while the challenging goals tend to last longer and motivate members to expand their horizons. Long term goals can give members a great sense of accomplishment.

There are many ways to develop goals, but everyone in the group should have some input. Let everyone suggest a few ideas during brainstorming sessions at the unit level, and your subordinate commanders can bring this forward to group. During a true brainstorming session, no idea is off the table.

You should have your squadron commanders simply take their entire list, review it with their staffs, and prioritize the items to decide which ones the unit will set as goals. Some goals will then be elevated to the group level. You should then follow the same process yourself, working through the list with your subordinate commanders to help set group goals. Remember that too many goals can demoralize volunteers and spread efforts too thinly, while too few goals will fail to challenge and engage members.

What makes a good goal? A common method used to check goals is the SMART test. SMART is an acronym that stands for specific, measurable, achievable, realistic and timely. Evaluate each goal to ensure it meets these requirements and the unit will have a great list of goals.

Specific – Express the goal so that everyone understands it. Do not be vague.

Measurable – How will the group know if it achieved a goal? Numerical goals are easy to measure, but they are not the only way a goal completion can be measured. Creating a certain situation is measurable.

Achievable – Do not set goals that are impossible to accomplish. Do not plan a group trip to Mars. That isn't going to happen. Don't sell yourself short either. Put one or two big, useful goals on the list to create a challenge. Realistic and achievable go together.

Realistic – To be realistic, the goal needs to be relevant to at least one of CAP's missions, and it should be relevant to the members. Good goals are something members want to do. Commanders can help motivate members to achieve goals.

Timely – Set goals that the group has time to complete and that will still be applicable when the group achieves them. For example, if the group sets a goal to raise funds to pay for cadets to attend an activity, it is important to set the deadline early enough to receive the funds in time to pay the activity fees.

MY GROUP'S GOALS

Develop five short-term, easy goals for your group. For instance, "Every unit within the group will recruit two new cadets and two new senior members within the next month." Be sure you have incorporated the wing commander's goals into your goals, and re-work goals so that they are appropriate for the group level. Use the SMART test to evaluate the goals you set.

1. _____

2. _____

3. _____

4. _____

5. _____

Develop one long-term or major goal that you would like to see your group accomplish during your four-year command tour.

1. _____

What are some (at least 2) of the goals that the wing commander expects the group to accomplish? Use the SMART test to evaluate the goals. Modify the goals, if needed.

1. _____

2. _____

Commander's Intent

With your goals complete and your team on board, it's time to write and publish your Commander's Intent statement. Once complete, you should distribute this widely. Use your group email distribution list and your group website, pass it through your subordinate commanders to every squadron member and refer to it when you visit squadrons and speak.

For help in crafting your Commander's Intent, look no further than Civil Air Patrol's own premier leadership development system: the Cadet Program! The text below is drawn from Volume 3, Chapter 11, of the program's *Learn to Lead* coursebook, which is aimed at cadets who have just joined the cadet officer ranks and are learning how to serve as officers and indirect leaders. These are lessons all of us can learn.

"Commander's intent...is the leader's concise expression of purpose. It is the lens through which followers view their individual jobs, make decisions regarding how they will contribute to the team's overall effort, and react to unforeseen challenges. Command intent provides at least a hint of a right response when a follower meets the unexpected."

The starting point for developing your command intent is the command intent you receive from your commander. Command intent at one echelon – say a squadron – must be consistent with the command intent of the higher echelon – the group or wing. Second, the mission at hand will specify goals or objectives, of course, but command intent takes that mission synopsis a step further. It provides the why, the context for the mission that informs troops in the field as they use their best judgment in responding to changing circumstances. Therefore, command intent should include an assessment of what the opposition is trying to do and why your team is working against that aim. Further, command intent should address the scope of authority that troops are empowered to exercise in the field. What types of decisions are prudent for them to make on their own, and what problems are so sizable that the decision ought to be elevated and made at a higher level? Command intent offers a view toward what types of risks are acceptable in pursuing the mission, and what types of risks are so potentially catastrophic as to send the mission back to the drawing board.

How do you make your command intent known to your subordinates? Because leadership is an art, there are several potential 'right' answers to this question. The most formal approach is via a carefully prepared speech or written document. Executive-level leaders (e.g.: generals, presidents) often select this method because the challenges facing their teams are so complex that an offhand remark can send unintended messages. A written document has the advantage of staying power – people can refer back to it later. Either way, top-level leaders see the need to deliver a precise message.

A second approach involves the commander making informal remarks and simply talking through the situation and its challenges, perhaps even encouraging subordinate leaders to ask questions and engage in a give-and-take dialogue. A respected Navy text recommends skippers use the ship public address system each morning to communicate the command philosophy for that day's operations.

A third method is suited to leaders who are weak communicators. Simply allow the passage of time to reveal your overall philosophies, expectations, and intentions. Communicate intent via simple example, trusting that actions speak louder than words. This final approach is unsuited to complex missions and situations where time is critical."

This final approach is also unsuited to motivating volunteers. Your commanders, staff and unit members are all contributing their time and energy, and often their money and vacation, for the sake of accomplishing our missions. They deserve clarity and a sense of purpose from you before you seek their sacrifice. If the thought of a written statement intimidates you, use the exercise below to craft the basics of a Commander's Intent statement. Answering the questions in order should help you to create a perfectly suitable statement.

Commander's Intent Worksheet

1. What is your basic philosophy, personally, about what the group is about to undertake and how does it tie to the wing commander's philosophy? What would you tell those members who don't know you about what they should expect from you as a commander?

2. Why does our mission matter and why does the group's contribution matter to the mission?

3. What obstacles and challenges to the group's efforts do you expect everyone to face?

4. What does success look like? Describe what you hope your group's position, strengths and accomplishments will be in four years, based on the goals you and your team have already created. Try to be as specific as possible, without saying the steps the group will take to achieve them. Simply describe the end state.

5. What do you expect from the unit leadership and members? How much latitude do you wish to give them? Which tasks and decisions do you want to see handled at their level?

Command Considerations: Delegation & Staff Selection

Like any organization, a group needs a good staff if it is to succeed. Spreading the workload will help the group and its subordinate units maintain dynamic programs over time. Remember that these roles are opportunities for your members to take on challenges and feel the thrill of mastery and purpose. Don't take that away from them!

Your goal should be that every position is filled by a unique individual, but much of the time this is not possible and particularly at the group level. Some positions combine naturally, and others do not. For example, one member may be able to serve in administration and personnel. Sometimes you will simply have some positions you cannot fill. Just as was true at the squadron level, some duties cannot be combined with others such as commander and chaplain. In some instances, such as public affairs officer, the commander must fulfill the duties of the position if there is a vacancy.

You will need to recruit members from the squadrons to fill key positions. In large groups with many members, you may be able to create dedicated group-only staff positions. In smaller groups, you will likely have to ask officers serving in squadron roles to contribute their expertise as an additional duty at the group level, i.e., perhaps your strongest squadron personnel officer could assume that role at group as well. Only seniors may serve in the positions on these charts.

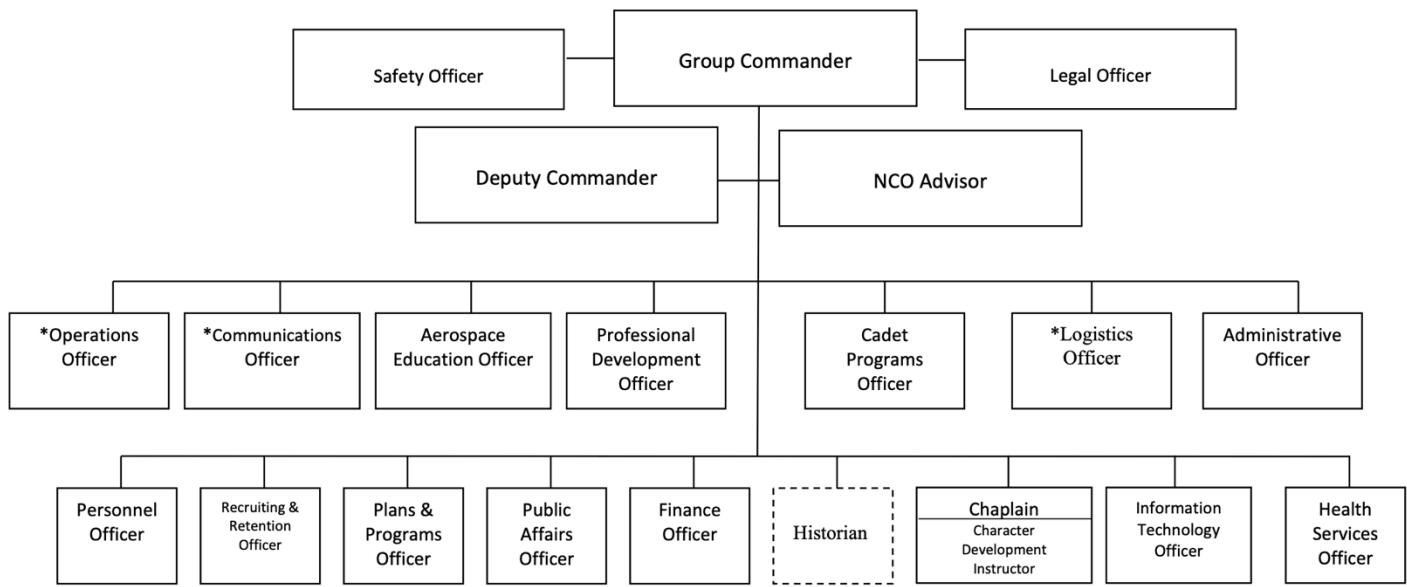
CAP Pamphlet 30-1, *CAP Sample Position Descriptions for CAP Standard Duty Assignments*, details position descriptions. Commanders must be sure all staff and committee assignments are recorded in eServices and that those assigned to positions are also enrolled in the corresponding specialty track (this is an SUI item).

Why did this guide not make staff selection a task for the first 30 to 90 days of your command? For one thing, you may already be inheriting a staff. But even if you aren't, it's a good idea to see the strengths and weaknesses of your existing team and to allow the immediate needs to present themselves during the goal setting process. You'll have a clearer picture then on how to build the staff you need.

A group organizational chart appears on the next page, and you should pencil in the names of possible staff on the chart. Note the following:

- Members must complete Level 1 before being assigned to a staff position.
- The NCO Advisor must be an NCO and cannot serve as commander at any level.
- Chaplains have specific professional requirements and cannot serve as commander.
- The finance officer cannot be the commander and cannot be related to the commander.
- Legal officers have specific professional requirements and cannot serve as the commander and legal officer in the same unit.
- Members serving in command positions should not simultaneously serve as that unit's safety officer.
- If no public affairs officer has been assigned, then the commander must fill this position. After six months, the commander must begin to advance in the specialty track.
- Medical (health service) officers have specific professional requirements.

Figure 7—Group Headquarters Organizational Chart



Source: CAPR 30-1 13 January 2020

Boards and Committees

Boards and committees help commanders manage key processes. Three important committees that commanders must appoint are the Awards Board, the Promotion Board, and the Finance Committee. The Finance Committee will be covered in a later section of this guide.

The Awards Board must consist of three members and often includes the Personnel Officer. For more information, see CAPR 39-3 (para 7), *Award of CAP Ribbons, Medals, and Certificates*.

1. _____, Personnel Officer
2. _____
3. _____

The Promotion Board consists of at least three members. The chair should be of equal or higher grade than those the board considers for promotion, and ideally the board should also include an NCO. Because special promotions often include higher grades, selecting a Lt Col to chair your Promotion Board – while not required – is a good practice. Group commanders are the first approval for promotions in their units and are the final authority for Captains. For more information, see CAPR 35-5, *CAP Officer and Noncommissioned Officer Appointments and Promotions*.

1. _____
2. _____
3. _____

Command Considerations: Planning

Goals are nothing without the plans to execute them. Planning helps the group go from goals to accomplishments. Planning takes on an extra dimension at the group level, because developing plans in concert with squadrons eliminates duplication of effort or conflicts. Members and prospective members can recognize meetings or activities that have been properly planned and stop attending when planning is ignored. Taking the time to plan makes things run smoothly and professionally and represents you as a group commander exercising the core value of respect – respecting the time of our most precious resource, our volunteer Airmen. Moreover, group planning can sometimes help smaller units or those with fewer resources by supplying a framework in which to operate.

How do we plan? At the group level, plans should be collaborative and involve your subordinate commanders and your staff officers. Working together, you can determine where you are, where you are going, and what it takes to get from point A to point B. Many people start with the goal first and plan backwards. This process is called “backwards planning” and involves determining what needs to be done before the goal is accomplished. There may be diversions and obstacles that will appear while you are completing this process. You will need to determine a way to minimize the effect the obstacles have on accomplishing the goal. Once you have worked your way through the process, you can create a schedule from the present.

Tasks do not always need to be accomplished in order. Often, several different tasks can be completed at the same time. If we are planning a cookout this weekend, some tasks we need to accomplish include buying the food, preparing the grill, cooking the food, chilling the drinks, and serving the food. While we cannot cook the food until we have bought it and prepared the grill, we can chill the drinks at the same time as we prepare the grill and cook the food. Parallel processing is very helpful to reduce the time required to reach a goal but may require additional manpower to complete multiple tasks at the same time.

Ask your team to assign realistic dates and times to events. Events can be a full activity or a planning milestone. Milestones are points in time when smaller parts of a project are completed, and they assist people with determining progress toward completion of a goal. Events need to be scheduled to avoid conflicts. Many people think that scheduling is planning. Scheduling, however, is only an important part of planning. Once you have determined dates that your goal should be completed, get it on the schedule as soon as you can so other events may be deconflicted early. Everyone will need time to adjust schedules, tasks, etc.

Putting an event on the calendar is only part of planning. What else is there? Resources such as facilities, financing, staffing, food, water, and lodging need to be procured. These things are all part of planning. What needs to be done before the event occurs? Is it an overnight event? If so, where is everyone going to sleep? How much is this going to cost and where is the funding coming from? Who is doing what and when during preparation, execution, and demobilization? The more detailed the plan, the better the event will go.

Ensure your team designs your plan in such a way that you have backups for important tasks, and so the plan can be adjusted during execution. Don’t be afraid to challenge your commanders and staff officers to re-work a plan if you don’t believe it has enough backups and adjustment points. This allows the people executing the plan to avoid obstacles by making small changes to the plan that are already well understood in advance.

PLANNING WORKSHEET

Complete the following annual planning calendar by filling in events that the squadrons in your group will participate in that are not already planned by other units, including wing. For this exercise, you need to find time for orientation flights, ES training, and a 5-day long squadron trip to a location of your choosing.

(Sample) Annual Planning Calendar

	WING	OTHER GROUP/SQDNS	OUR SQUADRONS
January			
February	Cadet Comp	Winter Bivouac	
March	SAREX		
April	AE Weekend		
May	Wing Conference		
June	Encampment		
July			
August		Summer Bivouac	
September	SAREX		
October		Model Rocketry	
November			
December			

1. What do you need to consider ensuring the group trip is a success?

2. What is your projected timeline for trip planning? What milestones will you set to assist in determining if everything is on track?

Command Considerations: Compliance & Culture

Compliance is a substantial responsibility of commanders. CAP commanders at all levels are responsible for ensuring members under their command comply with all publications released under their authority and with all higher headquarters' directive publications. Units will do what commanders' value and prioritize. A commander who makes a priority of meeting deadlines and expectations can foster a culture of continual compliance. In a culture of continual compliance, members work ahead of deadlines and make meeting expectations a part of their routine. This is more effective than completing items on or near due dates and nagging members.

Commanders should, however, recognize that compliance is about more than checking off boxes or meeting suspense dates – although those are certainly important. Making compliance a matter of routine among individual members leads to a culture upheld by the members themselves, rather than enforced from above. A unit's culture determines their ability to be successful. Commanders should ensure members are guided by the ethical foundation set by the CAP core values of integrity, volunteer service, excellence, and respect by practicing these behaviors, leading by example and insisting that subordinate commanders and staff do the same. Show the members, staff and leadership team in your group what you value and expect through your bearing, how you wear the uniform, and how you treat others. CAP's ethics policy, which is found in CAPR 1-1, *Ethics Policy*, will also guide your efforts. Welcome members for what they contribute and value them. Do not discriminate and do not choose favorites. Commanders must ensure CAP's Nondiscrimination Policy is briefed annually to the members. The CAP Nondiscrimination Policy is found in CAPR 36-1 *Civil Air Patrol Nondiscrimination Program*.

Commanders must develop a culture of risk management. It is impossible to take all the risk out of activities; however, we must ask ourselves two key questions: What can go wrong? How can we prevent it? Practicing risk management helps your squadrons succeed. The safety officer, as well as all members, helps the commander implement risk management. If a mishap occurs, commanders ensure that wing reporting procedures are used and comply with CAPR 62-2, *Mishap Reporting and Investigation*. Mishaps are entered in eServices and investigated so we can learn from them and track trends we may need to address.

CAP and the Air Force use Subordinate Unit Inspections (SUI) to monitor compliance. The SUI team rates the unit's effectiveness in areas such as aerospace education, cadet programs, etc., noting discrepancies between actual practices and the regulations. It's important for you as a group commander to know which units are due for SUIs, and how they need to prepare. Upon assuming command, you should review the last SUI results not only for your group as a headquarters unit, but for all the squadrons in your area of responsibility. Don't wait until the inspection date approaches; a culture of continuous compliance not only ensures that your units will excel during SUIs, but that they will excel in delivering their programs to members and the community. You can learn more about SUIs in CAPR 20-1, *Inspector General Program* and CAPR 20-3, *Inspections*. You can find the Inspection Knowledge Base at <https://www.gocivilairpatrol.com/members/cap-national-hq/inspector-general/inspection-knowledge-base/>.

Commanders at all levels must ensure members wear uniforms correctly. This is not optional. Again, you set the example for your subordinate commanders – if you are lax, they will be lax within their squadrons. Uniforms should be neat and clean. A member who does not meet the weight and grooming standards in CAPR 39-1, *CAP Uniform Manual*, must wear a CAP-distinctive uniform rather than an Air Force-style uniform.

Reading the regulations carefully is time well spent, and especially important for higher echelon commanders who are expected to guide their subordinate commanders in interpreting the regulations' requirements. You can find our publications at <https://www.gocivilairpatrol.com/members/publications/indexes-regulations-and-manuals-1700/>. Start by reviewing CAPR 1-2, *Publications Management*. This regulation will help you learn how our other regulations are organized. As you review the remaining regulations, note duties and deadlines because failure to comply can bring consequences to the units in your group such as loss of vehicles or missed awards or opportunities for deserving members under your command. A partial list of due dates is available at the end of this guide.

COMPLIANCE QUESTIONS

1. When was the last SUI for the units in your group? Obtain a copy of all of the SUIs, including your own. What were each unit's strengths and weaknesses? Can one of your units help support or coach another unit?
2. Have all open discrepancies been closed in DTS (found in eServices)? If no, when must they be closed?
3. When is the next SUI planned for the units? What preparations have been made?
4. Who do I notify in case of a mishap or safety issue?
5. Are safety reports being closed out in a timely manner (60 days or less)?
6. When was the annual Nondiscrimination Policy briefing? Do we have proof that members received the information?
7. Review the most recent entries in the Safety Information and Reporting System (SIRS) system. Do the units have a lot of mishaps? Are we asking ourselves what can go wrong and trying to prevent it in our activities?
8. Are members wearing uniforms properly and in accordance with regulations?

Command Considerations: eServices

eServices is CAP's resources database, and it is used to process most of the personnel actions for members. Promotions, awards, training, training records, duty assignments, transfers and more are managed in eServices. eServices also contains the Operational Resource Management System (ORMS), the logistics part of the database, where all accountable resources are tracked, assigned, and inventoried. The IG tracking system is also located in eServices.

There are several tools to help you get a picture of the health of your group such as the Commander's Dashboard and Member Reports. Good leaders make decisions based on data. The data commanders need comes from eServices. You should look at the Commander's Dashboard at the first of each month. As the group commander you have access to the dashboard for all the units in your group. Track key information that pertains to the expectations of your wing commander and the goals you have set for your squadrons on a spreadsheet. Update the data monthly. Begin to identify trends in your data and use it to improve the units in your group, plan needed activities, plan training, etc.

As a commander, you need to be able to operate in eServices to get most anything done. The following guide will help you with a few of the most common eServices tasks used by commanders. Some are used weekly and others yearly. This guide should help you begin to find your way around the system. If you are unable to find what you are looking for, don't let it frustrate you. Call your mentor or your wing chief of staff for assistance.

As you review the dashboard for your group, refer to the chart on the following page and write what you learn in the appropriate box: strengths, weaknesses, opportunities, and threats. (Note: Strengths and weaknesses are internal. Opportunities and threats are external.)

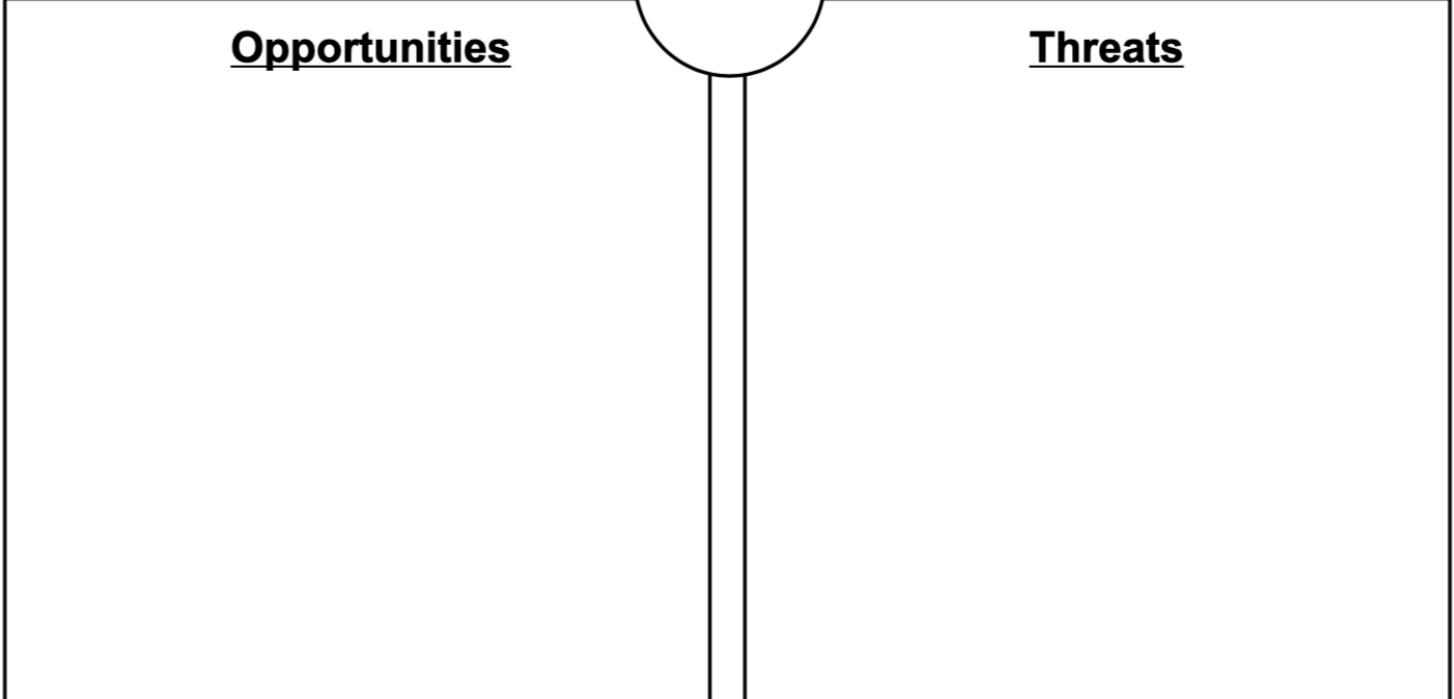
Strengths

Weaknesses

SWOT

Opportunities

Threats



How do I . . . in eServices?

Task	Location in eServices
Sign up for AEX (wing headquarters)	Aerospace Education, AEX, Apply for AEX
Recommend a member for an award	Personnel, Award Recommendation, Enter Member Information
Print a Certificate of Appreciation	Administration, CAP Certificates, Print Certificates, Cert of Appreciation
Complete the Cadet Protection Training	Online Learning, Learning Management System, Courses, Filter by Functional Area, Cadet Programs, Choose Course
Apply for a STEM kit	Aerospace Education, CAP STEM Kit, Application
Input a cadet's CPFT information	Cadet Programs, Cadet Promotions, Data Entry, Scroll Down to Physical Fitness Test, enter information, Submit
Promote an Active Senior Member	Personnel, Membership System, Promotion, Enter ID #, Select Grade, Review Criteria, Enter Justification, Submit
Evaluate my unit's membership stats	Log in to eServices, click the button in the top right of the Statistics box, Enter the Time Period, review membership trends
Assign a member to a duty position	Personnel, Duty Assignment, Assign Senior Duties, Choose Member, Choose Functional Area, Choose Duty Position, Enter Date, Choose Assignment Type, Submit
View wing's open items in DTS	Inspector General, Inspector General, Scroll Down and choose unit
Print a membership roster	Reports, Member Reports, Membership, Choose Unit, Choose Member Type, Choose file type, View Report, Print
View a member's personnel record	Administration, Member Search, Enter ID #, Member Search Report
Issue equipment to a member	Logistics, ORMS, Expendable Property, Enter ID #, Enter Information
View a member's ES training records	Operations, Operations Qualifications, 101 Card, Enter ID #
View a member's phone number	Administration, Member Search, Enter Last Name, Click Magnifying Glass, Choose name, Click Contacts
Approve a member's ID photo	Administration, Photo Admin, Validate CAP Photo
Report a member injury	Safety, SIRS, File New Mishap

Enroll/Update a member in a Specialty Track	Professional Development, Specialty Track, Choose Member, Select Track, Choose Rating, Enter Date, Submit
Enter vehicle usage data	Logistics, ORMS, Vehicle Usage Entry, Enter Data, Upload F73, Submit
Transfer a member into your wing/unit	Personnel, Membership System, Transfer, Enter ID #, Choose Transfer To, Enter Transfer Date, Submit & Approve Transfer
Read a regulation	Administration; Forms, Publications, and Regulations
Review Unit Health/Metrics	Command, Commander's Dashboard
Submit a legacy program PD Award	Personnel, Membership System, PD Award Entry, Enter the ID # or name to search If the member comes up, they are grandfathered and you can enter info/request an award.
Submit an ET Award for the new program	Professional Development, Professional Levels, Professional Levels. Search for the name or ID #. If a member has a level ready to be submitted, a blue bar will appear with a submit button.
Approve an ET Award in the new program	Professional Development, Professional Levels. Look for a blue box above the Accomplishments module for awards or tasks pending approval.
Request an online cohort for online ET classes	Professional Development, Professional Levels, Cohort Request. If you have already requested a cohort or are in a cohort, it will not appear on your list.
Enter a task for a member in the new ET program.	Professional Development, Professional Levels, Professional Levels, Enter the ID # or name to search for the member. Choose the level. Scroll to a task marked by a yellow circle with an exclamation point, enter the information/upload a file, if needed. Submit at the bottom.
Review membership trend data.	Log in to eServices. Click the stylized X in the top right corner of the Statistics box.

Functional Areas: Operations & Emergency Services

Emergency services is one of CAP's three missions. The squadrons within the group you command or will command may or may not participate in emergency services, but even so, individual members will want to participate.

Commanders often rely on their operations officer to help them in this mission area, along with emergency services-related specialty officers such as safety, stan/eval, emergency services and communications.

A group operations officer oversees operational matters within the group and acts on your behalf as the commander to represent your intent on operational matters to the units within the group. This is not the same as direction.

Remember, only you as the commander can exercise command authority, and you as the commander remain responsible and accountable for the tasks that you delegate to staff or deputies – this is the essence of the chain of command.

In today's Civil Air Patrol, officers working in operations, safety, stan/eval, ES or communications manage staffs, oversee execution of programs and liaison with other staff agencies or interested agencies and CAP-USAF counterparts.

Depending on specialty, they also develop policies and procedures necessary to ensure mission safety and accomplishment, as well as plans, programs, and directives to carry out their functions within your group. The degree to which this is true at the group level will depend on the size of your group and your wing. These officers may simply liaison with counterparts at the wing level or may be more actively engaged with agencies or officials within your area of responsibility. This is one of those times in which clarity from your wing commander will ensure you are aligned. The degree of involvement will also help you decide which officers in your organization may be best suited for the roles.

An important note on the operations function: operations officers must be able to develop standard operating procedures for the control and operation of CAP aircraft. While this officer does not have to be a certified flight instructor, a maintenance officer, or even a pilot, that kind of experience would be an advantage. The person you choose for the operations role must have a basic knowledge of CAP aircraft, along with the ability to use computers, eServices, Operations Qualifications, Web Mission Information Reporting System (WMIRS) and to interpret data from these systems. Commanders may designate any person with an aviation background as an operations officer if they feel that person can perform these duties.

OPERATIONS/ES WORKSHEET

1. Is the group active in emergency services?
2. Do you have an operations officer? An emergency services officer? A safety officer? A stan/eval officer? A communications officer? What are their qualifications?
3. Do the units in your group regularly offer emergency services and communicationstraining?
4. What kinds of emergency services missions are common in your wing and region?
5. Do your squadrons have alert rosters? Are they updated? How is group involved in alerting and mission dispatch?
6. Assess the mix of emergency services qualifications in your group. Which squadrons have the most members qualified in particular emergency services specialties? How do these numbers match up with wing goals? Do you have enough in particular specialties to satisfy wing requirements? Are you short?

Functional Areas: Aerospace Education

Aerospace education (AE) is a CAP mission. CAP is responsible for educating its members (internal AE) and the general public (external AE), and this responsibility is just as true at the group level as it was at the squadron level. Group commanders should be aware of the required reports and paperwork for AE. These items appear on SUIs. When you log into eServices under Aerospace Education you will find the AE Group Plan of Action link. When you click that link you will be able to fill out the required forms online. You need report activities for the past year and write a plan of action for the next year. The AE reports for your subordinate units serve as your group AE report, but you still must visit eServices under Aerospace Education to push this forward.

One program the units in your group can enroll in is Aerospace Education Excellence (AEX). This program requires the units to complete a series of AE activities to earn an award. This is a great internal aerospace program. To enroll, click the [AEX link](#) in the Aerospace Education section on eServices. After completing the requirements, the units can request the certificate. If the units have cadets, AEX is one of the criteria that can help you earn the quality cadet unit award (QCUA). Cadets also have model rocketry as an achievement they can complete. Units can get guides to administer this three-stage program. Cadets who complete the program earn a badge.

Civil Air Patrol is placing increased emphasis on aerospace education among the senior member ranks, requiring members to earn the Yeager Award to be eligible to promote to the grade of Captain. Members earn the award by studying aerospace and taking an open or closed book test on its content.

Some of the larger and/or more established squadrons will have a lot of expertise in this area, and many people lined up to help with AE. This is an ideal situation. For smaller or newer squadrons, resources may be limited. One of your roles as a group commander is to ensure the development of all members under your command, and an important function within AE may be to ensure that squadrons with more aerospace education resources are able to support and help smaller or newer squadrons.

Make sure your subordinate commanders take advantage of the many low-cost or free AE resources available. For example, National Headquarters provides squadrons with different STEM kits which are hands-on and engaging. The units request a STEM kit through the Aerospace Education section on eServices. Click the [CAP STEM Kit link](#) and fill in the required boxes. To be eligible for another STEM kit, the unit must send a report back detailing how they used the kit. The Air Force Association offers some grants each year to CAP educators, and your wing may have its own grants. Local support may also be available from hobby shops or other aviation organizations. Grants may give money to build hovercraft, purchase rocketry supplies, build a wind tunnel, etc.

The Aerospace Connections in Education (ACE) program is another way to engage the public. Teachers can enroll in this program and receive lesson plans and materials to teach AE. This program supports grades K-6. Teachers must be senior members in CAP or aerospace education members to receive the materials.

There are also aerospace education awards. This is a great tool to help you promote the squadrons in your group and reward hardworking members. Cadets, seniors, and outside entities can be nominated for the Brewer Award. Teachers who support AE are also eligible for an award. More information can be found at http://ae.capmembers.com/for_educators/available-awards/.

AEROSPACE EDUCATION EXERCISE

1. Does the group have an AE officer assigned? More than one? How long have they been in the program? Any ratings in AE?
2. What is your group doing for internal AE? Do the units participate in AEX? Have they earned the AEX Award?
3. What is your group doing for external AE?
4. Did the units submit the most recent AE activity report in a timely manner?
5. Did the group complete the AE Plan of Action?
6. What percentage of senior members in your group have earned the Yeager Award?
7. Have the units in your group applied for any grants?
8. Have the units in your group ordered a STEM kit? Was the report completed?
9. Have members of the units in your group earned any AE awards?

Functional Areas: Cadet Programs

The Cadet Program is one of the three mission areas and has an entire culture of education, training, compliance, and activities that are best handled by a director of cadet programs with a sufficiently resourced staff. However, commanders play a crucial role in their ability to manage and direct the cadet program.

You will need to complete the Advanced Cadet Protection Policy Training before taking command. CAPR 60-2, *Cadet Protection Program*, explains CAP's zero-tolerance policy against sexual and physical abuse. CAP does not allow hazing because hazing is a form of physical abuse. Cadets must complete Cadet Protection training within six (6) months after their 18th birthday. Finally, commanders must ensure that two approved senior members are at all cadet activities.

Cadets participate in leadership, aerospace education, fitness, and character aspects of the cadet program. Sample schedules in CAPR 60-1, *Cadet Program Management*, will help you understand how the units in your group make a monthly plan to address all the activities cadets need. Cadets sometimes participate in high adventure activities such as rappelling, marksmanship, or cold weather camping. High adventure activities require some extra approvals, which include CAPF 60-82, *High Adventure Activity Request*, and risk management. You can learn more in CAPR 60-1. Units must have a web-based calendar of events.

There are several activities that require commander input and approval which are critical to the cadet program. Cadets who attend an encampment in the first year are more likely to stay members of CAP. You can learn more about encampment in Chapter 9 of CAPR 60-1. Encampments immerse cadets into all aspects of cadet life. Cadets who face economic challenges can apply for a Cadet Encampment Assistance Program (CEAP) scholarship through eServices to help with the cost of encampment or uniforms to attend encampment. Commanders must assign cadets to the Cadet Advisory Council (CAC) no later than September 1 each year. CAC meets at the wing, region and national level. Cadets who actively participate can earn a ribbon. You can learn more about CAC in CAPR 60-1, Chapter 7 or at <https://www.gocivilairpatrol.com/programs/cadets/activities/cac>.

Cadets may wish to participate in cadet competition. The events vary but include things like public speaking, obstacle courses, fitness circuits, and color guard functions. You can learn more about cadet competition in CAPP 52-4, *National Cadet Competition Curriculum Guide*, and at <https://www.gocivilairpatrol.com/programs/cadets/activities/national-cadet-competition/>. Cadets who win at the wing level can compete at the region and national level and earn a ribbon for participation in this program.

CAP cadets can apply for scholarships and National Cadet Special Activities (NCSA). Cadets must complete an encampment to be eligible to attend an NCSA. Scholarships are announced each year and awarded to deserving cadets. Visit <https://www.gocivilairpatrol.com/programs/cadets/cadetinvest/> to learn more. NCSAs are amazing opportunities for cadets. These include leadership, aerospace, and emergency services as well as career exploration events. Flight academies and the International Air Cadet Exchange are also possibilities. These are experiences cadets will never forget! You can learn more about them at <https://www.gocivilairpatrol.com/programs/cadets/activities/national-cadet-special-activities/>.

Commanders also ensure that their subordinate units have at least two members who have completed Training Leaders of Cadets.

CADET PROGRAMS WORKSHEET

1. Do your unit schedules meet the requirements in CAPR 60-1?
 2. How many members of your units have completed Training Leaders of Cadets?
 3. Have all members completed the required Cadet Protection Policy training? Has the commander completed the advanced course?
 4. Have the units had any high adventure activities? Was the proper process and paperwork completed for approval?
 5. Do the units offer Saturday activities once a month?
 6. How many cadets participated in encampment last year? Did any get CEAP support?
 7. What percentage of the cadets have had an orientation flight?
 8. Did any cadets attend NCSAs or apply for scholarships?
 9. Did any of the units earn a Quality Cadet Unit Award last year? Why or why not?

Functional Areas: Finance

You may recall from your time at the unit level that very few things can get you in a lot of trouble in CAP, but how the units handle money is at the top of the list. As group commander, you will need to ensure that your squadrons are following the procedures CAP has in place, which exist to help us be good stewards of our resources. Learn the procedures, follow the rules explicitly and precisely, and emphasize compliance with your subordinate commanders and staff. The 173-series of CAP regulations explain the policies/procedures, and your wing's finance officer is available to help you follow the rules. Read the finance regulations carefully!

Some groups do not have budgets or funds. In that case, while your Finance Committee will have little direct role the members can help you ensure that subordinate units are handling money appropriately. You may or may not have had much visibility into financial matters at your previous unit, but as a group commander you will have responsibility for the actions of your subordinate units. CAP gets funds from several sources including dues, donations, state funds, and appropriated funds. Funders, whether individuals or governments, support us so that we can complete our missions, and those funders expect us to spend the money responsibly and with accountability.

This is why CAP developed the centralized Wing Banker program, to manage finances efficiently and effectively with one bank account for all funds within each wing. Local units do not have their own bank accounts; nor do groups. The wing sets up sub-accounts for each unit and monitors each unit's part of the consolidated account. This removes the accountability requirement for each unit to report its financial status to higher headquarters because they already have most information. The requirement now is for the squadron to deposit all income in Wing Banker and to notify the wing finance officer when deposits are made. This allows wing to properly credit the unit with the funds. If the unit needs funds, it lets wing know what is needed and why. Wing can send the funds to the unit. This process creates a system of checks and balances so no member can misappropriate CAP funds and we can prove our good stewardship.

The squadron's part of the checks and balances procedure is in double checking to ensure the unit sub-account is credited with all deposits and that all expenses are recorded properly at wing. Every unit, including groups, assigns a Finance Committee to review the unit's sub-account for any possible errors at least quarterly. This meeting must be held and recorded with a written set of meeting minutes that are kept on file at the unit. The Finance Committee also ensures that more than one member approves before funds are spent. The unit must have a Finance Committee appointed in writing within 30 days of a change of command. This is also done in eServices using the Committee Assignment module of the Duty Assignment module. The Finance Committee must be composed of at least three active senior members. Five or more members should be assigned so that a quorum is more likely when absences occur. Commanders may not appoint immediate family or household members to the committee. Cadets are not allowed to serve on the Finance Committee. The commander chairs the committee.

Annually, CAP's funds are audited by an outside financial firm so we can prove to our constituents that we are being good stewards of their funds. This audit requires us to provide several additional items beyond bank account records. All unit commanders are required to report that all their funds are in the Wing Banker program and that the unit is following all of CAP's financial regulations.

Contact your wing finance officer for other requirements and local wing procedures for the Wing Banker program.

Key Publications:

CAPR 173-1 *Financial Procedures and Accounting*

CAPR 173-3 *Payment for Mission Support*

CAPR 173-4 *Fund Raising/Donations*

FINANCE WORKSHEET

1. Are all the units in the group complying with the Wing Banker program?

2. Who are the members of the group Finance Committee? Did you assign them in writing? Are they assigned in eServices?
 - , Group Commander, Chair
 - , Group Finance Officer
 -
 -
 -

3. When was the last Finance Committee meeting?

4. When is the next Finance Committee meeting scheduled?

5. How much money does our group have?

6. Are unit members spending money out of their own pockets for unit expenses? If so, why?

7. Where do your units get the money it spends? What do your units do for fundraising? What types of fundraising might you like to implement? Note: all fundraising must be approved by the wing commander.

8. What is our budget? What is our plan for spending our money?

Budgets

The previous section mentioned budgets. What is a budget? A group's budget is a plan of how it will spend money and where the money will come from. As group commander, you are responsible for ensuring that there is a budget each year and that your Finance Committee reviews where the group stands versus budget at least once per quarter.

Creating a budget for CAP is not difficult. Work with your group finance officer or your wing finance officer. These resources may be able to provide a sample budget you can use to build the group budget. First ask what do we want to do this year and what will it cost? At the group level, this may be multi-unit emergency services exercises, or a group-wide cadet activity or a supplemental training weekend. Or it might be setting up a group honor guard or other ongoing expense. These will be driven by the needs of your squadrons; listen to your squadron commanders about events or activities that they might desire but can't accomplish at the unit level. This is where group can make the most difference.

Accurate cost estimates are helpful; however, you can still make a budget with the information you have. As planning for each activity progresses, update the budget. Over time, the numbers will become more accurate. Budgets are adjusted as needed. They are not static.

Once you create a list of the items and events you need money to support and how much money is needed, the next step is to plan for raising the funds. How can the group generate the necessary funds? If you plan good fundraising activities, the group can raise the money. If not, the Finance Committee will need to take a good look at the budget and decide what the group cannot afford. As the group commander, do not wait for the Finance Committee to bring this to your attention. You should drive this process and continually understand your group's position and the financial position of your individual squadrons.

There are myriad ways to raise money, but all the units under your command must follow CAP regulations when fundraising. First, units must receive approval from the wing commander prior to committing to any fundraiser. While this may seem silly, the intent is to protect both the unit and CAP during the fund-raising project. The wing commander will ask the legal officer to review the plan to ensure that CAP will not end up owing money after the fundraiser. There are many unscrupulous companies that specialize in helping non-profit organizations raise money. These companies, however, are not "non-profit" themselves. If a commander does not follow CAP's regulations and ends up owing money to a fundraising organization, he or she could be held liable for paying that debt. Even the simplest fundraiser may have some unexpected consequences. CAP provides you with free legal review. Use it!

Review the 173-series of CAP regulations for more details on CAP finances.

A SIMPLE GROUP BUDGET

Complete the following budget by filling in the blanks with reasonable ideas and estimates. Answer the questions at the bottom of the page and adjust the budget as necessary.

ACTIVITY/EXPENSE	ESTIMATED COST
Office Supplies	\$100
Postage	\$50
SAR Training 1 st Quarter	\$100
SAR Training 2 nd Quarter	\$100
SAR Training 3 rd Quarter	\$100
SAR Training 4 th Quarter	\$100
Encampment	\$500
_____	_____
_____	_____
_____	_____
Total	_____

INCOME/FUNDRAISING/DONATIONS	ESTIMATED INCOME
Start of year funds In Wing Banker	\$258
Wreaths Across America	\$100
Donation from _____	_____
Donation from _____	_____
Fundraiser _____	_____
Fundraiser _____	_____
Total	_____

2. Is your expected income enough to pay for all your expenses?

3. Let's assume that your fundraising fell short by \$350. Can you still afford all your projected expenses? If not, what can you do to fix this issue?

Functional Areas: Logistics & Supply

CAPR 174-1, *Property Management and Accountability*, is your resource for logistics questions and guidance. Logistics is another area where compliance and stewardship are very important. Just as with funds, property issues can lead to trouble for members and commanders.

Commanders need to be familiar with ORMS (Operational Resource Management System) found in eServices. In ORMS you can print reports, conduct and validate inventories, issue equipment, and upload vehicle utilization reports. Appointing strong logistics, maintenance and transportation officers to the group staff can help you to monitor ORMS and anticipate problems. These officers will also help serve as resources for their counterparts at the squadron level – and remember, your job at the group level is to help solve problems and support leadership at the squadron.

As a new or selected commander there are several things you need to accomplish:

- 1) Appoint a logistics/supply officer on a CAPF 2A and in eServices. This requires the incoming officers to sign and validate that, “all CAP property, assets, and records for this duty assignment, in the possession of the unit number are properly accounted for....”
- 2) Have the logistics/supply officer complete 100% eyes-on inventory within the first 30 days (recommended) of assuming command.
 - During this 100% inventory the logistics personnel need to ensure that all non-expendable property is marked with a CAP Property Tag (This answers SUI Tab D7 question #2).
 - Review the unit’s property storage areas to ensure they are safe, secure, and protected from the elements. (This answers SUI Tab D7 question #6).
- 3) As the commander, ensure that all inventories have been completed in ORMS. Often at the group level this is just a validation that the group does not have any property in a category:
 - Aircraft
 - Communications Gear
 - Supplies & Equipment
 - Real Property
 - Vehicle
 - If you assume duty between 1 October and 31 December, this is when units complete annual inventories in ORMS. (This answers SUI Tab D7 question #1)
- 4) Separate from a logistics/supply officer you may want to consider appointing a:
 - Communications officer if you have communications gear
 - This officer is responsible for not only training and management of the group’s communications program but also issuing and tracking communications gear in ORMS and optimizing communications resources among squadrons.
 - Transportation officer to help monitor vehicles assigned to the squadrons under your command and to help squadron transportation officers comply with their requirements. This officer is responsible for ensuring timely completion of Vehicle Usage Reports in ORMS, monitoring condition and maintenance of the vehicle(s) and ensuring that vehicle mishaps are reported in accordance with regulations. This person may review and approve driver’s license applications.

LOGISTICS AND SUPPLY WORKSHEET

1) Appoint a logistics/supply officer a CAPF 2A and in eServices.

Who: _____

When: _____

2) Conduct 100% eyes-on, hands-on Change of Command inventory. Note: You can print a report from eServices that will show you what items have been issued to members.

Date: _____

Location: _____

3) Once you are appointed as commander ensure all inventories are complete:

<u>Items</u>	<u>Complete Y/N</u>	<u>Date Completed</u>
- Aircraft	Y / N	_____
- Communications Gear	Y / N	_____
- Supplies & Equipment	Y / N	_____
- Real Property	Y / N	_____
- Vehicle	Y / N	_____

4) Determine the need for a:

<u>Officer</u>	<u>Needed Y / N</u>	<u>Who</u>	<u>Date Appointed</u>
- Transportation	Y / N	_____	_____
- Communication	Y / N	_____	_____
- Aircraft Manager	Y / N	_____	_____

The Change of Command Ceremony

While you may sincerely believe that you do not need a ceremony to assume command of the group, recognize that the group does need a ceremony. The ceremony exists to celebrate the accomplishments of the departing commander, to thank the departing commander for their time, effort and sacrifice, and to bring all the units of the group together. Moreover, holding a proper ceremony, planned with care and executed crisply, is a gesture of respect to and for the members, staff and commanders of each of the group's squadrons, setting the tone and providing the first impression of what you will be like as a commander. The change of command is not about you. It is for the members for whom you are about to assume responsibility. They deserve a well-run, respectful ceremony that honors your predecessor and honors the members' contributions to come.

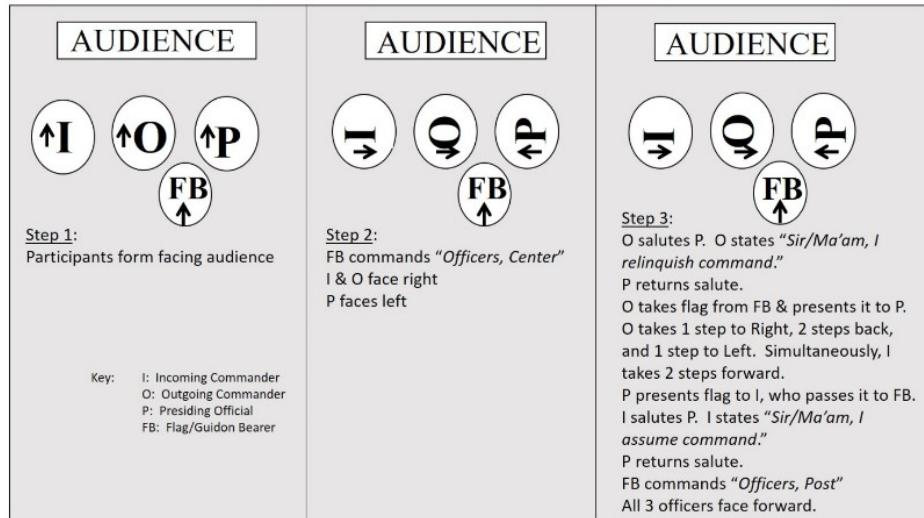
Likewise, you should insist on a proper change of command ceremony for your subordinate commanders. Being a squadron commander is rewarding but also one of the hardest things we ask individual members to undertake. Recognizing your subordinate commanders when they relinquish command and when they assume command is one more tool in your toolbox for developing your members by honoring their service.

There are several methods outlined for a change of command ceremony within CAP publications. CAPP 3, Appendix 4A and 4B, lists two sample agendas and descriptions of the change of command ceremony. The cadet drill test for *Learn to Lead*, Chapter 7, problem #2, also explains a change of command variation. The drill test is not a controlled item, so it may be referenced for that version of the ceremony.

Planning is required for the change of command ceremony to be executed with the level of professionalism that it deserves. Again, CAPP 3 should be used as the basis for planning. Ensure you have a good time and place where everyone can attend. A group change of command ceremony should be conducted by the wing commander; likewise, change of command ceremonies for your squadrons should be conducted by you, with dignitaries such as the wing commander invited as a courtesy. Make sure the time and place fit into his or her schedule. Send invitations to local notables such as politicians, military leaders, etc. Make the invitations formal to emphasize the importance of the event for your intended guests. Do not send the primary invitation by email. You may follow-up on an invitation using email or a phone call, but the actual invitation should be sent by card or personal letter.

Often, a reception occurs after the ceremony. This is usually planned by the incoming commander as an opportunity for the group members to talk with the new commander in a relatively informal environment. It may also be a celebration of thanks to the outgoing commander. In CAP, it is often both.

CAP changes of command are different from regular military changes of command. Normally, a regular military incoming commander is new to the unit and knows few, if any, of the unit members. The outgoing commander is usually being transferred to a new duty assignment, often at another installation. The change of command may be the last time the members of a military unit will see the outgoing commander and they may want to say their good-byes. In CAP, though, incoming commanders often come from within the unit. Departing commanders either remain in the unit or move to a higher headquarters. Often the departing commander will stay in the local area and will still be seen by the members in the future or on a regular basis. This does not lessen the need for a change of command ceremony. The ceremony still clearly delineates who is in charge, when the change occurs, and honors the effort and sacrifice of volunteer command. The graphic below shows a sample change of command. You can learn more in CAPP 3, *Guide to CAP Protocol*, and CAPP 60-20, *Drill and Ceremonies*.



TAKING COMMAND/ THE CHANGE OF COMMAND QUESTIONS

1. When and where will my change of command ceremony be?
2. Who should be there?
3. Will I have a reception afterwards? Who is planning that for me? Will we have refreshments? How will expenses be handled?
4. Who will be participating in the actual ceremony? Who will handle the colors?
5. Will there be a promotion involved for either me or my predecessor? Do we have the promotion oath ready?
6. Which ceremony are we using? When will we get together to practice it? (Note: do NOT skip practice. Bumbling ceremonies signal disrespect for the departing commander being honored and the VIPs in attendance.)
7. Do we have all required resources (flags, flag stands, etc.) for the ceremony?
8. What members of the press will you invite? Will the PAO take care of that?
9. What remarks will you make at the change of command? This is an opportunity to motivate your new group, thank them, and share your vision.
10. Will any awards be needed? Who will bring them?
11. Commanders cannot be appointed in eServices. Ask your commander if the CAPF27 has been completed and submitted to NHQ.

Partial List of Due Dates/Suspenses

Annually:

- Brief the Nondiscrimination Policy

Monthly

- Safety education
- Vehicle usage reports due in ORMS (by the 10th)
- Aircraft use reports due (by the 10th)
- Reconcile Wing Banker account
- Ensure members are current with their Cadet Protection Policy basic and/or advanced certification (four-year refresh cycle begins in 2019)

Quarterly

- Review budget and note it in Finance Committee meeting minutes
- Finance Committee meets
- Review all Wing Banker reconciliations

1 January	New calendar year files start, CAPF172 completed
10 January	Chaplain Corps Statistical Report due
15 January	AFA Outstanding CAP Cadet, AFSA NCO of the Year, of the year nominations due
31 January	Annual Safety Surveys due
15 February	NCSA applications must be approved by the unit
31 March	Annual Safety Day must be completed before this date
15 April	VFW Cadet NCO/Cadet Officer awards due
15 May	Balsem Award nominations due
10 July	Chaplain Corps Statistical report due
1 September	CAC representatives assigned in eServices
30 September	Review/approval of domain names
1 October	New fiscal year files begin, annual budgets due
15 October	AE Plan of Action and AE Activity Report due to wing, winter NCSA applications due
1 November	Execute CAPF 171
15 November	AFA AE Cadet of the Year nomination due
31 December	Annual inventory due, CAP Scholarship applications due

CIVIL AIR PATROL
TRANSITION GUIDE
FOR INCOMING GROUP COMMANDERS



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To maintain academic integrity, CAP protects this material.

No portion of this guide may be used for any purpose other than for the CAP Group Commander Training.

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