

Staff Duty Analysis

Cadet Leadership in the Air Force Auxiliary

Critical Thinking Communication Teamwork



CIVIL AIR PATROL

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STAFF DUTY ANALYSIS

CADET LEADERSHIP IN THE AIR FORCE AUXILIARY

Critical Thinking Communication Teamwork

PREFACE

Cadets use this guide to complete SDA reports during each achievement in Phase III and IV and to complete SDA staff service once during Phase III and once during Phase IV.

This pamphlet instructs cadets how to complete staff duty analyses (SDAs) and outlines how commanders will administer the SDA program as required by CAPR 52-16, *Cadet Program Management*.

This pamphlet supersedes CAPP 52-14, dated 15 October 1998. New features introduced in this edition include:

- ▶ Clearer program goals and a greater emphasis on developing leadership skills that will be of lasting value to cadets, versus technical training in staff procedures with limited applicability outside of CAP
- ▶ Simplified instructions that make it easier for cadets and their leaders to understand how to implement the program
- ▶ An attractive, easy to follow layout that includes more bulleted lists and call-outs than the previous edition
- ▶ A sample SDA report to aid cadets in formatting their work and visualizing the quality of work expected of them
- ▶ Guidelines for leaders on how to evaluate cadet performance
- ▶ Meaningful performance requirements for both SDA reports and staff service. Much of the work cadets will do to complete SDAs will be beneficial to their squadron as well as themselves.

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INTRODUCTION

Critical thinking
Communication
Teamwork

The purpose of the cadet staff duty analysis program (SDA) is to improve cadets' critical thinking and communication skills through the practical application of leadership.

The objectives for SDAs include:

1) **Improve critical thinking skills** by identifying problems and imagining solutions that make use of basic technical knowledge of a given specialty.

2) **Improve communication skills** through active listening on the job and by describing in oral and written briefings staff position duties and procedures.

3) **Comprehend leadership and teamwork** by explaining how squadron staff functions interrelate and add value to the team and by describing the qualities leaders need to succeed in those specialties.

The SDA program accomplishes these objectives by connecting cadet officers with senior member staff officers, having the cadets serve as apprentices. By studying the position requirements and actually performing some staff functions, cadet officers see how leadership manifests itself in real-world experiences, thereby promoting a deeper appreciation for how CAP fulfills its mission as the Air Force Auxiliary.

Overview

The SDA program consists of two facets: the SDA report and staff service. Through the SDA report, cadet officers analyze and summarize in writing what is required to serve successfully in the respective staff position. Through staff service, cadet officers experience the position first-hand, working alongside the respective senior member staff officer, a mentor who provides on-the-job training and guidance.

The SDA Report. During each achievement in Phase III and IV, cadet officers will complete a SDA report for the staff position associated with the achievement. For example, during Achievement 10, the cadet will analyze the requirements of administrative officers and summarize his or her findings in a SDA report.

Staff Service. Additionally, once during Phase III and once during Phase IV, the cadet will participate in staff service, acting as an apprentice to a senior member staff officer for 4-6 weeks (see Figure 1, page 3). To fulfill this requirement, the cadet may serve as a staff assistant in any of the staff positions associated with the Phase. For example, in Phase III, the cadet may serve as a cadet flight commander, administrative officer, or public affairs officer, under the supervision of the senior member counterpart on the squadron staff. Which position the cadet serves in is up to the squadron commander.

Texts & Directives

When cadets submit their completed CAPF 52-2, *Phase II Certification*, to HQ CAP they will also place an order with the CAP Bookstore for the "Phase III and IV Study Packet." This is an assortment of CAP directives that the cadet will refer to during the SDA process. Cadets should keep them in a binder, or bookmark the publications page at www.cap.gov.

Instructions for Cadets

STEP ONE: **Analyze the Position**

Read
Discuss
Think

Whether completing the SDA report or staff service, you will analyze a staff position. Follow these general guidelines:

Read. First, familiarize yourself with the relevant CAP directives. Refer to CAP Index 0-2, *Index of CAP Regulations, etc.*, and note the directives whose office of primary responsibility (OPR) corresponds to the position you are studying. Review each directive with an eye for the following:

- ▶ policies that affect the staff position at the squadron level
- ▶ procedures that guide the staff officer in performing routine tasks
- ▶ specific forms used and their suspenses (recurring deadlines mandated by a regulation)
- ▶ how the staff position relates to other positions within the squadron and at higher echelons.

Discuss. You may want to informally interview the senior member serving in the staff position you are studying and discuss his or her job. This will be especially helpful in completing the narrative portion of the SDA report (see Figure 2, pages 5-6). If your squadron does not have an officer assigned to the position, your commander or the group or wing staff officer should be able to answer your questions about the position.

Think. In analyzing a staff position, the overriding goal is for you to comprehend how that position helps your squadron fulfill its mission. Ask yourself how the position affects you and your fellow cadets, and what will result from the position's responsibilities being successfully (or unsuccessfully) carried out. If you can answer those questions, then you will know that you comprehend the essence of the staff position.

STEP TWO: **Write the SDA Report**

List basic job requirements
Explain why the job matters

In your SDA report, summarize what you have learned about the staff position. Although a senior member will review the report, the intended audience is yourself or a fellow cadet. Think of the SDA report as a tool that would help someone get started in that staff position: If you or a friend were assigned as the cadet administrative officer, what would you need to know to do the job well?

The SDA report consists of two components:

Part A: Overview of Requirements. In this section, list the basic requirements of the position, the regulations that govern it, and the deadlines for completing recurring tasks. Include the following:

- 1) A list of all CAP publications applicable to the position (OPR)
- 2) A schedule of suspenses and an explanation of their purpose
- 3) Responses to the performance requirement(s) found in Attachment 1:

For performance requirements that direct you to participate in an activity, summarize what you did and state the date and place that you completed that requirement. Likewise, if you are tasked with creating a list or writing an article, etc., include it in Part A or as a separate attachment. If you are tasked with interviewing a leader, summarize your discussion in Part A or in a separate attachment.

STEP THREE:
Serve in a staff position
at least once per phase

Review
Discuss
Perform

Part B: The Narrative. In this section, explain in 300-500 words why the job matters using your own words. The narrative should consist of well-constructed paragraphs that answer the following questions:

- 1) What are the essential duties of this position?
- 2) How does this position help the squadron fulfill its mission?
- 3) How does this position affect cadets or the overall Cadet Program?
- 4) What leadership skills does the staff officer need most to succeed?

► **Format.** The SDA report must be neatly prepared. Use a computer if you have access to one, or print neatly in blue or black ink on white-lined paper. Set the margins at one inch on all sides. The SDA report can be completed in two or three pages. Prepare the report using the format shown in Figure 2.

Once during each Phase, you will serve as an apprentice to a senior member staff officer. This assignment should be for 4 -6 weeks in duration. Ideally, you should have already completed the SDA report so that when you begin the staff service you will possess a general understanding of the position. During your staff service, complete the related performance requirements listed in attachment 1 for the respective position.

If you follow the guidelines below, your staff service will be both informative and productive.

Review your SDA report before formally beginning staff service. Re-familiarize yourself with the main duties that the staff officer performs and the most commonly used CAP directives and forms.

Discuss the position requirements and procedures with the staff officer to see if your general understanding of the specialty is accurate.

Perform the tasks associated with the staff position. As opportunities arise to carry out the basic duties that you learned from shadowing the staff officer, you will perform some of them on your own under the staff officer’s supervision. Document what you do during staff service as discussed below. Done properly, this method of on-the-job training will resemble the demonstration / performance method you are already familiar with.

► **Documentation.** Document completion of staff service performance requirements in a simple one page memo. You may use the format shown in Figure 2, but for SDA staff service there is no need to include the same content as was included in the SDA report, which you should have previously completed. If directed to participate in an activity, interview a leader, etc., summarize your findings by explaining what you did, when you did it, and what you learned.

Cadet Staff Duty Analysis Requirements							
	Achievement	SDA Report	Staff Service		Achievement	SDA Report	Staff Service
	Phase III The Command Phase	9 Flight Commander	Required		Serve as an	Phase IV The Executive Phase	12 Leadership Officer
10 Administrative Officer		Required	apprentice in one of	13 Aerospace Ed. Officer	Required		apprentice in one of
11 Public Affairs Officer		Required	these three positions	14 Operations Officer	Required		these five positions
Amelia Earhart Award		Not Required	during Phase III	15 Logistics Officer	Required		during Phase IV
				16 Cadet Commander	Required		
			Gen Ira C Eaker Award	Not Required			
			Gen Carl A Spaatz Award	Not Required	Not Required		

Figure 1. SDA Requirements

Instructions for Commanders or Leadership Officers

Intent of the SDA Program

The SDA program is fundamentally an exposure of cadets to leadership and teamwork as seen through the lens of a working CAP squadron staff. The program is not a memorization drill in CAP policies and procedures, or even an effort to train cadets to fulfill responsibilities that CAP has assigned to senior members. Rather, it is an opportunity for cadets to learn to think critically, develop communication skills, and improve their understanding of teamwork.

Mentoring Duties of Commanders & Staff

As a commander, encourage the senior member staff to explain to the cadet officers they are mentoring how their positions relate to the overall mission of the squadron, how their work affects cadets or the Cadet Program as a whole, and what leadership skills are essential in serving in their position and why. CAPP 52-6, *Mentoring*, may help the senior member staff learn how to develop a rapport with cadets and serve as their mentor, tutor, or coach.

You will need to create an environment such that the staff welcomes questions about their positions from cadets. During the staff service portion of the SDA especially, the staff officer should demonstrate how basic tasks are completed and then allow the cadet to perform them under their supervision.

How to Evaluate the SDA Report

The SDA report is not formally evaluated, but personally review it with the cadet, or delegate that task to the leadership officer or another capable senior member. Keep these guidelines in mind:

- ▶ Relevant directives, forms, and suspenses are listed in Part A
- ▶ The performance requirement(s) have been completed
- ▶ Questions are answered in the cadet's own words in the narrative
- ▶ The report is neatly prepared.

If the cadet's interpretation of the staff position is not completely accurate (as evidenced by the SDA report), provide an explanation or coach the cadet so that he or she better understands the staff position.

The SDA report fulfills the promotion eligibility requirements if the cadet satisfies the four guidelines above. The cadet fails the SDA report only if they do not fulfill those simple guidelines.

How to Evaluate Staff Service

Staff service is not formally evaluated. However, the senior member staff officer mentoring the cadet and/or the commander or leadership officer should review the cadet's staff service performance with the following guidelines in mind:

- ▶ The performance requirement(s) have been completed
- ▶ The cadet was attentive to the staff officer's on-the-job training instructions
- ▶ The cadet actively assisted in completing routine tasks as opportunities arose.

Cadets meet the staff service requirement if they satisfy the three guidelines above. The cadet fails the staff service only if they do not fulfill those simple guidelines.

C/1st Lt John F. Curry, CAP
Hawk Cadet Squadron, New Hampshire Wing
1 June 2003

Staff Duty Analysis
Achievement 99 - Maintenance Officer (LGM)

Part A: Overview of Requirements

1. CAP Publications Applicable to Squadron Maintenance Officers

Regulations

CAPR 66-1	<i>CAP Aircraft Maintenance Management</i>
CAPR 67-2	<i>CAP Aircraft Parts Supply Depot</i>
CAPR 67-4	<i>Acquiring, Reporting, and Disposing of Corporate Aircraft</i>

Pamphlets

CAPP's *No CAP pamphlets are listed for this OPR*

Forms

CAPF 71 *Aircraft Inspection Checklist*

2. Suspenses Required of Squadron Maintenance Officers

No recurring deadlines (suspenses) are required of maintenance officers. However, CAPR 67-1, paragraph 5, requires maintenance officers to keep aircraft maintenance records and logbooks in accordance with Federal Aviation Regulations (FARs). Additionally, when maintenance officers process reimbursement requests for aircraft maintenance, they are directed to use CAPF 37 per CAPR 67-1, paragraph 12b.

3. Performance Requirements for this SDA

A. *Given information about an aircraft accident, write the sequence of events that must take place for the accident to be reported and for the aircraft to be repaired. Then conduct a 3-5 minute oral briefing that explains to the cadets in your unit what you learned.*

1. See the attachment for the sequence of events [sample language: no attachment is included].
2. I made my oral briefing to A Flight on 1 June 2003. Capt Jones and C/Maj Smith observed.

This is a sample SDA report for the fictional "Maintenance Officer Achievement."

References to CAP publications are intended for illustration purposes only.

When preparing a SDA report, use this format.

Figure 2. Sample SDA report

Part B: Narrative

In the narrative, support your response with examples, anecdotes, or by briefly mentioning the pertinent CAP directive.

Avoid simplistic answers that overly-generalize the position's duties and its contribution to the unit.

1. *What are the essential duties of the maintenance officer?*

Maintenance officers keep CAP planes flying. Sometimes it is a licensed A&P mechanic or pilot who serves in this function. Essentially, the officer needs to be familiar with the various inspections, overhauls, and routine preventative maintenance operations that aircraft require to remain airworthy. In CAP, the maintenance officer does not perform the maintenance work himself but coordinates with a fixed-base operator (FBO) to ensure the work is completed in a timely manner.

2. *How does the maintenance officer help the squadron fulfill its mission?*

Maintenance officers work closely with the operations and emergency services staff officers to ensure that all aircraft are ready to fly as missions arise. Their efficient management of CAP's fleet enables incident commanders and other leaders to be confident about CAP's ability to respond on short notice. In our squadron, our maintenance officer is also responsible for processing the reimbursement paperwork (CAPFs 108) to ensure that the squadron will be reimbursed for the minor repairs and preventative work it orders through the FBO at our local airport. Additionally, the maintenance officer contributes to the success of the cadet orientation flight program (see paragraph 3 below).

3. *How do maintenance officers affect cadets or the overall Cadet Program?*

Cadets look forward to orientation flights, which are central to their aerospace education. Without CAP maintenance officers, other busy and less-qualified officers would have to keep an eye on the aircraft's maintenance schedule, which could possibly result in the aircraft not being ready to fly on orientation flight days. Worse still, without a knowledgeable maintenance officer, the aircraft might be flown when it is not airworthy, thereby jeopardizing the safety of CAP cadets. Working behind-the-scenes, and oftentimes unknown to cadets, the maintenance officer helps make cadet flying possible.

4. *What leadership skills do maintenance officers need most to succeed?*

Maintenance officers must be good organizers. They need to anticipate the work aircraft need to keep flying safely and then schedule those repairs and inspections to take place when the down-time is least likely to impede the squadron's ability to perform missions. In our geographically large wing, maintenance officers seldom meet one another in person; therefore, it is important that they can write effectively because communication is mostly via email. As they work closely with licensed A&P mechanics, maintenance officers need good critical thinking skills to help the mechanic diagnose problems with the aircraft.

Figure 2 (Continued) Sample SDA report

Staff Duty Analysis Performance Requirements

ACHIEVEMENT 9

Flight Commander

Corresponding OPR:
Unit Commander or Deputy

Leadership Thought:

Why must a leader take charge deliberately?

SDA Report

- 1) Because the corresponding OPR for this achievement (CC) is not the OPR for any CAP publications, leave section one of Part A blank. However, in section two of Part A, explain what role a commander has in managing the suspenses required of his or her staff.
- 2) Interview any leader on the subject of "taking charge." Report what you learned from the interview in the SDA report and in a 3-5 minute speech to cadets in your unit.
- 3) List five common uniform discrepancies and explain what the correct standard actually is. Reference the appropriate CAP regulation and paragraph.

Staff Service *(one staff service required per Phase)*

- 1) Orientate a prospective cadet(s) using CAPP 52-9, *Cadet Orientation Course*.
- 2) Evaluate a Phase I or Phase II cadet's performance using a CAPF 50, *Cadet Progression Evaluation*. After it is endorsed by the commander, use the CAPF 50 to counsel the cadet.
- 3) Research scholarships that are available through CAP. List their main eligibility requirements and application procedures. Indicate which scholarships, if any, you plan to apply for. Orally brief cadets in your squadron about scholarship opportunities; include a handout if possible.

ACHIEVEMENT 10

Administrative Officer

Corresponding OPR:
Administrative Officer

Leadership Thought:

How does an organization's managerial procedures affect its success?

SDA Report

- 1) Prepare a letter to any official on any topic using the official memorandum format.
- 2) Inventory the publications and forms your unit has on hand using CAP Index 0-2 and CAP Index 0-9 as guides. Request missing publications and forms needed by your unit. If none are needed (use of the on-line version is suggested as it saves paper and money), outline the procedure you would follow to make a requisition or explain how to access them on-line.

Staff Service *(one staff service required per Phase)*

- 1) Quality check CAPFs 15, *Application for Cadet Membership in CAP*; CAPFs 66, *Cadet Master Record*, and the CAPF 52 series, *Phase Completion records*.
- 2) Prepare CAPFs 2a, *Request for and Approval of Personnel Action*, as situations arise.
- 3) Create a bulletin board at your unit headquarters or a web page to keep cadets informed of important news and information. Coordinate the content of the bulletin board or web page with the affected staff officers.

ACHIEVEMENT 11

Public Affairs Officer

Corresponding OPR:

Public Affairs Officer

Leadership Thought:

What benefits may result from meeting a journalist to discuss press releases?

ACHIEVEMENT 12

Leadership Officer

Corresponding OPR:

Leadership Officer

Leadership Thought:

Why is it important to interview cadets who have quit CAP?

SDA Report

1) Interview a local journalist (any media) or a corporate communications specialist to learn how CAP public affairs officers can avoid common pitfalls when writing press releases.

Additionally, complete one of the following:

2a) Prepare a short (150-300 word) news release suitable for publication in your local newspaper. In the news release, report on a cadet activity or awards presentation. If possible, include an engaging photo.

2b) Develop a website aimed at reaching community leaders and parents that explains why your squadron's Cadet Program is worthy of support.

Staff Service *(one staff service required per Phase)*

1) Write a human-interest feature story (500-1500 words) on the topic of how the members of your unit benefit from their CAP experience or how they serve the community. Interview and quote at least three people. Submit the article to your local newspaper for publication.

2) Discuss with a mission-qualified information officer (IO) how CAP relates to media during emergency services missions. Then use your communication skills to role-play as if you were a mission IO having to respond to an aggressive, hostile journalist, played by the senior IO.

Additionally, complete one of the following:

3a) Speak to any youth group, civic organization, or general audience on a topic related to Civil Air Patrol.

3b) Organize and personally help staff a CAP recruiting booth during any civic event, air show, or similar function.

SDA Report

1) Interview any sports team coach to identify ways that positive reinforcement helps get the most out of players. In the SDA report, explain how those principles can be applied to CAP.

2) Using an existing uniform inspection checklist or one you develop on your own, analyze common uniform discrepancies over a 4-week period. Develop and conduct a lesson to meet the training needs of your cadets, as evidenced by your analysis.

Staff Service *(one staff service required per Phase)*

1) Contact three former cadets who have recently quit CAP or have been inactive for 6 months or longer. Learn why they no longer participate as cadets. Prepare a one page talking paper on how your unit can improve cadet retention based on your discussion with the former or inactive cadets. See AFH 33-337, *The Tongue and Quill*, (available on-line at www.cap.gov) for instructions on how to prepare a talking paper.

Additionally, complete one of the following:

2a) Write a staff study report that addresses a problem you have observed in your unit. See *Leadership 2000*, Chapter 9, or AFH 33-337 for guidance.

2b) Develop and conduct a 40 to 60 minute training activity on any leadership-related topic (except drill and ceremonies) for Phase I or Phase II cadets. Include a hands-on or performance component.

ACHIEVEMENT 13

Aerospace Ed. Officer

Corresponding Staff Officer:

Aerospace Ed. Officer

Leadership Thought:

Is the public's understanding of aerospace vital to the national interest?

ACHIEVEMENT 14

Operations Officer

Corresponding OPR:

Emergency Services

or Safety Officer

Leadership Thought:

In what ways are cadet officers uniquely qualified to contribute to CAP safety programs?

SDA Report

1) Facilitate a 10-minute discussion on aerospace current events during two squadron meetings. Be prepared to share a news item of your own and encourage junior cadets to do the same.

Additionally, complete one of the following:

2a) Interview a professional working in an aerospace or technology-related occupation to learn what is required to enter that career field, what types of tasks they perform daily, and what leadership and technical skills are needed to succeed in that field. Share what you learn from the interview by making a 3-5 minute oral briefing to cadets in your unit.

2b) Share your aerospace knowledge with a youth or civic group (other than CAP). Lead them in a hands-on aerospace activity, or deliver a 5-minute speech to the group on why aerospace power is important to American commerce, national security, or scientific achievement.

Staff Service (one staff service required per Phase)

1) Complete item 2a or 2b above (whichever was not performed when you completed the SDA report).

2) Outline the requirements and procedures for completing the Cadet Model Rocketry Program (not to exceed one page).

3) Create an aerospace current events bulletin board at your unit headquarters (or create a web page that achieves the same objective).

SDA Report

1) Outline the requirements and procedures for obtaining a ground team member rating.

2) Conduct an operational risk management analysis of safety hazards for a real or simulated cadet activity in the field or on a flight line. For information about ORM, see the safety web page at www.cap.gov.

Staff Service (one staff service required per Phase)

1) Research an emergency services agency (other than CAP) and report on its mission, capabilities, and how it interacts with CAP.

2) Write a staff study report that addresses cadets' potential to contribute to CAP emergency services or homeland security efforts. Discuss what limitations cadets may have (ie: experience, age, maturity) and how, if at all, they may be overcome. Identify the benefits that may result from increased cadet participation in CAP missions.

Additionally, complete one of the following:

3a) Plan and conduct an emergency services training exercise or bivouac for cadets in your unit.

3b) Become qualified as a mission staff assistant or ground team member. If already qualified, complete item 3a above.

ACHIEVEMENT 15

Logistics Officer

Corresponding Staff Officer:
Logistics Officer

Leadership Thought:

How can a unit's assets be detrimental to unit goals?

ACHIEVEMENT 16

Cadet Commander

Corresponding Staff Officers:
Unit Commander
Inspector General

Leadership Thought:

How could an interview with a local executive benefit a cadet officer or CAP in general?

SDA Report

- 1) By interviewing a member of your wing's CAP-USAF liaison office or researching the Internet, briefly explain the function of the Defense Reutilization and Marketing Service. What value does it offer taxpayers and CAP?
- 2) Based on your experience as a cadet officer, comprise a list of the ten most essential assets that a new cadet squadron would require within the first 6 months of its founding. List possible sources of those assets (ie: DRMO, wing headquarters supply, commercial vendor, in-kind donations from volunteers or businesses). In one or two sentences each, justify the need for the assets on your list.

Staff Service *(one staff service required per Phase)*

- 1) Outline the steps necessary to obtain for your squadron one item of equipment valued at \$500 or more through requisition, purchase, or donation. Explain how that item would be accounted for, maintained, and ultimately disposed of by your squadron.
- 2) Attempt to obtain the needed item of equipment through requisition or donation. If your attempt is not successful, explain why the item is not available, or why your squadron is unable to procure it.

SDA Report

- 1) Interview an adult serving in any executive-level position (i.e.: military officer in grade of O-6 or higher, company vice president, mayor, school superintendent, etc.) Share what you learn by delivering a 3 to 5 minute speech on how executive-level leaders lead by articulating a vision and directing a staff, or why character is or is not vital to a leader's success.
- 2) Outline the requirements and procedures you would follow as a squadron commander if a cadet complained to you that he or she was hazed.

Staff Service *(one staff service required per Phase)*

To complete this staff service, cadets may serve as cadet commander, cadet deputy commander, or cadet executive officer.

- 1) Propose to the squadron commander four to six goals for the unit to strive toward during the next 12 months. Define how each would be measured.
- 2) Develop an in-briefing checklist of critical areas to ease your successor's transition when your term on the cadet command staff is completed.
- 3) Review the procedures used in your squadron to orientate new cadets, train cadets during drill and ceremonies, and mentor cadets in aerospace education. Identify ways they can be improved upon.