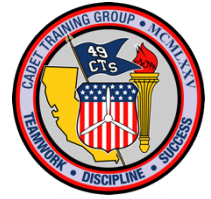




**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Cadre Selection Exercise 2018 Evaluations

1. This memorandum and its attachments outline the process by which the cadre of the Cadet Training Group will be selected at the 2018 Cadre Selection Exercise.
2. There will be ten evaluation categories: Uniforms, Barracks Skills, Drill of the Flight, Extended Rectangular Formation, Support Skills, Review Board, Six Step Teaching Method, Written Examination, Leadership Scenario, and Application Process.
3. Each evaluation will be conducted and graded in accordance with the attached memoranda. When selecting the cadre, each evaluation's scores will be aggregated with the following weightings.
 - a. Uniforms – 10%
 - b. Barracks Skills – 12.5%
 - c. Drill of the Flight – 15%
 - d. Extended Rectangular Formation – 5%
 - e. Support Skills – 7%
 - f. Review Board – 12.5%
 - g. Six-Step Teaching Method – 12.5%
 - h. Written Examination – 10%
 - i. Leadership Scenario – 10%
 - j. Application Process – 5.5%

4. All evaluations are explained in detail in the attached memoranda. Each applicant is highly encouraged to review the attached documents to familiarize themselves with the selection process.

5. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.



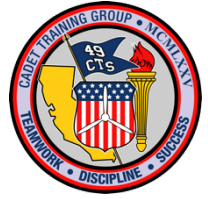
TYLER J. BEAL, C/Lt Col, CAP
Superintendent

23 Attachments:

1. ABU/BDU Inspection Memorandum, 15 April 2018
2. ABU/BDU Inspection Evaluation Sheet, 15 April 2017
3. Blues Inspection Memorandum, 15 April 2018
4. Blues Inspection Evaluation Sheet, 15 April 2018
5. Barracks Skills Evaluation Memorandum, 15 April 2018
6. Barracks Skills I Evaluation Sheet, 15 April 2018
7. Barracks Skills II Evaluation Sheet, 15 April 2018
8. Drill of the Flight Evaluation Memorandum, 15 April 2018
9. Drill of the Flight Evaluation Sheet, 15 April 2018
10. Extended Rectangular Formation Evaluation Memorandum, 15 April 2018
11. Extended Rectangular Formation Evaluation Sheet, 15 April 2018
12. Leadership Scenario Evaluation Memorandum, 15 April 2018
13. Leadership Scenario Evaluation Sheet, 15 April 2018
14. Support Skills Evaluation Memorandum, 15 April 2018
15. Support Skills Evaluation Sheet, 15 April 2018
16. Review Board Evaluation Memorandum, 15 April 2018
17. Review Board Evaluation Sheet, 15 April 2018
18. Six Step Teaching Method Evaluation Memorandum, 15 April 2018
19. Six Step Teaching Method Evaluation Sheet, 15 April 2018
20. Written Examination Evaluation Memorandum, 15 April 2018
21. Written Examination Evaluation Practice Test, 15 April 2018
22. Application Process Evaluation Memorandum, 15 April 2018
23. Application Process Evaluation Sheet, 15 April 2018



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: ABU/BDU Inspection

1. The purpose of this inspection is to evaluate the quality of the applicant's professional conduct and uniform wear according to the standards set in the CAPM 39-1 and its applicable interim change letters.
2. Applicants will be evaluated on the standards written in the CAPM 39-1 regarding the Battle Dress Uniform or the Airman Battle Uniform.
3. The criteria in which applicants will be graded include, but are not limited to:
 - a. Overall uniform neatness
 - b. Placement of insignia and patches
 - c. Boot shine and general condition
 - d. Grooming adheres to correct standards
 - e. Memory Work: Participants will be expected to be able to recite the CTG Chain of Command.
 - f. Military bearing and professionalism.
4. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

ABU/BDU Inspection

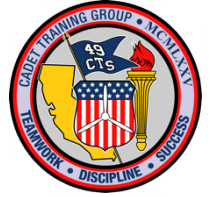
Evaluator Name / Office Symbol: _____

Blouse	<i>Poor</i>					<i>Excellent</i>	
General Appearance	0	1	2	3	4	5	
Insignia/Patches	0	1	2	3	4	5	
Pants							
Blousing	0	1	2	3	4	5	
Appearance	0	1	2	3	4	5	
Boots							
Shine/Laces	0	1	2	3	4	5	
Grooming							
Hair/Facial Hair	0	1	2	3	4	5	
Hygiene	0	1	2	3	4	5	
Memory Work							
Chain of Command/Bearing	0	1	2	3	4	5	

Total: ____/40



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Blues Inspection

1. The purpose of this inspection is to evaluate the quality of the applicant's professional appearance and uniform wear according to the standards set in the CAPM 39-1.
2. The criteria applicants will be evaluated on include, but are not limited to:
 - a. Shirt - Ironing, correct placement of insignia and nameplate, and the proper alignment of the gig line.
 - b. Pants - Ironing/creases on the pants, and the shine and placement of the belt.
 - c. Shoes - Shined and in respectable condition.
 - d. Grooming Standards - Hair/facial hair within regulations and overall clean appearance.
 - e. Memory Work – Ability to recite the Cadet Oath, Core Values, Three Missions of CAP, Cadet Honor Code, Definition of Military Discipline, Definition of Leadership, and the Value of Drill and Ceremonies.
3. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Blues Inspection

Evaluator Name / Office Symbol: _____

Shirt	<i>Poor</i>					<i>Excellent</i>				
Ironing	0	1	2	3	4	5				
Insignia/Name Plate	0	1	2	3	4	5				
Gig Line	0	1	2	3	4	5				
Pants										
Belt (Shine and Placement)	0	1	2	3	4	5				
Ironing/Length	0	1	2	3	4	5				
Shoes										
Shine/Laces	0	1	2	3	4	5				
Grooming										
Hair/Facial Hair	0	1	2	3	4	5				
Overall Appearance	0	1	2	3	4	5				
Memory Work										
Memory Work/Bearing	0	1	2	3	4	5				

Total: ____/45



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Barracks Skills Evaluation

1. This document outlines the process for the administration of the Barracks Skills evaluation for CSX applicants.
2. The Barracks Skills evaluation is an evaluation of the applicant's ability to perform basic encampment skills in the "barracks skills" area. It consists of the examination of a rolled sock and a rolled shirt, as well as judging the candidate's ability to make an encampment standard bed. These standards are set forth in the Cadet Training Group Standard Operating Procedures and its supplements.
3. The purpose of this evaluation is to gauge applicants' preparation to serve on CTG Cadre, specifically in the barracks skills portion. This evaluation will identify whether the candidate has practiced basic encampment skills since the previous year, and will give the cadet a chance to demonstrate their attention to detail and teamwork.
4. The first section of the barracks skills evaluation will consist of the cadre applicants bringing a rolled sock and a rolled shirt to CSX. These rolled items will be inspected by the executive cadre at CSX and will be returned. The second section will consist of a timed, 40-minute, group evaluation where each group of 10 applicants will be tasked with completing 10 beds.
5. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Barracks Skills I

Evaluator Name / Office Symbol: _____

Sock	<i>Poor</i>						<i>Excellent</i>
Rolled sock is firm	0	1	2	3	4	5	
Ends of sock are flat	0	1	2	3	4	5	
A clear oval shape is present	0	1	2	3	4	5	
An arc is on the opposite side	0	1	2	3	4	5	
Shirt							
Rolled shirt is firm	0	1	2	3	4	5	
Ends of shirt are flat	0	1	2	3	4	5	
Exposed edge of shirt is flat	0	1	2	3	4	5	
The shirt is ten inches long	0	1	2	3	4	5	

Total: ____/40

Applicant Name: _____

EVALUATION SHEET

Barracks Skills II

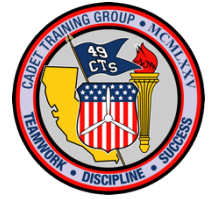
Evaluator Name / Office Symbol: _____

Beds	<i>Poor</i>						<i>Excellent</i>					
All beds are complete	0	1	2	3	4	5						
Collar is 18" from head	0	1	2	3	4	5						
Collar is 6" throughout	0	1	2	3	4	5						
Collar has blanket underneath	0	1	2	3	4	5						
Pillow is centered	0	1	2	3	4	5						
No wrinkles	0	1	2	3	4	5						
Hospital corners are present	0	1	2	3	4	5						
Corners are 45° and tight	0	1	2	3	4	5						
Dust cover is correct	0	1	2	3	4	5						
Teamwork (Individual)	0	1	2	3	4	5						

Total: ____/50



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Drill of the Flight Evaluation

1. This evaluation will test the cadre applicants' knowledge of and ability to execute commands in the CAPP 60-33.
2. Cadre applicants will form a flight of three elements and a guide. One cadre applicant will act as the flight commander. After performing the required list of commands, within time constraints, the flight members will rotate positions as follows:
 - a. The guide will become the flight commander.
 - b. The first element leader will become the guide. The first element will shift to the right.
 - c. The second element leader will move to last cadet, first element. The second element will shift to the right.
 - d. The third element leader will move to last cadet, second element. The third element will shift to the right.
 - e. The flight commander will become last cadet, third element.
3. For preparation, refer to the Civil Air Patrol Pamphlet 60-33 (CAPP 60-33) Chapter 2 – Commands and the Command Voice, Chapter 3 – Individual Instruction, and Chapter 4 – Drill of the Flight.
 - a. Each member of the flight will be evaluated on his or her ability to accurately perform each command.
 - b. The cadet flight commander will be evaluated on his or her command presence, quality of feedback, situational awareness, as well as proper execution of commands.
 - c. Note that the purpose of this evaluation is not to test the teaching ability of the flight commander, as that will be addressed in a separate evaluation. Therefore, if a member of the flight fails to properly execute a movement, the flight commander is expected to provide

quality feedback to that member, but not spend an excess of time teaching or explaining the movement in detail. Mistakes of in-ranks cadets will be reflected in those individual's scores, not in the score of the flight commander.

4. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal". The signature is fluid and cursive, with a large initial 'T' and 'B'.

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Drill of the Flight

Evaluator Name / Office Symbol: _____

Command Voice	<i>Poor</i>					<i>Excellent</i>
Distinctness	0	1	2	3	4	5
Loudness	0	1	2	3	4	5
Inflection	0	1	2	3	4	5
Projection	0	1	2	3	4	5
Snap	0	1	2	3	4	5
Performance						
Command Presence	0	1	2	3	4	5
Feedback Quality	0	1	2	3	4	5
Feedback Amount	0	1	2	3	4	5
Situational Awareness	0	1	2	3	4	5
Proper Command Execution	0	1	2	3	4	5

Total: ____/50



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Extended Rectangular Formation Evaluation

1. The purpose of this evaluation is to assess the applicant's knowledge and ability to perform extended rectangular formation in accordance with CAPP 52-18, CAWGOI 52-16-1, and FM 7-22. All applicants regardless of desired position will participate in this evaluation as a First Sergeant.

a. Applicants will direct a flight of other applicants into extended rectangular formation and then select one rotational, stretch, or exercise to instruct the flight how to perform. They will then perform the selected rotational, stretch, or exercise.

b. After the rotational, stretch, or exercise the applicant will return the flight to line formation.

4. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Extended Rectangular Formation

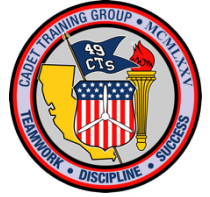
Evaluator Name / Office Symbol: _____

Performance	<i>Poor</i>					<i>Excellent</i>
Correct sequence	0	1	2	3	4	5
Knowledge of movement	0	1	2	3	4	5
Professional presentation	0	1	2	3	4	5
Command presence	0	1	2	3	4	5
Correct sequence back to line	0	1	2	3	4	5

Total: ____/25



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Leadership Scenario Evaluation

1. The purpose of this evaluation is to assess the ability of the applicant to respond appropriately to an unexpected scenario. The scenarios will require applicants to demonstrate a working knowledge of their position according to the ETM. The activity will further assess applicants' problem solving and conflict resolution skills.
2. Applicants will individually be brought aside and explained that they are entering a situation where there are two individuals who are playing two specific roles. The applicants will be required to appropriately respond to the situation. The applicant will not be told specifically what the situation is or what they are expected to do other than appropriately respond to the situation.
3. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Leadership Scenario

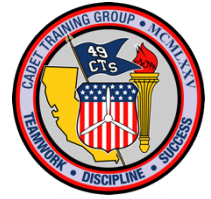
Evaluator Name / Office Symbol: _____

Performance	<i>Poor</i>					<i>Excellent</i>					
Situation resolved	0	1	2	3	4	5					
Professional composure	0	1	2	3	4	5					
Understanding of position	0	1	2	3	4	5					
Appropriate response	0	1	2	3	4	5					

Total: ____/20



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Support Skills Evaluation

1. This document outlines the process for the administration of the Support Skills evaluation for CSX applicants.
2. The Support Skills evaluation measures the applicant's ability to problem solve and utilize their creativity while accomplishing real tasks that would be asked of them within the Cadet Support Squadron.
3. The purpose of this evaluation is to gauge applicants' maturity and skills to serve as a cadre member in the Cadet Training Group within the support or training cadre. This evaluation will give each applicant the opportunity to show their ability to listen and take instruction, solve tasks effectively as well as to demonstrate their ability to be beneficial to the Cadet Training Group.
4. The Support Skills evaluation will be administered at CSX and will require the applicant to demonstrate their abilities with Excel organization and their photography ability. The evaluation will be conducted in two separate stations in the block: one station for the Excel Organization evaluation and one station for the Public Affairs Demonstration. The total time for the evaluation will be ten minutes per applicant.
5. Public Affairs Demonstration: This evaluation will include a provided camera to be leased to the applicants for the acquisition of three photographs. The applicant will also be asked about the role of public affairs and three fundamentals to taking a great photo including how their photos reflect those fundamentals. Applicants will be graded on direction completion (number of photos), overall image quality, response to the three fundamentals and on their response to the role of public affairs. The photo acquisition will be supervised and kept to two minutes, the rest of the evaluation will take a duration of three minutes. The overall demonstration will take five minutes per applicant.
6. Excel Organization Evaluation: This evaluation will include a provided laptop with a pre-generated test on flight roster organization. The CTG applicant will have five minutes to sort a list of cadets into a certain number of flights based off a pre-generated filtering of cadets by squadron, gender and age. Grade will not be included on this evaluation for time concerns but

will be part of the filtering process for the actual flight rosters at encampment. According to the different filters, the flight assignment must be distributed as equally as possible. Applicants will be graded on time use, accuracy of assortment, and directions followed.

7. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org

A handwritten signature in black ink, appearing to read "Tyler J. Beal". The signature is fluid and cursive, with the first name being the most prominent.

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Support Skills Evaluation

Evaluator Name / Office Symbol: _____

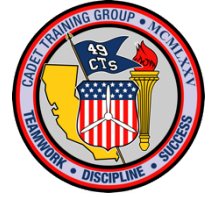
Excel Organization	<i>Poor</i>					<i>Excellent</i>
Accuracy	0	1	2	3	4	5
Time	0	1	2	3	4	5
Directions Followed	0	1	2	3	4	5

Public Affairs Demonstration						
Overall Image Quality	0	1	2	3	4	5
Fundamentals Explanation	0	1	2	3	4	5
Overall Content	0	1	2	3	4	5

Total: ____/30



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Review Board Evaluation

1. The purpose of the applicant review board is twofold: it offers the executive cadre the ability to get valuable insight into your personality and abilities, and it allows the applicant the chance to convey their credentials, abilities, and goals to the review board.
2. The review board will consist of questions designed to have applicants critically think through and carefully discuss their understanding of the role they applied for, as well as how their past experiences could aid them in such a role. The members of the review board will ask you questions for the purpose of eliciting responses in the following areas:
 - a. Experience and Preparation: The purpose of these questions is for you to convey your previous experiences (both inside of CAP and outside) and explain how they have prepared you to excel in the position for which you are applying. You should be prepared to explain activities on your resume and how those apply to your current pursuits.
 - b. Job and Encampment Training Manual: Come prepared to demonstrate your understanding of the position that you are applying for, and the Encampment Model as outlined in the Encampment Training Manual.
3. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Review Board

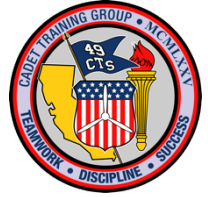
Evaluator Name / Office Symbol: _____

Purpose	<i>Poor</i>					<i>Excellent</i>	
Reason for applying	0	1	2	3	4	5	
Knowledge							
Job knowledge	0	1	2	3	4	5	
ETM knowledge	0	1	2	3	4	5	
Past Experiences	0	1	2	3	4	5	
Resume							
Professional Presentation	0	1	2	3	4	5	
Professionalism							
Customs and courtesies	0	1	2	3	4	5	
Eye contact	0	1	2	3	4	5	
Posture	0	1	2	3	4	5	
Confidence	0	1	2	3	4	5	
Communication skills	0	1	2	3	4	5	

Total: ____/50



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Six Step Teaching Method Evaluation

1. The purpose of this evaluation is to evaluate the ability of the applicant to use the Six Step Teaching Method according to the standards set forth in the CAPP 60-33.
2. Applicants will be given a specific drill movement or procedure and given one to two minutes to mentally prepare before instructing a small flight with a guide on the given movement. The sequence will draw primarily from CAPP 60-33 Chapters 2-4.
3. Each individual will have 8 minutes to teach their movement from start to finish. The applicant must use the procedures for drill instruction found in the CAPP 60-33.
4. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Six Step Teaching Method

Evaluator Name / Office Symbol: _____

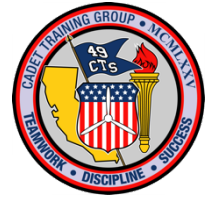
Drill Movement Taught: _____

Sequence	<i>Poor</i>					<i>Excellent</i>					
State name and purpose	0	1	2	3	4	5					
Demonstrate	0	1	2	3	4	5					
Go into detail	0	1	2	3	4	5					
Ask questions to flight	0	1	2	3	4	5					
Have flight do movement	0	1	2	3	4	5					
Give feedback	0	1	2	3	4	5					
Performance											
Phrasing	0	1	2	3	4	5					
Knowledge of movement	0	1	2	3	4	5					
Command Voice	0	1	2	3	4	5					
Command Presence	0	1	2	3	4	5					

Total: ____/50



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Written Examination Evaluation

1. This document outlines the process for administering the Written Examination evaluation for CSX applicants.
2. The purpose of this evaluation is to gauge applicants' preparation to serve on CTG Cadre. Likewise, this evaluation is used to identify applicants' knowledge of regulations, manuals, and other documents associated to the CTG and encampment.
3. The Written Examination is a 60-minute, 48 question, multiple-choice examination. It draws from the following: CAPM 52-16, CAWGOI 52-16- 1 (ETM), CAPM 39-1, CAPP 60-33 (D&C), CAPP 60-70 Cadet Encampment Guide (NEG). The exam will be administered at Cadre Selection Exercise.
4. A grade will be assigned based on the number of questions answered correctly with each question weighted equally.
5. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

ATTACHMENT 21: Written Exam Practice Test

CAWG ETM

1. (ETM, pg 8, para. 1.5.3) In what year was the implementation of the Cadet Training Group authorized?
 - a. 1965
 - b. 1975
 - c. 1974
 - d. 1970

2. (ETM, pg 8, para 1.5.3) Who was the commander of the 49th CTS?
 - a. C/Capt Andrew Weaver
 - b. C/Capt Tom Doyle
 - c. C/Capt George Ishikata
 - d. C/Capt Laura Parsons

3. (ETM, pg 6, para. 1.1) According to the CAWG ETM, the purpose of Encampment is to provide CAP members an opportunity to
 - a. to apply knowledge gained in the cadet and senior programs to practical situations.
 - b. develop a spirit of teamwork and inspire a sense of discipline.
 - c. enhance their local unit's Cadet Program.
 - d. all of the above

4. (ETM, pg 15, para. 2.6) Oversight of scheduling, finance, the assignment of cadets to their flights, staff and cadet rosters, and graduation essentials are responsibilities of which support department?
 - a. Logistics
 - b. Training
 - c. Administration
 - d. None of the above

5. (ETM, pg 19, para. 3.1.1) The thyroid is used as an illustration of which part of the Encampment Model?
 - a. Objectives
 - b. Phases of the training program
 - c. The material in the training program
 - d. The Encampment Cadre

6. (ETM, pg 19, para. 3.1.1) Objectives are referred to as the 'bones' of the Encampment Model because
 - a. they contain the body of encampment knowledge.
 - b. they regulate the growth and development of the training program.
 - c. they contain the marrow, or life blood, of the Encampment program.
 - d. they give structure and support to the Encampment program.

7. (ETM, pg 19, para. 3.2.1) Which of the following questions would you ask to define your objectives most effectively?
 - a. Did I teach how to make a rack properly?
 - b. Can the flight execute a column maneuver correctly?
 - c. Did I complete all the steps in my FTA?
 - d. Were all the aerospace packets completed?

8. (ETM, pg 20, para 3.2.3) Which of the following descriptor words are most effective in defining objectives?
 - a. Know
 - b. Learn
 - c. Be familiar with
 - d. Demonstrate

9. (ETM, pg 21, para 3.2.5.1) The CAWG ETM recommends three categories in defining objectives. Which of the following is/are not among them?
 - a. Personal Objectives
 - b. Encampment Skills
 - c. Squadron Objectives
 - d. Flight Objectives

10. (ETM, pg 22, para 3.3) The CAWG Encampment Training Program includes material in four different areas:
 - a. Fitness, Drill, Barracks Skills, and Flight Skills.

- b. Teamwork, Discipline, Success, and Perseverance.
- c. Leadership, Aerospace, Fitness and Character.
- d. Personal Skills, Flight Skills, Encampment Instruction, Barracks Skills.

11. (ETM, pg 22, para 3.3) The CAWG Encampment Training Program falls into three categories. Which of the following is/are not among them?

- a. Personal Development and Counseling
- b. Academics
- c. Physical Fitness
- d. Encampment Skills Instruction

12. (ETM, pg 23, para 3.4.1) The timing of the training phases is more important than the order.

- a. True
- b. False

13. (ETM, pg 23, para 3.4.3) According to the CAWG ETM, students making a commitment is important because

- a. we can then hold them to and remind them of their commitment throughout the week.
- b. they understand what is expected of them.
- c. only signatures are legally binding.
- d. Encampment is only successful with individual commitment.

14. (ETM, pg 23, para 3.4) Which of the following are not part of the four training phases?

- a. Secondary Training
- b. Encampment Skills Training
- c. Summary
- d. Introduction

15. (ETM, pg 24, para 3.4.3) The 'Introduction' Training Phase is marked by

- a. an internally motivated flight.
- b. an externally motivated flight.
- c. meeting the flight staff and beginning training.

d. students arriving at Encampment and signing the contract.

16. (ETM, pg 24, para 3.4.4) The 'Primary Training' Phase is marked by

- a. students arriving at Encampment and signing the contract.
- b. an internally motivated flight.
- c. cadets realizing they are not doomed to a "week of misery".
- d. an externally motivated flight.

17. (ETM, pg 24, para 3.4) There is a clear point when the 'Primary Training' phase ends and the 'Secondary Training' phase begins.

- a. True
- b. False

18. (ETM, pg 24, para 3.4.6) The key to the 'Summary' Training Phase is

- a. the Graduation Parade.
- b. the flight level debrief.
- c. the conclusion of training.
- d. the Annual Groovy Clambake Shindig.

19. (ETM, pg 27, para 4.2.1) Reinforcement, the strongest, most effective tool in any training environment is accomplished

- a. by giving something to, or doing something for someone that is unpleasant or undesirable when they do something we don't want them to.
- b. by taking away something the individual finds unpleasant or undesirable when they begin to exhibit the desired behavior.
- c. by rewarding someone's performance of the behavior we seek.
- d. b and c

20. (ETM, pg 27, para 4.2.1) In an effort to motivate their flight to perform after a particularly poor inspection during Phase II training, the flight staff announce to the students that those who do not perform up to the standard in the next inspection will be

selected next for KP duty. This is an example of

- a. positive reinforcement and is acceptable.
- b. negative reinforcement and is acceptable.
- c. punishment and is acceptable.
- d. punishment and is not acceptable.

21. (ETM, pg 29, para 4.2.3) According to the Yerkes-Dodson Law, and for the purposes of the Encampment training program, the optimal performance is maintained when the stress level of an individual is

- a. very low.
- b. very high.
- c. aroused, or halfway between the two.
- d. none of the above.

22. (ETM, pg 29, para 4.2.3) Under extreme circumstances, when normal reinforcement, and even punishment, have proven ineffective in training an individual, hazing is authorized.

- a. True
- b. False

23. (ETM, pg 30, para 4.2.4) There are several ways to foster motivation in a group. Which of these are not among them?

- a. Knowledge of results
- b. Interest
- c. A large degree of tension
- d. Success

24. (ETM, pg 63, para. 15.3.6) During the Daily Group Retreat, once the Group Superintendent has reported to the Adjutant and the salute has been returned

- a. the Group Superintendent takes his/her post once pace behind and to the left of the Adjutant.
- b. the Group Superintendent proceeds to his or her post without command.
- c. the Group Superintendent proceeds to his or her post after the Adjutant calls "Post"
- d. None of the above

25. (ETM, pg 64, para. 15.3.6) While retreat is being played at the Daily Group Retreat, the group will be at the position of

- a. Attention
- b. Present Arms
- c. At Ease
- d. Parade Rest

26. (ETM, pg 63, para. 15.3.2) During the Daily Group Retreat, when the Flight Sergeants are reporting to the First Sergeants, they report _____ Flight, all present or _____ Flight, (number) persons absent.

- a. True
- b. False

27. (ETM, pg. 65, para. 15.5.2.1.) In the Parade Ceremony, which command is given to begin the ceremony?

- a. GUIDE ON LINE
- b. FALL IN
- c. SOUND ADJUTANT'S CALL
- d. REPORT

National Encampment Guide

28. (NEG, pg 2, para 1.1) According to the National Encampment Guide, the vision for Encampment is

- a. an immersion into the full challenges and opportunities of cadet life.
- b. to provide an environment where cadets can grow as followers first and leaders second through a comprehensive training program.
- c. to instill Discipline in cadets, bring them to a place where they must rely on Teamwork, and eventually lead them to Success.
- d. to apply knowledge gained in the cadet program to practical situations and receive an introduction to the military.

29. (NEG, pg 3, Table 2) The term 'students' was chosen to represent first year participants in the Encampment program because

- a. it underscores the belief that leadership is an academic discipline requiring study.

- b. it is a common term in the Air Force, from Air War College down to Airman Leadership School.
- c. first time cadets come to Encampment to learn.
- d. All of the above.

30. (NEG, pg 3, Table 2) The term ‘cadre’ was chosen to represent the cadet facilitators of the Encampment program because
- a. the term ‘staff’ brings no suggestion of honor or leadership.
 - b. it holds military connotation, suggesting a faculty of honor charged with indoctrinating newcomers.
 - c. it calls back to old European armies, where officers would stand-up a unit before its mass of inexperienced troops arrived.
 - d. All of the above.

31. (NEG, pg 4, para 1.4) Encampment program metrics are designed to
- a. set goals and objective standards for its operation.
 - b. offer Encampment leaders a full picture of the effectiveness of their Encampment program.
 - c. show Encampment leaders areas they can improve in.
 - d. All of the above.

32. (NEG, pg 7, para 2.4c&d) Students will be given
- a. 45 minutes of personal time and 8 hours of uninterrupted sleep.
 - b. 30 minutes of personal time and 9 hours of uninterrupted sleep.
 - c. 30 minutes of personal time and 8.5 hours of uninterrupted sleep.
 - d. none of the above.

33. (NEG, pg 30, para 6.2f) The Encampment inspection program
- a. is intended as an exercise in the janitorial and sanitary arts.
 - b. is designed to teach teamwork.

- c. allows for roughly handling the students’ belongings in order to call attention to a deficiency.
- d. All of the above

34. (NEG, pg 32, para 6.5b) The object of the inspection program
- a. is to test cadets’ teamwork skills and re-motivate them in the overall area of military-type skills.
 - b. is to make the cadet aware of all deficiencies in order to bring the flight up to the Encampment standard.
 - c. is to monitor the effectiveness of the Encampment Skills training category.
 - d. both a and c
 - e. a, b, and c

35. (NEG, pg 7, para 2.5c) At any time, any participant, including the lowest ranking cadet at Encampment, can call knock it off and everyone in the area must immediately, temporarily cease the activity taking place.
- a. True
 - b. False

CAPR 52-16, Cadet Programs Management

36. (52-16, pg 2, para 1-3) The five traits of cadet life are:
- a. The Uniform, Aerospace, Opportunity to Lead, Challenge, and Fun.
 - b. Aerospace Education, Leadership, Character Development, Physical Fitness, and Activities.
 - c. Aerospace Education, Leadership, Emergency Services, Physical Fitness, and Volunteer Service.
 - d. Integrity, Excellence, Respect, Volunteer Service, and Enthusiasm.

37. (52-16, pg 34, para 9-2g) To become eligible for graduation credit, students must adhere to the Core Values, complete all academic assignments to the satisfaction of

the Encampment staff, and actively participate in

- a. at least 34 contact hours (appx. 80% of the course).
- b. at least 29 contact hours (appx. 70% of the course).
- c. at least 38 contact hours (appx. 90% of the course).
- d. the number of contact hours mandated by the Encampment Commander.

38. (52-16, pg 34, para 9-2f) Application of CAP's nondiscrimination policy to the Encampment program does not mandate that

- a. Encampment commanders will make reasonable accommodations to cadets with disabilities.
- b. Encampment commanders will make reasonable accommodations for cadets to attend religious services.
- c. all facilities must be or be made handicap accessible.
- d. cadets will not be turned away due to age, race, religion, or color. \

39. (52-16, pg 7, para 2-4b) Energy drinks, dietary supplements containing high doses of caffeine, and stimulants are authorized for use at Encampment.

- a. True
- b. False

40. (52-16, pg 9, para 2-10d) A cadets assigned to Category III are

- a. indefinitely permanently restricted from participation in the entire physical fitness program.
- b. in good health and may participate fully.
- c. are indefinitely or permanently restricted from a portion of the physical fitness program.
- d. are temporarily restricted from all or part of the physical fitness program, and will not normally exceed 6 months in this category.

CAPP 60-33, Drill and Ceremonies Manual

41. (D&C, pg 15, para 2.3.1) In drill, the leader may be at a position other than attention to give commands.

- a. True
- b. False

42. (D&C, pg 17, para 2.4) Which of the following are not part of the five characteristics of a good command voice?

- a. Loudness and Snap
- b. Accuracy and Volume
- c. Projection and Distinctness
- d. Inflection

43. (D&C, pg 24, para 3.3.1.3) Which of the following is false?

- a. Cadence should be called sharply and clearly.
- b. Quick Time is defined as 100-120 steps per minute.
- c. No speech is permitted at the position of Rest.
- d. Facing movements should be executed in the cadence of Quick Time.

44. (D&C, pg 11, para 1.6.2.2) The second step in the Six Step Teaching Method is

- a. explaining and demonstrating the movement in detail.
- b. demonstrating the movement to the formation, using proper cadence and commands.
- c. having the formation perform the movement and making on-the-spot corrections.
- d. stating the name of the movement to be executed, and pointing out its purpose.

45. (D&C, pg 23, para 3.3.1) What are the various rest positions?

- a. Parade Rest, At Ease, Rest, Fall Out
- b. Parade Rest, At Ease, Rest, Fall Out, Dismissed
- c. Parade Rest, At Ease, Rest
- d. Parade Rest, Rest

46. (D&C, pg 34, para 3.13.5) Flight Halt can be called while marching at Double Time.

- a. True
- b. False

47. (D&C, pg 35, para 3.14.1) While marching at Mark Time, the balls of the feet are raised

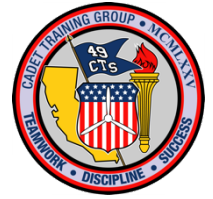
- a. 6 inches.
- b. 12 inches.
- c. 5 inches.
- d. 4 inches.

48. (D&C, pg 37, para 3.21.1) For the command Route Step, MARCH

- a. neither silence nor cadence is required, and movement is permitted as long as dress, cover, interval, and distance are maintained.
- b. silence and cadence is required. Movement is permitted as long as dress, cover, interval, and distance are maintained
- c. cadence is not given, and movement is permitted as long as silence, dress, cover, interval, and distance are maintained.
- d. cadence is given, and movement is permitted as long as silence, dress, cover, interval, and distance are maintained.



**CALIFORNIA WING CIVIL AIR PATROL
HEADQUARTERS CADET TRAINING GROUP
CAMP SAN LUIS OBISPO CALIFORNIA**



15 April 2018

MEMORANDUM FOR CSX APPLICANTS

FROM: CTG/SUPT

SUBJECT: Application Process Evaluation

1. This document outlines the process for the administration of the Application Process evaluation for CSX applicants.
2. The Application Process evaluation is designed to assess the applicant's ability to follow instructions and submit their application documents correctly and timely. This evaluation began immediately following the application deadline on 27 April 2018.
3. The Application Process is evaluated on the basis of four criteria: Accuracy, Signatures, All Files Submitted, and Timeliness. Accuracy is assessing the applicant's ability to enter the information on their forms or other documents correctly, formatted correctly, were instructions followed, etc. Signatures assesses whether the applicant included the appropriate signatures for the event (parents, Squadron Commander, etc). All Files Submitted assesses whether all the appropriate files were submitted and no mistakes were made (i.e. wrong file was sent). Cover Letter Response assesses whether the provided prompt was addressed appropriately by the applicant in their cover letter.
4. Please direct any questions regarding this document to the Cadet Training Group Superintendent at Tyler.Beal@cawgcap.org.

A handwritten signature in black ink, appearing to read "Tyler J. Beal".

TYLER J. BEAL, C/Lt Col, CAP
Superintendent

Applicant Name: _____

EVALUATION SHEET

Application Process Evaluation

Evaluator Name / Office Symbol: _____

Content	<i>Poor</i>					<i>Excellent</i>	
Accuracy	0	1	2	3	4	5	
Signatures	0	1	2	3	4	5	
Cover Letter Response	0	1	2	3	4	5	
Conduct							
All Files Submitted	0	1	2	3	4	5	

Total: ____/20