



# CIVIL AIR PATROL INSPECTOR GENERAL IG AUDIENCE

Volume 5 Issue 4

October 2014

**FORWARD THIS NEWSLETTER TO ALL UNITS IN YOUR WING!**

**A note from Col Tom Kettell, CAP/IG:** The IG Audience has evolved from a newsletter to being the Education Journal for the IG Program. Each quarterly issue has introduced a quality tool (or two) that will be implemented into program operations. The use of these tools by Wing IGs (first) and then Wing/Unit Commanders (with mentorship and assistance from IG) will be a contributing element towards moving CAP in the direction of continuous improvement and the establishment of a quality culture.



## ***SUI Team Chief Duties & Responsibilities by Lt Col Craig Gallagher, CAP/IGIA***

There has been feedback from the IG Community via the IG Audience Surveys on the need to establish and detail the duties and responsibilities of the SUI Team Chief. The outline below addresses this all in one place and it will eventually find its way into the Inspection Team Handbook as well.

### **Qualifications**

- Academics
  - IG Inspection Augmentee Course (or IG Basic Course before 22 Sep 14) (Minimum)
  - IG Senior Course (Preferred)
- Experience
  - Participated in at least two prior SUIs as an Inspector
  - Earned a Technician Rating in the Inspector General Specialty Track
- Time Available
  - Be able to devote 10 to 15 hours per inspection

### **Duties & Responsibilities**

- Ongoing – Monitor the SUI section of the Commander’s Dashboard to see what SUIs are coming up
- 60 days before SUI Due Date
  - Check your calendar for dates that you will be available to do the inspection
  - Download the “All SUI documents (zipped)” file ([www.capmembers.com/cap\\_national\\_hq/inspector\\_general/sui](http://www.capmembers.com/cap_national_hq/inspector_general/sui)) and unzip all the documents into a folder for the unit about to be inspected (e.g., CA-008)

- Send the documents (zipped or unzipped) to the Unit Commander (CC) and inform him/her:
  - Their SUI is due in 60 days and you need to schedule an on-site date
  - The unit staff needs to fill out their respective worksheets and get them back to the CC who will review and then upload the documents (eServices>Inspector General>Documentation)
  - He/She should contact you with any questions regarding the worksheets or the inspection process
- 30 Days before SUI Due Date
  - If the documents are not yet uploaded into eServices, contact the CC to see if there are any issues which could use your assistance
  - Nail down the actual on-site date
  - Line up the Inspectors who will assist you on-site
- 2 Weeks before scheduled On-Site Date
  - Verify that all the appropriate worksheets have been uploaded; if not, impress upon the CC the urgency of completing the upload
  - Notify your inspection team that the worksheets are available for review
  - You and your Inspectors should download the completed worksheets, add questions and comments, and then upload them into the Team Folder section of the Documentation section.
- 1 Week before scheduled On-Site Date
  - Remind the CC and the inspection team when and where the inspection will take place
  - Print out the updated (with the inspectors comments/questions) worksheets to take them with you to the SUI
  - Write the initial draft of the SUI Report from the xxWG\_SUI\_Blank\_Report.pdf and save it as the unit name (e.g., CA-008 SUI 2014-09-27). In this initial draft you will update the cover page, letter to the commander, key personnel, inspection team, and then the time in duty and Specialty Track rating for each of the tabs (should take about an hour).
- On-Site Date
  - You and your team interview the unit staff and make your notes on the printed worksheets (should take 2-3 hours)
  - Collect all the updated worksheets
  - Meet with your inspection team (in person or on the phone) and discuss the interviews
- 0 to 2 Weeks after On-Site Date
  - Update each of the tab sections in the SUI Report based on the updated worksheets and assign a grade.
  - Write the Executive Summary
  - Send the revised draft to the inspection team members for their review and comments
  - Make any appropriate updates
  - Go through the Quality Assurance Checklist and run the SUI Grade Resolution Calculator (Excel Spreadsheet) to verify the grades are correct
  - Send the SUI Report and the Quality Assurance Checklist to the Wing IG so that he/she can review, approve and distribute the report and also upload it into eServices

## ***Two New IG Courses in the Learning Management System (LMS) by Don Barbalace, CAP/IGTA***

We now have the Investigation Officer (IO) Course and the Inspection Augmentee (IA) Course on-line in LMS. These courses meet the requirements of CAPR 123-1 for temporary assignment as an investigating officer or SUI team member, respectively. Together, they are equivalent to the IG Basic Course. The Basic Course has been discontinued.



The IO Course is straight forward, on-line since June, and it is completed entirely on-line in LMS. Course completion shows in eServices as the IO Course.

The IA Course, published in September, is more complex. The student begins the course on LMS and does Lessons 1 and 2 and then must exit and participate in an actual SUI as a team member under supervision. The SUI Report needs to show this member in the list of named SUI team members. The student will:

1. Obtain the completed SUI Report from the Wing IG or Team Chief,
2. Return to the course on LMS,
3. Upload the SUI Report in Lesson 3,
4. Complete the survey, and then
5. Exit the course, and wait for approval.

Uploading the SUI Report will trigger an automated notice to the instructors who will log into LMS, access the gradebook, download the SUI Report that was submitted by the student, verify that the student's name is shown as part of the inspection team, and then enter a passing grade. That will cause eServices to show course credit for the student.

### **Embedded Audio in LMS Courses**

The new courses in LMS – the IO Course and IA Course – have (or will have) embedded narration supplied by Maj Cheryl Fielitz-Scarborough, the West Virginia Wing IG. The narration script is also provided in the course as a document to download so the student can review those comments without having to re-play the entire PowerPoint presentation. Presentations with the embedded narration are installed in the course as they become available.



### ***The Essence of a Solid Report of Investigation (ROI) by Col Jack Schupp, CAP/IGQ***

There is a fair amount of material available for the IG or Investigating Officer (IO) from the Basic and Senior courses and IG College to put together at least a journeyman quality Report of Investigation (ROI). All of the elements derived from those courses, CAPR 123-2 and the invaluable *Complaint Investigating Officer's Guide* should be enough guidance and provide sufficient formats for an appointed officer to handle the "usual" complaints alleging some type of misconduct and/or reprisal. While this article will be partly redundant to those references, its intent is to highlight the REALLY important aspects of a solid ROI to make it so compelling a document that it will be clear and convincing to your appointing authority as well as withstand challenges of an upper level IG review.

First and foremost is the framing of allegations...the WHO did WHAT to WHOM, when, and in violation of WHAT STANDARD or REGULATION. You are presented with a “sack of snakes” complaint with all manner of actual and/or perceived misconduct on the part of a subject, including reprisal. As you go through the recitation of “the parade of horrors”, consider that even though a complaint might fail the acid test for reprisal checklist, there may be other misconduct expressed or implied which you must capture in your complaint analysis and ROI. Consider on the other hand that rather than reprisal, you may have a case involving the legitimate exercise of command discretion...and the complainant does not like the decision and so tries to involve the IG in a personal vendetta.

The second priority is the evidence that you have gathered in your search for the true facts which you find to be credible. Is it relevant (relating to the framed allegations) and is it material (does it make any difference or bearing)? For example, you have a witness who saw some act that relates to your framed allegation which is relevant, but the fact that the witness was not in the proper uniform at the time of the observation is not material and would not normally be included in your ROI unless for some reason the circumstances of witness attire should be captured in an “IG NOTE”.

You have to “weigh” the evidence and convince the appointing authority and the legal reviewer that you have done that so as to justify the conclusions you have drawn with regard to the facts. Direct evidence (the act observed by a credible witness) and circumstantial evidence (the subject had access to the supply closet where the missing item was last seen) is important in your evaluation and statement of what you believe to be the “preponderance of the evidence”. What conflicting facts exist and which are corroborated by the “best” or the most persuasive evidence? You will have to “weigh” that information and articulate that from the credible information that you have gathered, that A is more likely than B, and the reasons for that determination. This proof analysis, which highlights the strengths and weaknesses of your framed allegations, is best put into a matrix format in the ROI for simplicity and easier understanding for the readers, namely the appointing authority and legal reviewer. Do this correctly, and your ROI is “bullet proof”!

The next and last most important factor is that you have cited the proper regulation or other standard that must be included in each framed allegation. Getting a legal officer involved to help you interpret and apply a regulation to a set of facts is almost a necessity especially in the hazy area of ethical violation allegations and those alleging “hostile environment” which seem to be more prevalent over the past year. Since your ROI will be reviewed by a legal officer, you will miss an opportunity to have an early tacit endorsement of your framed allegations and perhaps misapply a regulation, definition from CAPR 123-1, or policy if you do not seek legal officer advice early in your ROI process and throughout its development before submission.

The latest iteration of the Complaint Investigating Officer’s Guide should be your “bible” on investigation, interviews, and writing a clear and convincing ROI with attachments referenced and cited in the body of the ROI, but the proper framing of allegations and your assessment of credible facts supported by documentation as applied to CAPRs is the heart of the entire effort to find the “truth”. You have the resources of experienced, dedicated IG staff and subject matter experts as well as a cadre of legal officers to support your effort in this quest. Call on them!

## ***Updates to CAPP 203 IG Specialty Track Guide by Col Larry Stys, CAP/IGT***



The new version of the Specialty Track Study Guide for the Inspector General is ready for publication. This new guide is evolutionary in changes, but substantive nonetheless. Both Col Parris and now Col Kettell were clear that the importance of a healthy IG program is essential for the health of our organization. The relationship among commanders, inspectors general, and legal officers is vital. All of you in CAP are fully aware that the inspection process in CAP, from Compliance Inspections (CI) to Subordinate Unit Inspections (SUI), has had a top to bottom overhaul.

Now it is time for the training of the future IGs to match the challenges placed on this position. This article serves only to posit the impact these changes will have on the training of IGs. Suffice to say, the standards have been raised. More emphasis will be placed on: electronic distance learning using LMS, Wi-Fi utilization to teach in-seminar courses, greater involvement in hands-on training, much higher standards, and lastly, more venues to train.

**IG Basic Course** It will not be taught in seminar anymore anywhere. This course now comes in two distinct parts, each part serving a specific requirement.

Part 1: *The Investigating Officer's* (IO) course meets the requirements to conduct an investigation in CAP as an IO. CAPR 123-1 is also undergoing modification to codify the requirements contained in the CAPP-203.

Part 2: *Inspection Augmentee* (IA) course meets the requirements to perform a CI or SUI inspection. Changes recommended to CAPR 123-1 para 10 "*Training Requirements for the Inspector General*" clarify this title. This course requires a student to arrange for and conduct with a qualified IA or IG a real CI or SUI. Once that inspection report is posted on eServices, the student can request a review to certify that the student participated in and meets the requirement for a proper inspection report, using the current checklist/worksheet process now in place.

IO and IA course together meets the Knowledge, Academic, and some of the service requirements for the Technician rating. Together, the IO/IA course becomes the IG Basic Course. Together they serve to allow a newly appointed IG to perform all duties as an appointed IG.

The bottom line out of this new focus is that all future students wishing to advance their training as an IG, by taking an IG Senior Course will have conducted a real world CI or SUI. This opens the door to expand the training content of the IG Senior Course.

**The Inspector General Senior Course** The biggest impact of the CAPP-203 occurs in the Senior Course. Readers of the *IG Audience*, particularly the issues published in calendar year 2014, have had extensive articles written on the process improvement model, often defined as AFSO21 8-Step, Plan-Do-Check-Act, or OODA Loop. The Senior Course will begin to train CAP in the use of process improvement that can function to:

1. Improve and manage a Plan of Action (see Attachment 1, CAPR 123-3)
2. Close discrepancies by more than simple short term fixes by creating strong counter-measures
3. Help Volunteers to shift their efforts from treating an inspection as an interruption to their duties, and a waste of their time, to the idea that doing their job and doing it correctly *is* their inspection!

To save costs for CAP as well as the volunteers and instructors, no more documents will be printed and provided at any senior course. The use of such on-line storage access systems like SmartVault™ will provide all the training materials. Also, e-Services has or will soon have SUI report storage and a

Discrepancy Tracking System (DTS). Thus, Wi-Fi access will be required. Lastly, all the tests taken by a student, and work products asked of a student will be done through Learning Management System (LMS) or by upload to an on-line storage system.

**Inspector General College.** It is biennial for now with potential for annual offerings. This is to be determined as funding and logistics issues are determined. Our National Commander would like to see the college move around the country, and not be confined to Kirtland AFB, NM. As it is, broadband Wi-Fi access is quite limited at Kirtland and many other DoD facilities.

Since the IG Senior course is an accredited prerequisite to attend the college (and the Basic Course required to attend the Senior course), there is no need to spend significant class time teaching how to do an inspection.

American Council on Education through sponsorship of AF Air-University has accredited the IG college. We have had difficulty making the transcript process user friendly and useful for transfer by the student. This will require an IG College Provost position able to provide a certified course completion document. As this is worked out, be assured, attendees at the recent 2014 IGC will be able to receive this document.

The depth and breadth of the college will fundamentally change!

The CAP/IG presents on the Commander / IG / Legal Officer Relationship. The students in teams manage a relationship problem-solving exercise using a PDCA process.

Outcome: The student masters an understanding of this relationship.

CAP/IGI presents on the challenges and problems discovered in managing, recording and effectively closing discrepancies in the CI and SUI program. The student teams do a component of PDCA to resolve and create countermeasures to specific program issues that current research indicates as a management problem for Regions and Wings.

Outcome: Student masters a process improvement method to resolve and create countermeasures to specific program issues that research indicates as a current problem for regions and wings.

CAP/IGQ presents on issues that relate to complaint resolution: Complaint analysis, trends in complaints, effective investigating plans, and document management. The student team then crafts solutions to manage issues identified in the CAP electronic case file management system.

Outcome: The student masters the complaints resolution process to include complaint handing, analysis, trends, investigation plans, and document management.

CAP/IGJ presents on issues that involve and direct the relationships among the CC-IG-JA. The student teams then do an exercise to enhance IG to JA interface during all phases of complaints resolution.

Outcome: The student masters awareness of the role of Legal Officers at all critical phases of complaints resolution.

CAP/IGT presents on training the next IG and maintaining proficiency. The student teams craft a training schedule suitable for their wing or region. Students review training materials to make recommendations for improvements to all three levels of the CAPP-203.

Outcome: The student will master the course content of the IG Senior course from the instructor role, such that only a follow up evaluation is necessary for certification as an IGSC instructor. Student critiques of training material to include the college he/she is attending are submitted for analysis.

CAP/USAF (or designee) talks about principals of leadership; the NCC (or designee) talks about the CAP corporate direction. Students then take a final exam covering specific issues, and submit individual works products requested by the CAP/IG staff.

Outcome: The graded and critiqued work products requested by the college Team Training Directors (TTD) and submitted by the student will be the basis for approval for successful completion of the college. These are prepared by the TTD, or may be assigned by a member of the CAP/IG staff as part of the academic requirement for college accreditation. No small feat!



***Plan-Do-Check-Act (PDCA) Follow-up: A Focus on the ACT Activity by Lt Col Les Manser, AZWG/IG***

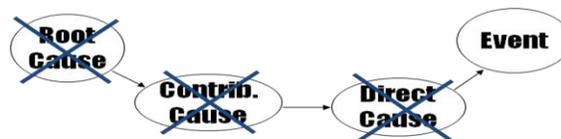
Now that the CHECK activity has been accomplished for a CI/SUI/SAV Discrepancy, it’s time for the Commander and his/her Staff to ACT. After all, what good was it to have spent the time and effort to identify the cause(s) of the discrepancy if they aren’t ACTed upon with appropriate actions (countermeasures) in a timely and effective manner?

To review - the CHECK activity identified the direct, contributing and root cause(s) for the discrepancy’s Cause Chain. These causes now need to have correlating corrective and preventive action(s) assigned if the discrepancy is to be permanently eliminated. These actions are a set of planned activities implemented for the sole purpose of totally resolving the discrepancy. This is known as the “Plan of Action” – requested by the appropriate-level IG for many CI/SUI Discrepancies - specifying:

- WHAT actions need to be accomplished (including deliverables – documentation/records to support discrepancy closure),
- WHO is responsible for each action by Office of Primary Responsibility (OPR) or Name,
- WHEN (date) each action will be implemented/completed – and - as part of the follow-up,
- STATUS of each action through completion.

By including these specifics for each action, you will avoid the use of the all-too-typical “Gunnadoo” response: “Well, we’re gunnadoo something about that someday.” The Gunnadoo response is like the legendary Australian beast with the same name – constantly talked about in community circles but never ever seen in action – yet always expected to appear “sometime in the near future”.

Corrective action can be simple or complex, but rarely is it made up of just one action. Don’t expect to “break” the Cause Chain by fixing just one cause (normally assigned to the direct cause) – it will most likely be two or more causes (typically assigned to the contributing and root causes) that need to be fixed to ensure that the Cause Chain is really broken. Sadly, most efforts to resolve a discrepancy stop at what is called the “immediate corrective action” or identified as “containment action” – but this action is only associated with the direct cause; as a result, an effort is never made to implement the more important actions that can prevent discrepancy recurrence.



Taking the action associated with the direct cause is certainly important in an effort to “stop the bleeding” i.e. damage control and clean-up. Its purpose is to stop the effects (discrepancy trigger) from getting worse and repairing what

was affected (resulting in noncompliance).

However, by itself, action on the direct cause does NOT prevent the recurrence of the discrepancy.

Be advised that it would be a big mistake to assign a corrective/preventive action to someone or OPR who isn't on the team that accomplished the cause analysis. This means that you missed bringing this person/OPR on board when it was realized that they needed to be involved – but more importantly – you did not get their buy-in for the actions to be accomplished. Well, better late than never – add that person/OPR to the team and go back over your cause chain and correlating actions with them before continuing.

Corrective/preventive actions must be done as stated in the Plan of Action. It is important to take these things literally. Did you do everything just as it was stated in the Discrepancy Tracking System (DTS)? Were the actions completed by the stated Due Date?

Upper echelons of Command and IG review the discrepancies and discrepancy responses in the DTS to see if actions were done as stated. Don't sign up for actions that you can't deliver. Be careful using words like **everyone** or **all**. If you use them, then you had better mean it and be ready to prove that you did it. For example, if it was stated that “all members will be trained ...”, then a record of that training (an example of a deliverable) for every member (without exception) must be documented and maintained.

Additionally, there should be consideration given to the following questions for other possible actions:

- Is this discrepancy occurring anywhere else in the organization?
- Are there any mistake-proof measures that can be designed into the process?

Preventing recurrence means preventing it everywhere! There are actions, when appropriate to incorporate at a higher echelon, that will then result in the prevention of the recurrence at all of the lower echelons. For example, when the same discrepancy is occurring in many of the subordinate units, then the most appropriate place for that action to be incorporated would be at the wing level.

Mistake proofing is an approach that provides the means to remove a failure mode out of a process or product. Multiple occurrences of the same discrepancy in many units at multiple levels of the organization are candidates for some level of mistake proofing. A typical example of mistake proofing would be to take a manual task/activity and automate it. How is this applied to the Cause Chain? Look for the human error point(s). Error points are causes where someone failed to do something correctly – a point where a mistake was made. An error occurs and is a cause; undetected, the error leads to an event. Find these causes and address them first!

Use Mistake Proofing to:

- Make errors more difficult to commit.
- Make it possible to reverse errors - to “undo” them.
- Make it easier to discover the errors that do occur.
- Make the process more forgiving of errors.



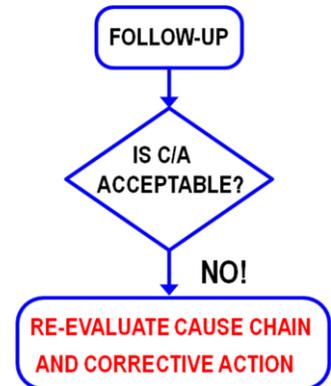
There is an example of a cause with a correlating mistake-proofing action included in the example Plan of Action shown later in this article.

Do you think that you're through now? You could be – but remember that the PDCA cycle can be used for the ACT activity itself:

- PLAN – captured in a detailed Plan of Action.
- DO – the accomplishment of all actions contained in the Plan of Action.
- CHECK – the assessment of whether the planned actions were effective or not. Using data/information collected before and after the actions were implemented in the process from predetermined points can greatly help in conducting this assessment.
- ACT – the adjustments/actions taken as a result of the assessment.

Remember that the ACT activity always includes follow-up – the control measure - all the way through discrepancy closure. The follow-up is a periodic review by the Commander and his/her Staff to:

- Ensure that all planned actions were implemented as stated in the Plan of Action and by the Due Date.
- Determine if the implemented actions were effective in preventing discrepancy recurrence.



NOTE: The first column in the example Plan of Action below has only been added to show the correlation between the causes identified during the CHECK activity and the specific actions identified during the ACT activity.

**PLAN OF ACTION as of 6/18/14 for  
(A-Discrepancy): [12] (Question 2) Unit did not ensure members were briefed annually on the CAP Nondiscrimination Policy IAW CAPR 36-1 para 4d.**

CAUSE CHAIN – CAUSE	SPECIFIC ACTION ITEM	PERSONS/OPR ASSIGNED TO THE ACTION	ESTIMATED COMPLETION/ DUE DATE	STATUS OF THE ACTION
Annual briefing did not have a specified date or date period for accomplishment	Identify an annual date on the unit calendar (first meeting in June) to conduct the briefing	Commander	5/12/14	Completed 5/10/14
Unit Commander did not ensure that the annual briefing was conducted	Conduct the annual briefing during the scheduled unit meeting	Commander	6/4/14	Completed 6/4/14
No record of the annual briefing was created and maintained	Document the briefing as an activity on the unit Attendance Roster and maintain on file in unit records (per the File Plan)	Administrative Officer	6/4/14	Completed 6/4/14
CAPR 36-1 Paragraph 4d(4) allows misinterpretation and/or variation when it states that the Commander “maintain such records as <u>they determine necessary</u> to ensure compliance”.	Clearly identify the records to maintain in unit files: Attendance Roster (for those in attendance), Briefing PPT (if used) and PDF of the emailed briefing or letter sent to those members not in attendance	Commander Administrative Officer	6/18/14	Completed 6/12/14

<p>CAPR 36-1 Paragraph 4d(2) requires <u>all</u> Commanders at <u>all</u> levels of command to ensure that this same briefing is conducted, resulting in a very inefficient approach and “waterfall” deployment for this requirement.</p>	<p><b>OPPORTUNITY FOR MISTAKE PROOFING:</b> Initiate an eServices Help Desk request for this requirement to be accomplished like it is done in most companies – directly assigned to each member as an annual LMS training item to be accomplished online by a suspense date – or – provide Unit Commanders with the means to enter the briefing into eServices and track the requirement just like Annual Safety/ORM items.</p>	<p>Personnel Officer</p>	<p>7/1/14</p>	<p>In Progress (Requires NHQ buy-in)</p>
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So there you have it – the completion of the PDCA cycle – with never-ending opportunities to use this tool again and again for the continuous improvement of your CAP processes resulting in maximum mission effectiveness!

***Report from the Southeast Region IG Summit of 27 September 2014 by Col Gordon Odell, SER/IG***

Every wing in the region was represented at the Southeast Region’s first Inspector General Summit held 27 September 2014 in Cleveland, Tennessee. The Summit coincided with the Tennessee Wing Conference and the Southeast Region Staff Meeting.



***Building the IG Community***

Building the IG community was the focus of the summit which included Mr. John Carnduff from CAP-USAF and Col Jack Schupp from CAP/IGQ. *Community* was established with the interpersonal bond and understanding that every member of the CAP IG Program is prepared to lend assistance to its members. Command’s commitment to the IG Program was *felt* through funding (effectively, a subsidy of IG travel and lodging expenses) of the summit. The message was clear: each and every IG is committed to improving CAP by following up to ensure compliance with directives and passing the word about processes that are worthy of emulation by all of CAP.

***Needs of Wing IGs Take Priority***

The special needs of the assembled wing inspectors general took priority over the proposed program, making “flexibility” the byword of the day. (This is in keeping with the unofficial motto of CAP IGs everywhere: *Semper Gumby.*) Organized discussions as a group and one-on-one discussions during breaks and at meals served to share expertise and build rapport.

***Establishing Points for IG Education for Commanders and General Membership***

Establishing starting points for discussions of the IG Program with command and the CAP membership as a whole was the focus of one group exercise. The questions revealed some interesting answers which will serve as fodder for future articles in *The Audience*, specifically:

1. What are the points you would most like to get across to members? (In no particular order.)
  - The Complaint Resolution Program is not penalty oriented. It is a tool for resolving problems.
  - The IG has several options for resolving complaints. Acting as an ombudsman and working with the parties is one of them.
  - There is a process. Work with your IG to understand the process and form reasonable expectations as to timing and possible outcomes.
  - Be able to refer to a specific CAP standard or directive that you believe has been violated.
  - Relatively few complaints are investigated, because few *need* to be investigated.
  - It is the Commander and not the IG, who acts upon the findings of the IG and the ultimate resolution may or may not be readily apparent.

2. What points would you like to get across to your appointing authority?

Ensure that we (the Commander and IG) have a common understanding of their respective roles and responsibilities. Such as:

- Taking every complaint seriously.
- Appointing competent officers to serve as IGs then support their professional growth as IGs.
- Recognizing members' right and *duty* to complain<sup>1</sup>.
- Each organization's Commander is its "moral compass."
- Appointing and stepping aside to avoid "undue command influence."
- The IG investigates an alleged violation of CAP "standards" (rules that are absolute, black and white, yes or no<sup>2</sup>) and reports on facts<sup>3</sup>.
- Command is directly responsible to consider those matters alleging violation of those rules that are more subjective in nature<sup>4</sup>.
- Do not ask the IG for a recommendation. Ask instead: What are my options?)

### ***Mutuality of Support, Gratitude for Support***

Participants bonded through the summit and their ability to reach out to colleagues as necessary was greatly enhanced. All expressed gratitude to their colleagues for their enthusiastic contributions to the discussion. Each participant was moved by special contributions to the summit: Mr. Carnduff's appearance on behalf of CAP-USAF, Col Schupp's contributions to presentations and discussions on behalf of the CAP/IG and funding provided by Col Alvin Bedgood, Commander of Southeast Region and Col Henry Irizarri, Florida Wing Commander.

While funding made full participation possible, its greatest impact was to demonstrate command's commitment to the CAP IG Program as commander's program. On behalf of the SER IG Shop and all IGs in SER: thank you gentlemen!

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<sup>1</sup> CAPR 123-2, *Complaints*, 31 December 2012, para. 1.c.: "CAP members have a responsibility [duty] to report FWA; violations of policies, or directives; abuse (including abuse of authority); cadet protection issues, or misconduct; to an appropriate commander or IG. In addition, CAP members should [have a right to] report any known violations of law relating to these CAP issues." See also CAPR 123-2, para 6.c.: "A member's use of the procedures set forth in this regulation will be free from reprisal by *any* other member."

<sup>2</sup> Per discussions at CAP Inspector General College 2014.

<sup>3</sup> CAPR 123-2, para 8.e.(2)(3): "A complaint may be dismissed following a thorough complaint analysis if there is no assertion . . . of a standard being violated. . . ."

<sup>4</sup> For example, CAPR 1-1, *Ethics Policy*, 15 March 2012, para 3: "Use fair and impartial policies and practices to fill all volunteer and CAP corporate positions."

## Upcoming IG Training



IG Senior Course in Reno, NV Oct 23-24 2014

IG Senior Course in Honolulu, HI Nov 8-9 2014

For more information; contact Missie, IG Support Coordinator at NHQ, [mderocher-harris@capnhq.gov](mailto:mderocher-harris@capnhq.gov) to enroll.

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## Upcoming Compliance Inspections

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WING	CI DATES	CYCLE/INSP#
IL	25-26 Oct 14	4-23
MO	15-16 Nov 14	4-24
PR	10-11 Jan 15	4-25

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