



# Level I Orientation

Starting Your Journey



Professional Development  
NATIONAL HEADQUARTERS CIVIL AIR PATROL  
Maxwell Air Force Base, Alabama

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## Level I Introduction

Welcome to Civil Air Patrol (CAP)! We're glad that you have chosen to serve with us. You've joined an organization with over 71 years of proud service to the Nation, to the United States Air Force and to our communities.

This painting symbolizes CAP's legacy of patriotism and service. It depicts a CAP plane and crew dropping a bomb onto a suspected German submarine during the Second World War. The plane was owned by a CAP member... as all planes were in those days. The crew, then as now, unpaid volunteer professionals; who like you, wanted to help in a time of great need. CAP sub chasers, like the one depicted here, spotted 173 German submarines and fired on 57. All this with personal aircraft jury-rigged with small bombs and depth charges.



We don't chase submarines today; our mission is non-combatant and benevolent. Our mission is three-fold: emergency services such as search and rescue, disaster relief, homeland security and other humanitarian missions; a cadet program designed to provide our youth with character development and leadership opportunities; and the nation's leading aerospace education program for the public and especially our school children, which gets our students enthusiastic about science, technology, engineering, and math.

Your first assignment is to learn about Civil Air Patrol: about our missions, about what we value and about your role within the organization.

Once CAP processes your application for membership you will receive an electronic welcome packet. This packet will show you how to register for eServices, the online membership system. Once you have registered, you may start the orientation course by accessing CAP's education utility, the Learning Management System (LMS). While this pamphlet constitutes the readings for Level I Orientation, you must use the LMS to complete the online portion of Level I as discussed below.

This course contains several lessons, each lasting 5-15 minutes. Once you have finished the readings you'll be asked to complete an open-book online quiz consisting of 35 multiple-choice questions. After passing the quiz you'll have a discussion at the squadron with your Professional Development Officer, who will review key items with you and work with you to complete a Plan of Action. Level I can easily be completed in a couple of hours.

At the conclusion of Level I, you will be able to participate in CAP activities, and will come away with a Plan of Action which will guide your development in the following months.

# Who We Are Today

**Lesson Objective** Discuss what CAP is today and the missions we perform.

## **Desired Learning Outcomes:**

1. Explain CAP's three-fold mission by element.
2. Summarize CAP's demographics nationally and locally.
3. Describe why CAP uses a military-style structure.
4. Describe the purpose of CAP-USAF and the National Headquarters (NHQ).

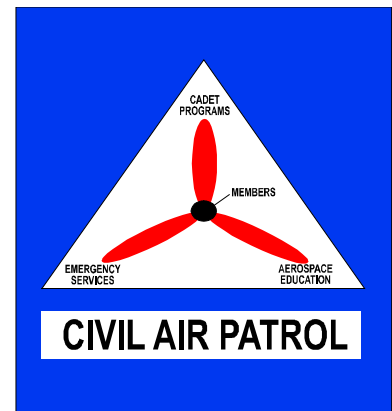
## **Introduction**

Civil Air Patrol enjoys a proud and fascinating history. But that's likely not why you joined CAP. You joined CAP to become a part of what it does today. You were told briefly about CAP's three-fold mission when you joined the organization, and were likely told a bit about our proud history. In this lesson, you will gain further insight into who we are and what we do.

### **1. CAP's three-fold mission**

There are a number of laws that created and modified CAP through the decades. That said, with all the changes that CAP has endured, the three-fold mission has been consistent. Our three-fold mission is Aerospace Education, the Cadet Program and Emergency Services. Each can be thought of as a propeller blade on CAP's three-bladed prop. Notice in this how each "blade" is balanced to ensure that the propeller spins. Just like on a propeller, each blade must do its share to make the mechanism work. Ignore one and the propeller moves out of balance and fails.

What does each blade represent?



### ***Aerospace Education***

Aerospace Education (AE) is sub-divided into Internal and External categories. Internal AE is that provided to cadet and senior members of CAP. More than simply book reading and quizzes, AE includes hands-on activities and flying as part of the overall curriculum.

- Aerospace education in the Cadet Program combines book learning with hands-on activities and orientation flights. These are paired with hands-on educational projects to reinforce the material in the texts (e.g. model rocket launches, air shows, satellite imagery module, robotics module, model aircraft flights).

Cadets are eligible for nine orientation rides in CAP aircraft, military aircraft, and gliders. Each flight is a hands-on activity where cadets apply what they learn and experience the joy of flight. In a recent year, cadets completed 12,000 glider flights and 16,000 flight-hours in powered aircraft.

Aerospace has entered the cyber realm. CAP has partnered with the Air Force Association to support CyberPatriot, a youth activity designed to promote awareness about the dangers of cyber attack.

Finally, cadets apply on a competitive basis to receive flight scholarships including ground school and flight instruction in both light aircraft and gliders.

- Aerospace education for senior members also provides challenging and interesting opportunities for adults to learn more about the aerospace environment.
- External Aerospace Education promotes AE to the general public, mostly teachers and like-minded aerospace organizations, primarily by providing educational materials. CAP provides workshops for teachers and can provide Teacher Orientation Program (TOP) flights where the teachers get hands on flying experience in CAP aircraft.



### ***Cadet Program***

CAP shapes lives through its Cadet Program. It's designed for young men and women between the ages of 12 and 20 (although they may become senior members at age 18). Cadets progress through 16 achievements each of which has the following components:

- Aerospace Education – see above.
- Leadership education and mentoring is an integral part of cadet development. Cadets use a series of texts from which they learn about leadership, and drill & ceremonies. Cadets start with basic drill and followership, progress to leading small groups and finish with leadership theory and organizational management. Cadets apply what they have learned in their texts by serving on staffs at squadron, wing and region activities.
- Character Development lessons discuss moral and ethical issues faced by cadets so that they will develop a code of conduct based upon the Core Values that they use to guide themselves while in leadership positions and throughout life.
- Physical Fitness promotes a sound mind and sound body. Being in good physical condition helps cadets perform their leadership duties and perform at various activities. Cadets are expected to show improving physical condition before each promotion and is tested by a combination of defined events.
- Finally, cadets are expected to participate in a range of activities. These activities give cadets a chance to apply what they have learned in other facets of the program to hands-on situations.



Some activities are run by a squadron (your unit), such as AE field trips, bivouacs (military word for camping) or participation in parades. Groups or wings (states) may also run larger activities that welcome cadets from many squadrons.



One of the most common activities and perhaps the most important to the cadets is encampment. An encampment, normally held on a military installation, tries to mimic the AF way of life by providing a regimented leadership challenge for cadets. The week is full of tours and activities related to the AF and the big picture of CAP.

National Cadet Special Activities are the pinnacle of cadet activities. Cadets are selected through a competitive process. About 5% of the cadet corps is selected each year to take part in over two dozen activities throughout the nation and around the world.

## **Emergency Services**

Our emergency services legacy is one of tremendous pride to the organization and to our members. Senior members and cadets have saved thousands of lives since CAP's founding, and continue to save about 80 lives per year. Like everything else, emergency services has evolved over the decades.



- Search and Rescue (SAR) is what CAP became famous for after WW II. CAP performs over 90% of the SAR missions conducted in the continental US (as tasked by the Air Force). Today, because of advancements in technology, SAR accounts for about 15% of our real-world missions.
- Disaster Relief (DR) is a growing portion of our missions encompassing both air and ground operations. Typical tasks include: airlift of vital supplies and personnel, aerial damage assessment (including live transmission of photos and video to government officials), ground damage assessment, evacuation and other tasks. Think about any major disaster seen on television (9/11, Deepwater Horizon, Hurricane Sandy, etc) and chances are we have supported the relief efforts.
- Counterdrug Operations (CD) participation varies widely between wings but generally CAP flies thousands of hours a year nationwide in the hunt for illegal drugs. Missions include reconnaissance of border and coastal areas, reconnaissance of suspected areas of illegal crop growth and airlift of officials. *CAP has no law enforcement authority and does not participate in direct law enforcement activities.*
- Homeland Security (HLS) missions have grown dramatically in the past decade. Typical tasks include reconnaissance of vital infrastructure (bridges, communication facilities, etc) and high-profile events (Olympics, national political conventions, shuttle launches, the Super Bowl), practice intercepts (we enter restricted air space and are intercepted by AF aircraft), US Navy ship escort and other activities.
- CAP can also support local, state and federal government agencies. Missions are unique to each wing and participation varies. Tasks include: fire watch (looking for forest fires), sundown patrol (looking for stranded boaters), tracking endangered species, low level route reconnaissance (flying low level routes looking for obstructions), FAA equipment testing (such as radar and communications range and alignment), simulated light aircraft attack on military bases and providing a welcome home for troops.



Ask your instructor for a more detailed description of these activities in your wing and how you can become involved. Many of the skills needed to perform these tasks require enhanced training and qualification. It is a challenge, but one that the vast majority of our members embrace because they know the importance of the job and they relish the challenge that lies before them. Once qualified, they feel the immense pride of being part of a group that saves lives and shapes lives.

## **2. Demographics of CAP**

As you will learn in other lessons, CAP operates nationwide and overseas. CAP operates in geographically large wings with small populations, small geographic wings with large populations and every other combination you can think of. While your instructor can tell you about the demographics of your wing, we can talk about the “typical range” of things on the national level (2015 numbers).

- 58,000 members (24,000 cadets and 34,000 seniors)
- Over \$110 million in assets (aircraft, vehicles, equipment and other property)
- 3,500 ground team members and 7,500 aircrew members
- Nearly 500 chaplains and over 300 character development instructors (largest volunteer chaplain corps in the nation)
- Over 1,500 units (ranging from 15 members to over 100)
- 550 powered aircraft, plus 42 gliders and 2 balloons (largest civil air fleet in the world)
- Over 950 vehicles of all types
- Over 4,500 mobile radios, 3,100 portable radios, 2,000 fixed radio stations (largest privately held radio network in the world)
- One of the safest flying rates in the nation



## **3. Why we use a military-style structure**

CAP uses a military style structure for several reasons. The first reason is historical. When our founding father, Gill Robb Wilson, proposed CAP he suggested that our structure follows that of the Army Air Corps. That suggestion had the advantage of being understood by the government agencies with which we worked (Army Air Corps, Office of Civilian Defense, Civil Aeronautics Authority, etc.). The military-style structure also set our corporate culture and jump started our organizational efforts. Later through a series of public laws and the publication of CAP's Constitution and Bylaws our organizational structure became codified.

The military-style structure still serves us well. It makes us relatable and easy to understand to our Air Force partners along with other local, state and federal agencies. We still have the same culture of service and discipline. We also have the honor of wearing an AF-style uniform. The grade (sometimes incorrectly called rank) structure and AF-style uniform are a natural fit with the military style structure.



The structure also fits us well. As the auxiliary of the US Air Force (when performing AF-assigned missions), it's a natural fit. It is an efficient and effective structure for the types of missions we do in emergency services. The Cadet Program finds it to be a drawing card for young men and women exploring the military career option. It is a clear and simple structure to use when teaching leadership as well.

#### **4. The Purpose of CAP-USAF and National Headquarters**

As the US Air Force Auxiliary we link to and communicate with our AF partners. Our point of communication with the AF is CAP-USAF Headquarters. CAP-USAF shares office space with the Civil Air Patrol National Headquarters (NHQ) staff at Maxwell Air Force Base (AFB), AL. As a new member you might ask, "What is that relationship like?" In order to understand that relationship you have to understand what NHQ and CAP-USAF do.



The National Staff provides administrative support, training materials, direction, policy and oversight of corporate programs. They deal with matters at the program level and with things that effect all units and all members. It does not mean they deal with the day to day or local issues involved in implementing the corporate programs. That is the job of the regions, wings and squadrons.

What are corporate programs? They are programs or activities that CAP performs by choice or mandated by public law, and are not mandated by the Air Force. Examples of corporate activities would include National Cadet Special Activities or TOP flight rides. CAP also controls "corporate funds" (money that comes through donation, dues or other investment income and does not go through AF channels). NHQ Staff is also the channel through which we request and receive AF advice or support.

CAP-USAF wants us to succeed and its personnel provide guidance, assistance and oversight to our Air Force-assigned missions. CAP-USAF might advise on better ways to allocate aircraft or other assets if asked. It also conducts Search and Rescue Observed Training Exercises and makes recommendations on how we might conduct them more efficiently. CAP-USAF conducts Staff Assistance Visits (practice inspections) to help us evaluate how well we implement our programs and perform our administrative duties as well as perform inspections at the wing level.

The CAP-USAF staff is our liaison to the Department of Defense (DOD) as well as to other federal agencies. They can request the use of DOD personnel, facilities or equipment on behalf of CAP. They can also arrange for the transfer of surplus DOD equipment to CAP. One of the vital missions they perform for CAP is representing us in the AF budgeting process.

#### **Lesson Summary and Closure**

Who are we today? Civil Air Patrol is 58,000 plus patriotic Americans using an efficient military style structure to perform our Aerospace, Emergency Services and Cadet Program missions for our Air Force partners.



# CAP Core Values

**Lesson Objective:** Comprehend CAP's Core Values.

## **Desired Learning Outcomes:**

1. Explain CAP's Core Values.
2. Discuss how CAP's Core Values guide our service in CAP.
3. Explain your personal obligation to the Core Values as a new member.

## **Introduction**

Civil Air Patrol's Core Values of ***Integrity, Volunteer Service, Excellence*** and ***Respect*** embody what it has stood for over 70 years. Our Core Values reflect how *we choose* to act as an organization; it's a statement of how *we choose* to treat everyone around us; and it reflects our institutional commitment to public service. As a new CAP member, your understanding of and commitment to our core values are vital to both the mission of CAP and the level of satisfaction and accomplishment you gain from your membership.

## **1. CAP's Core Values**

CAP's Core Values are derived both from the organization's own examination of our mission and meaning as well as from the core values of its parent organization, the United States Air Force (USAF).

### ***A brief history***

In the mid 1990s, the USAF created and infused throughout its culture a set of enduring values, or **core values**, to which every member was expected to adhere. *Integrity First, Service Before Self, and Excellence in All We Do* became, "the glue that unifies the force and ties it to the great warriors and public servants of the past<sup>1</sup>". By 1999, CAP had also embraced the concept of a core values system to define its culture. We believe that our Core Values are an expression of how we implement our vision and complete our mission every day. Our Core Values establish a common set of behavioral expectations and serve as CAP's ethical framework.



### ***The values***

CAP Pamphlet (CAPP) 50-2, *Core Values – What We Stand For in Civil Air Patrol*, provides a complete overview of the history, composition and integration of core values, as well as CAP's continuing strategy to weave these values throughout our culture. Let's briefly take a look at each of our core values in a little more detail:

- **Integrity:** It is the quality of being sincere, honest, and just. It means to do the right thing, because it's the right thing to do. It is the ultimate expression of self-discipline, and the quality that, more than anything else, builds trust. If we can't trust each other, we can't help each other and our neighbors... and we hurt our organization.
- **Volunteer Service:** We sacrifice our time and our treasure to help others: to save lives and shape the lives of our youth. Beyond the simple sacrifice of time and money, this

involves faithfully following CAP's rules and showing respect for others. To serve is to acknowledge and work towards a higher goal, higher than one's own desires.

- **Excellence:** In saving lives and shaping lives, CAP members commit themselves to a level of performance and achievement reflecting our vital work, to never settle for "good enough." The things we do and the technologies we use – during the meetings, during our missions, even while studying at home – require our continual effort to improve.
- **Respect:** CAP values every one of our members: for what they bring to us, for who they are, and for how their participation enriches the organization. Respect means viewing other members as having their own fundamental worth and as responsible for their own unique contribution. It means that members are never measured or judged by their race, sex, ethnicity, religion, national origin, or disability. It means that as members we treat each other with fairness, dignity and compassion. It means we value our organization's heritage, its priorities, its rules and its purposes.

## 2. Using Core Values in guiding our service

Incorporating CAP's Core Values is simple, and it's a good bet they are already a part of your daily life. For instance, you expect that the people you buy from to be honest with you (integrity) or you don't do business with them. You expect those people to go out of their way to meet your needs (service). You expect reliability from their products (excellence). And, you expect them to recognize and appreciate that you don't have to buy from them if they violate these expectations (respect).



Consider these examples of CAP unit applications of the Core Values:

- **Integrity:** When preparing to take the squadron van on an activity, do you actually check the oil and complete all the other inspection items before signing the checklist? Or, do you just assume that since it was "okay" last week it is still "okay" now?
- **Volunteer Service:** Would you try to do what's best, even if it meant some personal inconvenience? How about a minor inconvenience, like taking an extra ten minutes to make sure the squadron van is gassed and cleaned for its next use? How about a major inconvenience, like going out at 2:00am on a winter morning to search for a distress beacon even though you knew with a 99% probability that it would be a false alarm?
- **Excellence:** Don't you feel great when you know your job better than anyone else and always deliver? What about when you are learning a new job, are challenged to try your best, and you succeed? Why settle for average results when you can exceed the standard set before you?
- **Respect:** Have you noticed how great teams are not only talented but also work well together? To work well each team member values and relies on the talents and abilities of all members. Respect is not an emotional response. It is to value what others bring to the table and to focus on those things with an eye towards mission success.

## 3. Your obligations to the Core Values as a new member

At this stage in your CAP career, your obligation is to comprehend and reflect on how Core Values influence your performance. You have an obligation to live these Core Values while

performing your CAP duties, and hopefully, throughout your life. In living these, you also must be mindful that other members and especially cadets are watching you.

You are being evaluated in everything you do by your commanders, supervisors and peers. They are measuring your potential and performance. To succeed in CAP you must model the Core Values and want to be a part of the best public service organization in the world. CAP is a tight-knit, collegial organization. Not only do we need to depend on one another, we want to.

Even though you are a new member, as an adult member of CAP you are automatically a role model to the cadets who see you; and they *do* see you, even if you are not a member of a cadet or composite unit. The title of role model is *given* by those who respect you or your position; it is never *asked* for or *demand*ed. Understanding that being an adult member means being a role model to cadets is the key to helping them shape their lives in a positive way.

### **Lesson summary and closure**

As stated in CAPP 50-2, Core values represent a cultural commitment within Civil Air Patrol: to practice basic honesty, to give of oneself for the betterment of humanity, to deliver top quality services, and to treat others fairly and with dignity.

Source: CAP Pamphlet 50-2, *Core Values, What We Stand For in Civil Air Patrol*

# Cadet Protection Basic Course (CPBC)

**Lesson Objective:** Summarize CAP's Cadet Protection Policy (CPP) and describe member responsibilities in enforcing the policy.

## **Desired Learning Outcomes:**

1. Summarize basic facts about child (cadet) abuse.
2. Describe CAP's strategy for preventing cadet abuse.
3. Describe CAP's standards of practice for adult/cadet interactions, especially the two-deep rule.
4. Recall the definition of "abuse" and "boundary concern."
5. Describe the duty to respond to boundary concerns.
6. Identify the process for responding to reasonable suspicions of abuse.

## **Just suppose for a moment...**

*"Stan" was awesome with cadets and possessed impeccable credentials. A federal official with top secret clearance, in his "day job" he served on a general's personal staff. People admired Stan. He was exactly the type of leader you'd want in your squadron.*

*Name a cadet activity in his area, and you'd find Stan participating. He was ubiquitous, and it seemed everyone respected him for constantly going "above and beyond." That's one great thing about CAP – the people are incredibly generous and civic-minded.*

*Abuse was never suspected. Sure, sometimes Stan told R-rated jokes, but only to older cadets. Adults who were new to one activity that Stan frequented voiced mild concerns with Stan's leadership methods, complaining that he'd keep some older cadets at his side like pets, but that was a minor problem that surely could be addressed over time.*

*Because CAP activities cost money, a disadvantaged cadet mentee often was in need of help, so Stan offered to pay the cadet's way, or lend him money, sometimes into the hundreds of dollars. But it was always kept quiet to save the cadet from embarrassment.*

*Stan's relationships with his mentees extended outside CAP. Facebook and smart phones enabled Stan to keep in touch, sending his favored cadets dozens of texts each week, at all hours of the day or night. By talking with one cadet so frequently, it was easy to begin with official business, then move into topics only tangential to CAP, to topics purely personal in nature, and finally to the adults-only topics Stan really wanted to discuss.*

*When CAP conferences or staff visits sent Stan out of town, he would sometimes have his favorite cadet in tow. (At the time, CAP allowed one-on-one contact, so there was nothing technically wrong with Stan and a cadet driving alone together for several hours en route to a conference, and besides, the cadet's mom gave permission.) For long distance trips, he'd rent a hotel room. Knowing that his*

*cadet travel partner could not afford a room of his own, Stan would share. At night, to wind down, Stan and the cadet would watch TV, or just for harmless fun, Stan would turn to the pornographic channels. And after watching for a while, well, he'd go just a little further.*

*Then, during one facebook chat, Stan reminded the cadet of the fun they had watching movies and asked if the cadet wanted to meet up again, go to a hotel, drink beer and have "some more fun" together.*

*Little did Stan know that the cadet came to realize that this was an abusive relationship. The cadet had found the courage to tell Mom, who called the police. With the family's permission, the authorities had taken control over the cadet's facebook account. When Stan messaged the cadet, proposing they meet up, the police were waiting. "I know how it looks and how I'm labeled," Stan said in response to news reports of his arrest, "but it's not what it appears." A month after making this statement, Stan pled guilty to charges that sent him to prison.*

## Introduction

For more than 73 years, parents and guardians have entrusted their children to our care through the Cadet Program. Any child coming to CAP deserves a healthy and safe environment with fellow members embodying our core values of Integrity, Volunteer Service, Excellence, and Respect. CAP requires new adult volunteers to complete this course because we have about 24,000 teenaged cadets in our organization, aged 12-20.

It might be the case that your CAP interests will have you rarely interacting with cadets. Regardless, we believe that the best way to protect our youth and adult members is to ensure every member understands CAP's expectations.

Moreover, the principles we'll discuss here are good to know if you have children or grandchildren of your own who are active in clubs or sports.



### 1. Summarize basic facts about child (cadet) abuse.

**Most victims know their abusers.** If you presume that abusers are dirty old men hiding in dark alleys, you are mistaken. In our hypothetical example, Stan was a pillar of the community who maintained a top secret clearance.

**Abusers may be young or old, straight or gay, married or single.**

**Many victims hesitate to come forward.** For this reason the problem of child abuse is surely worse than the police reports show. Youth organizations, sports teams, church groups, etc., are target rich environments for the potential abuser.

**Most abusers pursue a long-term strategy** of isolating a potential victim, gradually taking the relationship into inappropriate areas, and then somewhere down the road, when the opportunity is ripe, they make their move. That's exactly what "Stan" did in our hypothetical example.



**It is highly common for the abuser's friends and acquaintances to never suspect any wrongdoing** by the abuser. The "superstar mentor" is the last person you'd expect to harm a young person. If the adult's behavior is a little strange, the adult bystanders tend to assume there's a good explanation. Knowing this, many abusers have clever explanations ready. Over-trusting him, Stan's friends believed his excuses.

**After an abuser is uncovered, friends and acquaintances are apt to look back in disbelief.** "How could I be so stupid? There were so many warning signs, but I just didn't see them." With Stan, it's obvious that the heavy volume of texts and calls, sharing of hotel rooms, long drives together, loans, unnecessary one-on-one contact, adult humor, and general favoritism, taken together, showed that he was grooming a victim.

**Good people tend to over-trust their organization, too.** They are naturally proud of their organization and may presume that the "national office" somehow always keeps the bad apples out. In the Scouting abuse scandals of the 1980s and 1990s, bystanders rejected warning signs about an adult who transferred into their unit, believing that the old unit and/or national office would have caught this guy if he was trouble.

Good mentoring and wicked, sneaky behavior that abusers use to groom a victim overlap. For example, a good mentor will get to know a cadet, where he attends school, what his family situation is like, and what his goals and worries are. An abuser might also get to know the cadet in a similar way. The good mentor's motives are pure. The abuser's are not.

Consequently, it isn't easy to spot an abuser. And, there's a potential for honest bystanders to get hoodwinked by the abuser's schemes because the abuser presents himself as a superstar mentor.



## 2. Describe CAP's strategy for preventing cadet abuse.

In the 1980s and 1990s, a lot of organizations relied on fingerprinting and criminal background checks. Keep the convicted felons out of your organization, and the kids would be safe. Or so it was thought.

**Fingerprinting alone does not protect youth.** Someone who is yet to get caught will pass any background check. Someone who is fingerprinted one year and gets caught the next year could go undiscovered.

**Heavy criminal penalties have not deterred abusers.** Today, everyone knows that if you abuse a kid and get caught, you're going to prison. And yet abuse persists. Moreover, because we want to save kids from the lifelong harm that abuse causes, we have to create safeguards that prevent abuse from happening in the first place, versus simply calling the police when abuse is discovered.

***CAP's strategy for preventing cadet abuse is built upon five pillars:***

**(1) Screening.** While fingerprinting and conducting criminal background checks are not sufficient on their own, screening is a good way to keep known offenders out of our organization. Many long-time CAP members have seen a prospective senior visit the squadron who suddenly becomes uninterested in membership when told that we conduct criminal background checks.

**(2) Standards.** Here's what's new about cadet protection, compared with the 1990s-era program you may be familiar with. Today, CAP has strict rules governing adult / cadet interactions. In a few moments, we'll take a closer look at those rules.

**(3) Monitoring.** Rules work only if people monitor and enforce them consistently. Ideally, local leaders will take a positive approach in monitoring CPP compliance. We want to "catch people doing things right" and commend that behavior so that it gets reinforced throughout the organization.

**(4) Reporting.** CAP specifies clear channels for reporting suspicions of abuse. And, if you think your local commander is part of the problem, CAP guarantees you will have free and open access to leaders at the next higher echelon.

**(5) Training.** Finally, CAP trains members like you how to interact positively and safely with cadets. Senior members (adult members in the senior category, such as yourself) who hold advanced positions or work closely with cadets will receive additional training through the Cadet Protection Advanced Course. Cadets will receive age-appropriate training, and CAP educates their parents or guardians on our cadet protection standards.



## **Important terms<sup>1,2</sup>**

**Abuse:** *Any recent act or failure to act on the part of a caretaker (e.g. CAP senior member) that results in serious physical or emotional harm. To abuse a young person is to cause them serious harm. Abuse is a crime.*

In contrast, lackluster leadership is not abuse. Setting a bad example by smoking or drinking around cadets is not tolerated in CAP, but because those behaviors do not cause serious harm, they are not abusive. Likewise, being overly familiar with a cadet, playing favorites, and perhaps frequently touching the cadet on the shoulder are examples of inappropriate behavior that we don't want to see in CAP, but are not abusive.

**Cadet on Cadet Abuse.** Is abuse limited to adult on youth contact? No. One cadet could conceivably abuse another. The *Cadet Protection Basic Course* focuses on adult on cadet abuse because CAP believes that relationship needs more attention than the latter.

**Hazing.** Hazing is a special type of abuse involving cruel, humiliating, oppressive, or demeaning behavior. In CAP's military-style training environment, hazing is most likely to occur when a cadet or a senior sets an inappropriately high training intensity.

CAP discusses hazing and ways to set the "right" level of training intensity in CAPP 52-23, *Cadet Protection Policy Implementation Guide*.

**Reasonable suspicion of abuse.** *A person may form a reasonable suspicion of abuse when these two factors are present.*

- (1) The person has specific, credible information that one person has harmed another.
- (2) If another experienced CAP leader had access to that same information, he or she would also suspect abuse.

It is possible to have a reasonable suspicion of abuse without having proof of abuse.

It is possible to have a suspicion of abuse that is not reasonable. "I saw Major Jones and Cadet Curry spend five minutes together in a closed door meeting." While we don't want one-on-one meetings behind closed doors, this example lacks specific, credible information that the cadet was abused during that short meeting.



**Boundary concern.** *You probably already understand that between positive, wholesome mentoring behaviors on one hand, and harmful, criminal behaviors on the other hand, is a wide grey area of behaviors that are inappropriate but fall short of abuse. These are called "boundary concerns," because one person is said to be overstepping the bounds of normal behavior that responsible people expect of one another.*

A one-on-one, closed door meeting between a senior and cadet is a boundary concern. Perhaps no one suspects abuse in that scenario, however CAP has decided to prohibit one-on-one interactions behind closed doors. To break that rule is to overstep the bounds, to commit an infraction against the CPP, which we call a boundary concern. We'll look at examples of boundary concerns in a moment.

**Duty to report.** If you see something, say something. No one is above the CPP rules. If you see someone “stepping out of bounds,” tell your supervisor or commander. If you're senior to the person, take them aside and give them a friendly reminder. On the other hand, if you develop a reasonable suspicion of actual abuse, report it right away.

### **3. Describe CAP's standards of practice for adult/cadet interactions, especially the two-deep rule.**

All members are expected to follow these guidelines.

#### ***Standards of practice***

We've discussed some basic points about abuse, considered the five main pillars in CAP's overall youth protection strategy, and defined some terms. Now, let's get into the nitty-gritty details of our CPP standards of practice.

**Two-deep Leadership.** This is the centerpiece of the cadet protection policy. Our general rule is that **every cadet activity must be supervised by two adult leaders** who are in “approved” status – two senior members who have been screened and completed the Cadet Protection Basic Course. A cadet sponsor member can serve as the second senior member because those individuals receive the same screening and training as regular senior members.

Why is two-deep leadership so important? Remember that a clever abuser is looking for opportunities to isolate a potential victim, and gradually groom that young person for abuse somewhere down the road, when the time is right. If we refuse to allow that person one-on-one access with a cadet, we've made a huge step in reducing the risk of cadet abuse. Further, as adults, two-deep leadership gives us piece of mind. We know that no one can credibly say we've harmed a cadet if we're always operating in two-deep leadership.

But sometimes there's a practical need to briefly get with a cadet and discuss something, but the second senior is teaching a class or perhaps you're a chaplain or medical services officer whom the cadet wants to see in confidence. As illustrated by the image of Pope Francis offering his confession to a priest (right), it's possible to hold private, constitutionally privileged conversations, while remaining in full view of others.



How does two-deep leadership apply when transporting cadets? If a generous senior is willing to allow a cadet to ride to and from a CAP activity with him or her, a third person must travel with them. Of course, a cadet and adult who belong to the same household, such as a mother / son relationship, are exempt from the transportation rule of three.

This is a good moment to revisit the topic of risk management.

Suppose a single mom is unable to drive her cadet to CAP and a senior member lives nearby. If the mom and the senior agree, why can't the senior drive the cadet, with just the two of them in the car together? What business is it of CAP's to interfere? Risk management is the key issue.

The experts agree that one-on-one contact in a setting like this is exactly what an abuser is looking for, particularly if the two people carpool every week. Real kids have been seriously harmed because a "nice guy" was willing to drive a young person alone.

CAP is not telling the mom whom she can or cannot allow to transport her child. However, CAP is saying that if an adult wants to be a senior member, he or she must comply with the transportation rule of three because it is such an effective way to thwart a would-be abuser's efforts to isolate and groom a potential victim. If the senior and cadet have a longstanding relationship that predates CAP – maybe they're next door neighbors – then that senior member can be treated like a relative and drive the cadet in a one-deep situation

There are two situations where the two-deep rule is not applicable: flying and real-world missions.

**If you're flying cadets**, please try to have two passengers on board, if weight and balance allow. With gliders, of course, that's impossible. In the case of formal flight instruction by a CFI, the two-deep rule is waived. And, it's okay to have just one senior on the ground supervising cadets, if they're expected to be waiting no more than 30 minutes.



Second, **with real-world missions**, our focus is on the people who need our urgent support, so the two-deep rule is waived, but of course if you can launch a ground team with two seniors, for example, please do so.

**Bright Line Rule on Fraternization.** There's an inherent power imbalance between cadets and seniors. Therefore, CAP prohibits seniors from dating or having romantic or intimate relationships with cadets, regardless of circumstance.

**Seniors are Like Teachers.** Society observes this rule in similar situations. College professors, for example, are prohibited from dating their students, even though both individuals are adults. Of course, everyone is free to date whomever they choose, unless prohibited by law, but that does not mean they can do so while maintaining their CAP membership.

**College-Age Members.** In CAP, the cadet / senior fraternization scenario often appears when two cadets are dating and one ages-out of the Cadet Program a bit ahead of the other. The couple could transfer to senior status simultaneously, or the older individual could briefly let his or her membership lapse, then return to CAP when the younger person is ready to transfer to senior status.

**Cadet to Cadet Dating.** Cadets are free to date fellow cadets, provided no laws are being broken. However, CAP discourages dating relationships where one cadet is significantly older than the other, or when one cadet wants to hold a position in the chain of command of the other.



**Favoritism.** Every cadet deserves the benefit of your leadership. No cadet deserves more than his or her fair share of attention and praise.

Favoritism is a warning sign, a possible indication that an individual is attempting to groom a victim. Seniors are expected to make an effort to avoid singling certain cadets out for special attention. With parent / child relationships, favoritism is difficult to avoid, but thankfully the special attention is not usually a precursor of abuse. Favoritism in the parent / child situation is a leadership challenge. But favoritism between a senior and an unrelated cadet is cause for concern.

### ***Social Media & Communications Outside CAP***

In this age of social media, it can be a challenge to find the right balance between being the mentor who is available without succumbing to the easy tendency of blurring the adult / youth boundaries.

**When interacting with cadets via email, please copy a third person for the sake of transparency,** except perhaps for the briefest of messages (“I’ll be there in ten minutes...”).

If using social media, please post to the public side (“the wall”, for example), not through private messages.

The best mentors find ways to open the lines of communication with cadets. We want to encourage senior / cadet interactions because that’s how mentoring is accomplished. At the same time, we want senior / cadet communications to be as transparent and professional as possible.

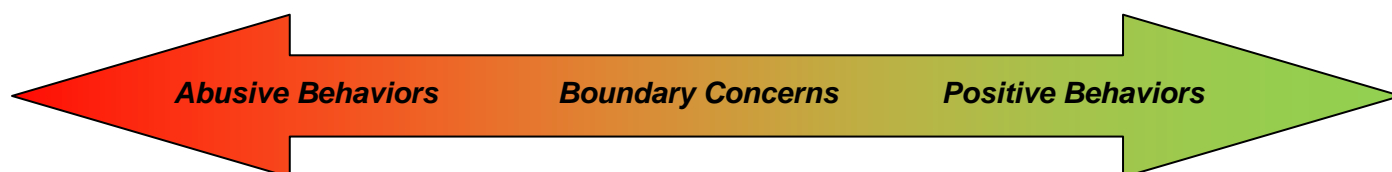
Why? Again, it guards against grooming behaviors by limiting a type of one-on-one contact. CAP is educating cadets about this rule, so if a cadet notices a certain senior is always sending emails, text messages, social media messages, or whatnot, the cadet will know that that behavior is outside the normal rules. And, in your conversations, limit the discussion to official business or mentoring topics appropriate for teens. Seniors and cadets can be friendly, but never truly friends because they are not equals, adults and youth are not peers.

#### **4. Recall the definition of “abuse” and “boundary concern.”**

**Continuum of Positive, Negative, and Abusive Behavior.** Some behavior is clearly wholesome. Other behavior is clearly wrong. It’s that grey area in the middle that can be confusing.

Let’s look at some practical examples of how CAP categorizes each type of behavior.

Keep in mind that the middle column – *boundary concerns* – are not abuse. They’re just examples of conduct that falls short of the positive behavior we want to see.



| <b>Abusive behaviors</b>  | <b>Boundary Concerns</b>  | <b>Positive Behaviors</b>  |
|---|---|--|
| <p><b>Physical Abuses</b></p> <ol style="list-style-type: none"> <li>1. Non-accidental trauma in the form of hitting, punching, or similar displays of bodily force</li> <li>2. Corporal punishment</li> <li>3. Threatening violence, brandishing a weapon</li> </ol> <p><b>Sexual Abuses</b></p> <ol style="list-style-type: none"> <li>1. Intentionally touching, either directly or indirectly, the genital region, buttocks, or breasts</li> <li>2. Attempting to view another person who is naked, or to be viewed by another while naked, for a lewd or sexual purpose</li> <li>3. Physical contact during personal time (showering, changing clothes) for a lewd or sexual purpose</li> <li>4. An adult intentionally exposing or enticing a cadet to view sexually-explicit text, images, or dialogue</li> </ol> <p><b>Emotional Abuses</b></p> <ol style="list-style-type: none"> <li>1. Making derogatory remarks about an individual's race, gender, religion, or sexual orientation</li> <li>2. Manipulating or attempting to coerce or blackmail</li> <li>3. Fraternizing; a senior dating a cadet</li> <li>4. Enticing a cadet to lie about a significant matter; or to disobey a law, regulation, or an adult</li> </ol> | <p><b>Adult Supervision</b></p> <ol style="list-style-type: none"> <li>1. Permitting high adventure activities without following CAPR 52-16's guidelines<sup>3</sup></li> <li>2. Not exercising adequate supervision per CAPR 52-10</li> <li>3. Not providing sufficient sleep or crew rest periods</li> <li>4. Electronically communicating with cadets contrary to the CAP standards of practice</li> <li>5. Not ensuring cadets have ample access to water, restroom breaks, or food</li> <li>6. Not protecting cadets from the elements or not heeding the hot weather guidelines of CAPP 52-18<sup>4</sup></li> </ol> <p><b>Physical Contact</b></p> <p>Deliberately touching another person without permission, even if in public (e.g.: adjusting a rappel harness without the cadet's permission)</p> <p><b>Dating / Social Interactions</b></p> <ol style="list-style-type: none"> <li>1. Cadet to cadet flirting or persisting to pursue a romantic relationship after the other cadet has said "stop."</li> <li>2. Mutually welcomed public displays of romantic affection between cadets</li> </ol> <p><b>Manners &amp; Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Over-sharing personal information of an adult nature</li> <li>2. Using profanity repeatedly, apart from a slip or two</li> <li>3. Drinking alcohol in the presence of cadets or when likely to encounter them (drinking in moderation at an adult social occasion is ok)</li> </ol> | <p><b>Physical Contact</b></p> <ol style="list-style-type: none"> <li>1. High-fives, handshakes, pats on the back, congratulatory or sympathetic hugs when mutually welcomed and at socially acceptable moments, etc.</li> <li>2. Touching to assist with uniforms or gear after being granted the cadet's permission</li> <li>3. Pinning grade insignia in promotion ceremonies</li> <li>4. Physically assisting another on an obstacle course, etc., with the individual's consent</li> <li>5. Quickly reacting to an imminent hazard, such as catching a cadet who is about to fall or grabbing a cadet who is about to step into oncoming traffic</li> </ol> <p><b>Dating / Social Interactions</b></p> <ol style="list-style-type: none"> <li>1. Cadets dancing together at parties in a socially acceptable manner at appropriate CAP activities</li> <li>2. Cadets who are in a dating relationship conducting themselves in a spirit of professionalism during CAP activities and making efforts to avoid an appearance of impropriety – for example, not sitting together at meals, not spending free time alone together, not sending text messages to one another during the event</li> </ol> |

| <b>Abusive behaviors</b>  | <b>Boundary Concerns</b>   | <b>Positive Behaviors</b>   |
|---|--|---|
| <p><b>Controlled Substances</b><br/>Providing alcohol, tobacco, or illegal drugs to cadets</p> <p><b>Hazing</b><br/>By definition, hazing is abusive. It typically takes the form of physical, sexual, or emotional abuse.</p> <p><b>Duty to Report or Intervene</b><br/>Failing to intervene or report (when reasonably safe to do so) to stop the above behaviors when witnessed or after developing a reasonable suspicion of abuse and when failing to intervene or report creates a risk of imminent harm; (applies to adult leaders only)</p> | <p><b>Manners &amp; Professionalism</b><br/>(Cont'd)<br/>4. Disparaging other CAP adult leaders in front of cadets</p> <p><b>Favoritism</b><br/>Bestowing gifts or favors upon cadets that are not available to others of the same grade or position</p> <p><b>Leadership Methods</b><br/>1. Not reducing training intensity that, though theoretically right for the situation, is obviously distressing the cadet<br/><br/>2. Using physical exercise as a form of punishment</p> <p><b>Duty to Report or Intervene</b><br/>1. Failing to intervene or report abusive behaviors (left column) when witnessed or after developing a reasonable suspicion of abuse, if no apparent risk of imminent harm exists; (applies to adult leaders only)<br/><br/>2. Failing to respond to another person's boundary concern</p> | <p><b>Public Praise &amp; Camaraderie</b><br/>1. Granting special privileges or forms of recognition, if applied in a consistent manner (e.g.: \$10 gift to all cadets upon their earning the Wright Brothers Award)<br/><br/>2. Occasionally using complimentary nicknames (e.g.: "Cadet Einstein just aced another test. Great job!")<br/><br/>3. Occasionally and light-heartedly teasing without repeatedly focusing upon the same individual(s) (e.g.: "Slow down, Speedy Gonzales, this is drill, not a race")</p> <p><b>Financial Assistance</b><br/>1. Buying lunch at an activity for a cadet who needs one and has no money<br/><br/>2. Routing scholarships or special financial aid to a particular cadet through the unit, if valued at \$50 or greater, and keeping the donor's identity anonymous to the cadet</p> |

## ***Flexibility in the “Real World”***

Adult leaders (senior members) might have relationships with cadets outside of CAP.

**Professionals.** Physicians, teachers, and clergy might have a professional relationship with a cadet (patient, student, parishioner) involving one on one contact.

**Child’s Friend.** Maybe an adult leader’s child will have cadet friends over at the house, which could result in one-deep leadership.

**Chance Encounters.** It’s always possible that adult leaders will bump into cadets around town.

**Neighbors.** Some cadets and adult leaders are neighbors. In fact, one might have recruited the other.

**Friends of the Family.** Some adult leaders are friends with a cadet’s parents, and have a longstanding relationship with the cadet that existed prior to CAP membership.

**Coworkers and Employers.** Perhaps the adult leader is employed by a company that hires lots of teens, including a cadet, which puts the adult leader in a one-deep scenario at work.

In these situations, the adult is exempt from the two-deep leadership standard. Why?

First, there is less risk of abuse because the adult and cadet have maintained a positive relationship prior to one of them joining CAP. It’s unlikely that the adult is targeting the cadet for abuse in that scenario.

Second, we all live in the real world and so we deserve a CPP that acknowledges we sometimes interact with cadets outside of CAP, while at the same time, not tolerating adult leaders attempting to isolate and groom victims they met through CAP.

### **5. Describe the duty to respond to boundary concerns.**

Show you’re alert to boundary concerns.

**Speak Up.** If you see something, say something. If you notice a fellow member is not playing by CAP’s cadet protection rules, speak up. We’ll tell you how in a moment.

**Innocent Mistakes.** The vast majority of people who overstep CAP’s normal bounds of adult / cadet relationships do so without sinister intent. More likely, they’re having fun and forgetting that the teenaged cadets are not their peers.

**Your Alertness Keeps Kids Safe.** But if that adult is attempting to groom a potential victim, when another adult takes notice of the peculiar behavior we call a boundary concern. The would-be abuser becomes less likely to continue his/her efforts. Academic experts have found that when the adult bystanders in the organization show they are alert to their group’s rules, that alertness lowers the kids’ risk of being harmed.

## ***How to respond to a boundary concern***

How do you speak up about peculiar behavior? What do you say if a fellow member's actions depart from the norms CAP sets for adult/cadet interaction?



**Be tactful.** When responding to a boundary concern, you're providing a friendly reminder. Speak with the fellow member off to the side; this isn't a public reprimand.

**Assume the best.** Honest people sometimes forget the rules. The goal is to redirect the person's behavior, not to punish them. Give the other person the benefit of the doubt. Don't accuse or even imply that the other person is up to no good.

*"Hey Bill, just a second please (speaking privately), you're such a generous person, it's not surprising that you volunteered to give Cadet Curry a ride tonight. But remember, we have a transportation rule of three, so next time let's get a second cadet or senior to join the carpool, please."*

**Keep it informal.** Boundary concerns should be handled informally, unless the problem persists, in which case commanders can take progressive action over time.

**Talk with your commander.** If you're too uncomfortable taking action yourself, that's okay, but share your observation or concern with your commander.

## **6. Identify the process for reporting reasonable suspicions of abuse.**

***"I'm not sure, but I think that a cadet has been abused."***

What do you do if you think you have a reason to suspect actual abuse?

*First, pause and ask yourself, "Is my suspicion reasonable? Do I have specific information – not just a gut feeling – that makes me suspect abuse?"*

*Ask yourself, "Is that information credible?"*

*Try to consider the matter from a different point of view. If a CAP member who has experience working with cadets knew what you know, would he or she suspect abuse?*

If you answer yes to those questions, then you have a "reasonable suspicion of abuse" and you need to act.

***"I have a reasonable suspicion on abuse. What do I do now?"***

CAP requires you to first ensure the young person is in a safe place.



Then, call your wing commander. Your wing commander, wing legal officer, and general counsel at national headquarters might have more experience dealing with a situation like this, so it's helpful to get them involved.

If you feel morally compelled – if you've caught an abuser red-handed, for instance – of course you have the right to call the police on your own right away.

**What about my immediate supervisor?** Do I contact him or her first, and then go to my wing commander?

That decision is up to you. Generally, if you can keep your immediate supervisor informed, please do so. But if you have a reasonable suspicion of abuse, you need to call your wing commander, even if your supervisor disagrees.

After you call your wing commander, do not discuss the matter with anyone. Don't feed the rumor mill. Step back and allow the senior leaders to respond to the problem.

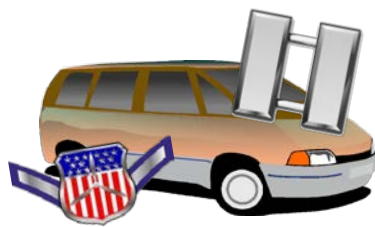
Again, what counts is that you (1) ensure the cadet is safe from imminent harm, and (2) you call your wing commander.

### **Case Study: Capt Arnold and Cadet Curry**

*Cadet Curry was a troubled young woman. Fortunately, CAP's structure and positive role models were a good influence in her life.*

*Capt Arnold, her squadron commander, wanted to help. A longtime CAP volunteer, he had seen other troubled youth come through the program, and knew that adult leaders could make a real difference in kids' lives.*

*Aware that the Curry family could not drive their cadet to CAP, Capt Arnold routinely brought her to and from CAP meetings. It was so important, he believed, for Cadet Curry to stay active as a cadet. Her cadet peers were pretty good kids. Many were college-bound. Every way you looked at it, CAP had much to offer to Cadet Curry.*



*One day, Cadet Curry was talking with Capt Arnold when she let slip the fact that she often spent Saturday nights drinking with some older boys and having sex. Was this a plea for help? Evidence that this disadvantaged kid was at risk for big trouble in the near future?*

*During Capt Arnold's and Cadet Curry's drive home together, Capt Arnold suggested they stop for ice cream. They each got their sundae and sat down at a picnic table, in full view of several other restaurant patrons. As gently as he could, Capt Arnold told Cadet Curry, "The drinking and the sex you mentioned... You're on the wrong path. You're hanging out with the wrong crowd. You'll be happier and more successful if you break ties with that group and instead focus on school and CAP activities. I think you've got a lot of friends in the other cadets."*

*Two weeks later, Cadet Curry tells her mom that Capt Arnold had been pressuring her to discuss details of her sex life. She claimed that Capt Arnold was a dirty old creep who wanted her to watch porn on his home computer so she would see how vile and disgusting pre-marital sex is. The next day, on the mother's complaint, the police arrest Capt Arnold for contributing to the delinquency of a minor.*

*Capt Arnold denies any wrongdoing. He's the good guy, the role model trying to steer this cadet toward a positive, safe path. "I never asked her details about her sexual history, I never suggested she come to my house, let alone watch porn with me," he tells the police.*

*"But you did spend a lot of time alone with her?" asks the police officer.*

*"No," Capt Arnold replies.*

*"The family says you gave her rides to CAP, on your own, all the time."*

*"Yes, just to be helpful."*

*"We've found several emails and text messages where you're asking her where she is, what she's doing, and if you can see her. Isn't that a little strange? Do most men your age exchange frequent texts with fifteen year old girls?"*

*"I was just trying to get her to stay active in CAP, and to show her that I care about her well-being. I've been married for forty years and have grandkids her age. Don't be sick."*

*"And you've been seen talking with her at the ice cream shop, alone."*

*"Yes. But I didn't do anything wrong."*

*"And yet she says you know about her boyfriends and you always want her to tell you about her sex life."*



### ***What Capt Arnold Didn't Realize***

Abusers are straight and gay, married and single. The fact that he's happily married does not place him above suspicion.

Frequent, isolated one-on-one contact is a warning sign.

Frequent text messages sent privately signal another warning sign.

Taking a cadet outside of the CAP environment for counseling is a warning sign.

### ***How Capt Arnold Could Have Protected Himself***

Instead of driving the cadet on his own, he should have tried to find another cadet or adult to join the carpool, or asked the parent of another cadet if Cadet Curry could travel with them, in the safety of a "transportation rule of three."

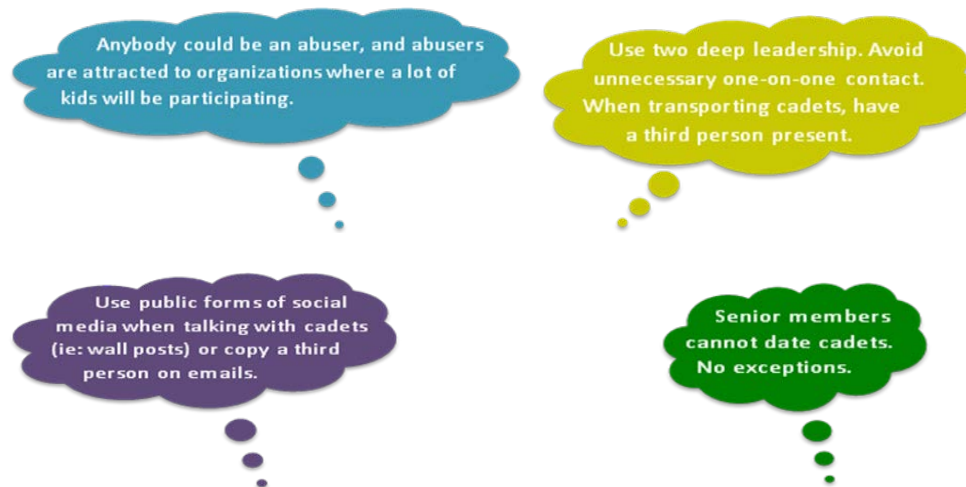
Capt Arnold could have told Cadet Curry, “I’m worried about you,” at the squadron headquarters, with a second senior present, instead of alone at a restaurant.

Perhaps Capt Arnold could have found a way to share his concern with the mom.

When contacting Cadet Curry in the time between meetings, it would have been wise to copy another senior on the emails, for the sake of transparency. Better still, maybe the parent’s email was available in eServices?

**PROTECT YOURSELF.** Let’s assume that in this story Capt Arnold didn’t harm anyone. Even if in truth he was an unsung hero, he could have made smarter decisions. You can mentor and guide cadets without committing what CAP calls a boundary concern. The “boundary” exists to protect you from false accusations.

## Lesson Summary and Closure



As you conclude this lesson, please remember that your squadron commander is your most valuable resource in dealing with the protection of cadets. He or she is thoroughly familiar with the reporting procedures and should be the first person you consult in all situations. If for any reason you are unable to discuss the situation with your immediate commander, please contact the next higher commander for guidance.

We all share a responsibility to ensure the safety and well-being of our cadets. Your completion of this most valuable lesson helps CAP to ensure that it provides a safe and fun environment for its cadets to learn and grow.

### Sources:

1. CAP Regulation 52-10, *Cadet Protection Policy*
2. CAP Pamphlet 52-23, *Cadet Protection Program Implementation Guide*
3. CAP Regulation 52-16, *Cadet Program Management*
4. CAP Pamphlet 52-18, *Cadet Physical Fitness Program*

# Equal Opportunity and Nondiscrimination

**Lesson Objective:** Summarize CAP's Equal Opportunity initiative and Nondiscrimination Policy.

## Desired Learning Outcomes:

1. Define equal opportunity.
2. Summarize CAP's Nondiscrimination Policy.
3. Describe a commander's responsibility to adhere to CAP's Nondiscrimination Policy.

## Introduction

If you meet CAP's minimum eligibility requirements and are accepted as a member, opportunity to participate and progress is limited only by your own ability, participation and performance. This lesson discusses how CAP ensures that all of our potential and current members are valued equally, on their own merits, providing an *equal opportunity* to participate and achieve.



### 1. Equal opportunity defined

Equal opportunity is defined as:<sup>1</sup> “policies and practices in employment and other areas that do not discriminate against persons on the basis of sex, age, color, religion, national origin, or disability (formerly handicap).” People are judged on their merits, potential and performance; and that their ability to participate is judged on their ability to perform safely and with excellence. CAP has developed a comprehensive Nondiscrimination Policy that defines how members and applicants are to be evaluated; and more specifically, on what CAP isn't permitted to do.<sup>2</sup>

### 2. CAP's Nondiscrimination Policy

#### **SPOTLIGHT: Civil Air Patrol Policy of Nondiscrimination**

“It is CAP policy that no member shall be excluded from participation in, denied the benefits of, or subjected to discrimination in any CAP program or activity on the basis of sex, age, color, religion, national origin, or disability (formerly handicap). It is Civil Air Patrol policy that no applicant meeting CAP's minimum age requirement will be denied membership in CAP on the basis of race, age, color, religion, national origin, or disability (formerly handicap).”

CAP's Nondiscrimination Policy has its basis in a variety of federal laws, Department of Defense directives and Air Force instructions.

#### ***The difference between nondiscrimination at CAP and at work***

CAP's Nondiscrimination Policy and its application are a little different than what is commonly followed in paid employment. While at work, policy is governed by Title VII of the Civil Rights Act (CRA) in the context of employment law. For example, if one were denied a promotion at work because of skin color or gender, the person would have a claim under Title VII and would file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or equivalent state agency. CAP membership is not covered under Title VII; it's covered under Title VI. Why? CAP

members are not employees. If that same instance were to happen to a member (for example, not getting a commander's slot), they would file a complaint with CAP's Equal Opportunity Officer (EOO).

While Title VI contains many of the same standards and limitations of Title VII; there are differences. For instance, an employee can claim sexual harassment discrimination under Title VII, but a member of a volunteer group (like CAP) could not claim it even under Title VI because members are not employed. So how would the member get help? The member could file an Inspector General complaint instead. While it may not be covered here, it's still wrong and contrary to CAP policy.

**SPOTLIGHT: The difference between sexual harassment and sexual discrimination**

Sexual Harassment:<sup>3</sup> *Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive work environment.*

Sexual discrimination:<sup>4</sup> *Discrimination on the basis of gender.* This is not limited to the workplace.

**Protected groups**

A protected group is a collection of people qualified for special protection by law, policy or, in our case, CAP policy.

CAP's Nondiscrimination Policy establishes these protected groups:

- Race
- Sex (gender)
- Age
- Color
- Religion
- National Origin
- Disability (formerly handicap)

**Focus: Reasonable Accommodation**

This means necessary and appropriate modification and/or adjustments where needed in a particular case, while not imposing a disproportionate or undue burden, to ensure persons with disabilities the enjoyment or exercise on an equal basis with others of the rights and privileges of CAP membership.

Most of these are self-explanatory; however this can present interesting challenges in application of CAP's policy because disability encompasses a broad variety of illnesses and conditions which can limit a person's participation in activities. The Americans with Disabilities Act (ADA) addressed this when it created the requirement for "reasonable accommodation".

It's also important to note that what is considered "reasonable" varies with the circumstance and the ability of the organization involved to provide the accommodation without sacrificing the mission or the safety of the member or others. It doesn't require meeting the preferred accommodation of the person seeking the help. Each instance is evaluated on its own merits.

**Complaints under CAP's Nondiscrimination Policy**

CAP's policy has its roots in Article VII of the CAP Constitution and is stated in CAPR 36-1, *Civil Air Patrol Nondiscrimination Program*. CAPR 36-2, *Complaints under the Civil Air Patrol Nondiscrimination Policy*, addresses how complaints involving the CAP Nondiscrimination Policy are submitted and resolved. As a new member, please remember that:

- All members are covered under the policy, and each member is responsible to ensure the policy is followed. This means the letter *and* intent of the policy will be followed.



- No member shall discriminate, or be discriminated against on the basis of sex, age, color, religion, national origin or disability (formerly handicap).
- All members shall cooperate with the EOO, or a designated representative, in the investigation and resolution of complaints alleging discrimination.
- It's not a violation of the chain of command to contact the EOO with a complaint or if one needs help to decide if one has a discrimination complaint, although it is a good idea to try and resolve the problem at the lowest possible level before filing a complaint.
- No member shall be retaliated against or suffer reprisals for having filed a complaint or for having participated in an investigation (this is a violation of CAP's Whistleblower Protection program as well as federal law).
- To file a complaint, one must be:
  - A CAP member; or
  - The parent of legal guardian of a cadet member under the age of 18 filing for the cadet member; or
  - A non-member alleging denial of membership due to discrimination.

**To file a complaint or to ask questions, contact: [eo@capnhq.gov](mailto:eo@capnhq.gov)**

In a nutshell, this means that all members are to judge one another on their merits, their potential and their performance. If this does not happen, members have a duty to report it and can expect CAP to fairly and impartially evaluate and resolve the situation.

### 3. Commander responsibilities

Commanders at all levels have a leadership responsibility to ensure compliance with CAP's nondiscrimination policies, procedures and directives. They also have a duty to ensure that all their members are briefed on this policy annually and that their recruiting practices ensure diversity. These are detailed in CAPR 36-1. This responsibility is more than a line on their job description or in a regulation, its representative of the special obligation they hold as a commander and leader of our members.



Understand that commanders do not investigate instances of discrimination on their own, although they have the authority and responsibility to correct discriminatory issues they have identified. The process outlined in CAPR 36-2 describes how commanders should respond (they should contact the EOO) and follow the instructions provided to them.

### Lesson summary and closure

It's our duty to ensure we are judged on the objective factors of merit, potential and performance rather than the subjective factors of sex, age, color, religion, national origin, or disability.

Sources:

1. CAP Regulation 36-1, *CAP Nondiscrimination Policy*
2. CAP Regulation 36-2, *Complaints Under the CAP Nondiscrimination Policy*
3. US Equal Employment Opportunity Commission
4. Ibid

# Introduction to Safety

**Lesson Objective:** Summarize CAP's safety program.

## **Desired Learning Outcomes:**

1. Summarize the purpose of CAP's safety program.
2. Define common safety-related terms.
3. Identify the steps in Risk Management (RM).
4. Discuss your personal responsibilities in maintaining a safe CAP environment.



## **Introduction**

Civil Air Patrol is an enormously rewarding organization: saving lives and shaping lives every day. To be a part of such an undertaking is testimony to your commitment to service.

But Civil Air Patrol, like any other activity in which we engage, presents risk to ourselves and to our equipment. While we engage in CAP as a hobby for fun and for service, we must remember that what we do warrants attention to detail, attention to our surroundings, and attention to our fellow members. Failure to use care and maintain awareness can result in loss or injury.

## **CAP's safety program**

CAP's safety program has been an organic part of our culture since our founding. While evolving throughout the years, its purpose has remained to safeguard people from injury and property from loss. More specifically, as stated in CAPR 62-1, *Civil Air Patrol Safety Responsibilities and Procedures*, "The overarching goal of any safety program is to mitigate risks, control hazards and prevent mishaps. The primary goal of the CAP Safety Program is to protect both the membership and its assets in the performance of their volunteer duties."

CAP has developed a comprehensive safety program which includes policy guidance, prevention and education tools, reporting tools, and after-action review tools that not only examine the cause of safety problems, but to prevent them. These tools can be found at the online Safety Management System (SMS) available within eServices.

These tools include:

- CAP Regulations: CAPR 62-1, *Civil Air Patrol Safety Responsibilities and Procedures*, and CAPR 62-2, *Mishap Reporting and Review*.
- CAP Online Safety Education: This tool provides online, "when you want, where you want" safety education for CAP members
- The Safety Beacon: CAP's online safety newsletter.
- CAP Online Mishap reporting: this tool allows members to report mishaps.

### **Focus: Safety Tools**

- CAP Regulation 62-1
- CAP Regulation 62-2
- Online Safety Management System (SMS)
  - Online Safety Education
  - Online Mishap Reporting
  - The "Safety Beacon"
- Safety education in professional development
- In-residence safety education

- CAP safety in professional development courses: CAP Safety has teamed with Professional Development to “spread the word” in many of its specialized commander and leadership education programs.
- CAP in-residence safety education: CAP safety education is offered in a variety of in-residence venues, from seminars at conferences to the CAP Safety Officer College.

While your unit commander is ultimately responsible for the safety program within your unit (as she/he’s responsible for everything), know that it’s everyone’s role to keep the unit safe.

## 2. Common safety-related terms

Before going further it’s important to know some of the more common safety-related terms:

- **Risk:** possibility of loss or injury.
- **Hazard:** a source of danger.
- **Mishap:** **any** unplanned or unsought event, or series of events that result in or have the potential to cause death, injury, or damage to equipment or property.
- **Incident:** a mishap, other than an accident or minor mishap, which results in bodily injury or damage to property.
- **Accident:** a mishap that results in death, serious bodily injury, or major damage to, or loss of, equipment or property.
- **Close-Call:**
  - **Near-miss:** Any circumstance where the in-flight separation between aircraft constitutes a dangerous situation involving potential risk of collision (in flight).
  - **Safety deviation:** Any event that is perceived as an unsought safety act, most commonly defined as an act that is non-compliant with CAP rules, regulations, or other defined policies; as well as local, state, or national laws or regulations that could result in injury or damage to CAP members or equipment.
- **Risk Management (RM):** a process that looks at an event or task that is going to be performed and shows what the risks are and helps members make the decision if the risks are worth taking or if they should stop.

Note the difference between a mishap classified as a safety deviation, for instance, and a mishap classified as an incident. They all refer to a break down in the safety environment. A safety deviation occurs when someone does something that is incompatible with CAP policy or with the law. It doesn’t have to result in actual injury or damage. Consider if you drove home so fatigued you were afraid you’d fall asleep at the wheel, but continued. Nothing might happen, but you’ve opened the door to a potential injury or damage to property.

An incident is, if you will, a step higher. You drove home fatigued and fell asleep at the wheel. In doing so you went off the shoulder and skidded a tire against the sidewalk. It sure woke you up, but it also damaged the tire. There is damage, but it is not classified as major.

In an accident, serious damage happens to you or the equipment. For example, when you fell asleep at the wheel you hit a tree.

### 3. The steps of the RM process

It's "safe" to say that we don't try to be unsafe or to do something that causes the loss of property or injures ourselves or fellow members. Most often, there are issues because we don't think or plan ahead.

RM is a process to examine an event or task to determine what potential risks exist and measure those risks against the benefit to the mission. RM is required within CAP and must be briefed before every activity, mission or training event.

There are four basic principles of RM:

1. **Accept no unnecessary risks:** there are some risks just not worth taking, like flying through a thunderstorm when there's an airport behind you in the clear 10 miles away. The RM process will help you sort out the acceptable from the unacceptable.
2. **Make risk decisions at the appropriate level with the chain of command:** as a new member, the level of decisions you make will likely be confined to those that pertain only to yourself. As you gain more experience you'll be asked to make decisions on behalf of, or in cooperation with, others. Know that, at any point, if you don't feel comfortable making a decision you can always go to your safety officer or commander for guidance.
3. **When the risks are too great, the activity should stop:** Nothing is worth risking a life or the loss of a vehicle or aircraft. We aren't useful if we cannot operate safely.
4. **Include RM in planning for all unit activities:** The truth is we do RM every day, we just aren't aware of it. The trick is to become more aware of both the process and the activities in which we engage.

To that end, there are six basic steps in the RM process:

1. **Identify the hazards:** what can go wrong during this event or task?
2. **Assess the risks:** how likely is this to happen? What is the potential damage if something does go wrong?
3. **Analyze risk control measures:** what are ways to mitigate or eliminate the risks?
4. **Make control decisions:** is the task or event worth continuing in light of the risks identified and available mitigation measures? What is the impact of those mitigation measures? Choose either to discontinue the event or task or select those mitigation measures that allow the event or task to continue.
5. **Implement risk controls:** if the event or task is to continue, implement the controls.
6. **Supervise and review:** is everything going as expected? Do tweaks have to be made?

#### ***Focus: Risk Management Process***

- Identify the hazards
- Assess the risks
- Analyze risk control measures
- Make control decisions
- Implement risk controls
- Supervise and review



#### 4. Member responsibilities in maintaining a safe CAP environment.

Know that responsibility for maintaining a safe environment belongs to all of us. If you see someone engaging in unsafe behavior you have the duty to say, “Knock it off,” or “Stop.” You must also ensure that your own behavior is safe. This isn’t just because we don’t want you to get hurt (though we don’t). As a senior member of CAP, you are by definition a role model to our cadets. You may not think they pay attention to you, but they do. When you act appropriately and follow CAP’s guidelines and regulations, they will be more likely to do the same. This also naturally instills a high level of public trust in our organization when we act professionally.

You also have a duty to report hazards and mishaps. CAP has an online reporting tool in the Safety Management System that can walk you through the process. Don’t think what you saw was a big deal? Report it anyway, both using the online reporting tool as well as reporting it to your commander; it’s better to report something and be safe than not to report something and find out later it should have been shared. Reporting a mishap puts the event on file for future reference; to protect CAP members where advanced care or insurance coverage may be required; and to also track the data to detect trends in either behavior or equipment reliability. Additionally, failure to report a mishap within CAP’s regulatory guidelines may result in members becoming ineligible for benefits, such as insurance coverage.

If you witness or have been involved in a mishap where there is substantial damage or injury, notify your commander and the National Operations Center (24 hours/day at 888-211-1812) immediately. They will tell you what to do.

##### **Focus: Member Safety Responsibilities**

- Stop others from engaging in unsafe behavior
- Ensure your own behavior is safe
- Report hazards and mishaps promptly in accordance with CAP policies

#### **Lesson summary and closure**

CAP is a fun organization, saving and shaping lives every day. To do so, we must build a culture of trust that embraces safety as a natural part of our daily activities. As we would for our own families, we should ensure that our fellow CAP members and the activities in which we engage are secure, and only engage in behaviors that accomplish the task at hand with minimum risk.



Source: CAP Regulation 62-1, *Civil Air Patrol Safety Responsibilities and Procedures*

# The Essentials

**Lesson Objective:** Describe the essential CAP program and organizational elements.

**Desired Learning Outcomes:**

1. Explain the concept of CAP customs and courtesies.
2. Explain the special considerations to keep in mind when visiting a military installation.
3. Describe and be able to correctly wear the CAP corporate working uniform (golf shirt).
4. Identify CAP grades for senior members and cadets.
5. Describe the concept of chain of command.
6. Describe the first two levels of the Professional Development Program.

**Introduction:**

CAP is a large, multi-faceted organization with a lot of moving parts. You don't have to know everything about how CAP works as a new member; but you should get acquainted with some of the terms, concepts and structures of the CAP programs. This lesson will provide you with the *essentials* to get you started.

## 1. CAP customs and courtesies.

CAP essentially follows the same customs and courtesies practiced by the United States Air Force, and does so for the same reasons: to build morale and esprit de corps, to promote discipline and to enhance mission effectiveness. Below are key definitions:

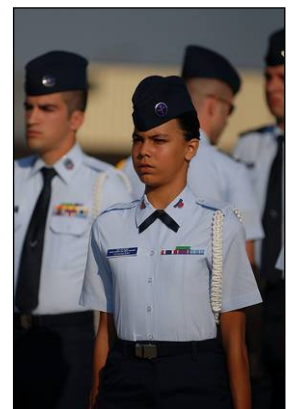
- **Custom:** is a form or a course of action founded in tradition characteristically repeated under like circumstances and is an expression of respect and consideration for others.
- **Courtesy:** is the *act* of paying respect for others and giving them due consideration.

Military customs and courtesies are proven traditions that explain what should and should not be done. They are acts of respect and courtesy when dealing with other people and have evolved as a result of the need for order and discipline within a group, as well as the mutual respect and sense of fraternity that exists among military personnel. Military customs and courtesies go beyond basic politeness; they play an extremely important role in building morale and esprit de corps (pride), promoting discipline and enhancing mission effectiveness. Customs and courtesies ensure proper respect for the members and build the foundation for self-discipline. By definition, an organization's customs and courtesies help to define it.

### ***Customs and courtesies in CAP***

CAP follows many of the same courtesies as does the United States Air Force. This is a logical extension of our roots as the USAF Auxiliary. Additionally, because of the nature of the work we do and the composition of the organizations with which we work, the structure and discipline inherent in these customs and courtesies make us more effective. Why?

The practice of our customs and the rendering of our courtesies reinforce our organizational structure and our chain of command. For instance, we salute





officers senior to us as a sign of respect, and they return the salute to us as a return sign of respect and recognition of that member's inclusion into the group. When that interaction happens it reinforces the structure.

CAP members render a variety of customs and courtesies (these are discussed in more detail in CAPP 151, *Respect on Display*). It would be useful to you (especially in a cadet or composite unit) to learn some of the basic drill, customs and courtesies with regard to CAP grade, saluting and standing in formation before donning an Air-Force style or CAP distinctive uniform which shows CAP grade. You will need to know about customs and courtesies to get promoted, and as you enter Level II and gain more responsibility within CAP.

## **2. Special considerations when visiting a military installation**

Many areas and aspects of CAP will involve you entering a military installation. Access to the base can be a fascinating insight into how the military lives and works on a daily basis. Customs and courtesies need to be addressed at all times while you are on a military installation. These are not limited to your appearance but how you conduct yourself when interacting with military personnel.

Military personnel are governed by their own set of rules. This is known as the “uniform code of military justice” (UCMJ), it's their legal code. While CAP members are not governed by the UCMJ, we must conduct ourselves in a manner that reflects honorably upon our organization and our membership.

It's most important to remember that we are **guests** of the base while visiting and visit at the pleasure of the base commander (or sponsor). Also remember that CAP members carry no authority over military members, regardless of their grade; so at NO TIME are CAP members allowed to give an order to, or demand action from military personnel. This includes requiring military members to salute, issuing orders to military members, insisting on a room being called to attention, or any other occurrence that would cause embarrassment to CAP. (If saluted by an active or reserve duty member you will return the salute as a sign of professional courtesy).

It's also important to follow any and all rules related to the particular base visiting. This includes adherence to traffic laws, cell phone use, access and use of base facilities, etc. Remember when visiting a military facility to remove all weapons from your person, possessions and vehicle before entering. It's unlawful to even carry a small can of mace for personal protection onto a military installation.

Speaking of military facilities, it's useful to know, in general terms, what CAP members can use while on an average military base. Members can regularly:

- Purchase limited clothing items from Military Clothing Sales (only those items for which CAP members are authorized wear), as well as books from their reading section and assorted souvenir and commercial items.
- Dine at the Base or Post Exchange Food Court; snack bars, or military club.
- Use the base ATM machines and banks.
- Use the base library (if available).
- Use the post office.

Members on official orders from the military (commonly called a Military Support Authorization), may (as facilities are available):

- Use any of the facilities mentioned above.
- Use the base or post exchange store (akin to a department store) for necessary items.
- Purchase fuel at the base gas station or get an emergency repair.
- Use the base theater, golf course or base bowling alley.
- With prior approval and arrangement from the CAP activity director involved, stay in base lodging or dine in the dining facility or dining hall.

Members **may not** at any time:

- Purchase from the Commissary (the base's supermarket).
- Purchase alcohol from the Class 6 (the base liquor store) or the Shoppette (access to alcohol is limited to personal consumption at a sit-down dining establishment or club).
- Purchase tobacco products from base establishments.
- Purchase items from the BX that are not necessary to the mission at hand.

If there is ever an issue or a problem encountered during the course of a visit to a military installation; simply do as the base asks and contact your squadron commander afterwards.

### 3. Proper wear of the CAP Corporate Working Uniform.

CAP has a lot of uniforms, all of which serve specific purposes: "business" meetings, formal occasions like banquets; field training and flight activities. The simplest uniform to wear is the CAP Corporate Working Uniform, or "golf shirt." (See CAPM 39-1, CAP Uniform Manual, for more information). As you gain rank and responsibility, you will end up acquiring different uniforms for different occasions.

Male corporate working uniform



Female corporate working uniform



A few notes for wearing the corporate working uniform:

- Uniform consists of a blue knit (golf-style) shirt (long or short-sleeve). CAP seal may be embroidered or screen printed and will be worn on the right breast. An embroidered name (first and last name) in white thread, and one service badge, aviation badge, occupational badge, specialty track badge or duty title on the left breast is optional. If worn, the badge or title is embroidered ½" above and centered over the name.
- Grade insignia: No grade insignia is authorized on this uniform.
- Men will wear the shirt tucked in unless heat conditions on the flight line or while participating in actual flight activities require additional air circulation. Women may routinely wear the shirt un-tucked but the shirt length must not fall below mid-hips.
- The slacks are medium gray colored cargo pants or commercial dress slacks of medium gray flannel, tropical worsted, or similar commercial blend, full cut, straight hanging, with or without pleats, with or without cuffs. Front of slack legs rests on the front of shoe or boot. No bunching at waist or sagging at seat. Slacks must be worn at natural waist.
- Wear black dress shoes or dress boots (plain, without ornamentation). Black or dark blue socks are worn.
- No hat is required with this uniform combination, but a CAP ball cap would be appropriate.
- The belt is black and of plain design with a silver or gold buckle.
- An appropriate civilian outer garment may be worn with this uniform combination as well as the black leather jacket, light blue windbreaker, blue flight jacket, black fleece and the USAF-style cardigan sweater.

#### **4. CAP grade and grade structure.**

Every organization has a hierarchical structure, whether formal or informal. One's place within a hierarchy is represented with titles (such as "Mom" or "Dad"), or symbols, such as the four stripes on the sleeves of uniforms that airline captains often wear. These titles and symbols make it easy for all within a hierarchy to know where everyone else in that same hierarchy stands. In CAP, an individual's "grade" determines their status and relative authority in comparison with other members.

It's important to understand that while the grade we hold is honorary and customary within CAP, our grade is not backed by law. We are not commissioned officers of the US government.

The purpose of CAP grade is to show both how far one has progressed in the program as well as show their potential for further service. Members acquire grade through their performance in CAP on a daily basis as well as how they progress through CAP's PD program. The course you are taking now is Level I. As you progress upward in grade, both the professional development requirements and your performance requirements become more challenging. And just as our system rewards progress, it also recognizes potential. When you are promoted to a new grade, you are expected to perform at the higher level commensurate of that grade.

Grade in CAP, with the exception of colonels and general officers, is not based on position. This is an important distinction. This allows for instances where a squadron commander holding a lower grade still has "positional authority" over members in the unit with a higher grade. This is

why you may have seen a captain who may be your commander issue instructions to a lieutenant colonel who is the squadron commander's operations officer (a lesser staff position).

### ***CAP grade structure***

#### **SENIOR MEMBER GRADE**


Although a civilian organization, as the Auxiliary of the USAF, CAP has adopted a grade structure similar to that of its parent organization. Officer grades for adults in CAP are identical to those of the USAF and we wear the same insignia, as illustrated below.

|              |   |   |   |   |   |   |   |   |
|--------------|---|---|---|---|---|---|---|---|
| Insignia     |  |  |  |  |  |  |  |  |
| Title        | Second<br>Lieutenant  | First<br>Lieutenant   | Captain   | Major   | Lieutenant<br>Colonel   | Colonel   | Brigadier<br>General  | Major<br>General  |
| Abbreviation | 2d Lt   | 1st Lt  | Capt  | Maj   | Lt Col  | Col   | Brig Gen  | Maj Gen   |

No periods are used in actual grade abbreviation, only in press releases to conform with AP standards.

The entry level to CAP for an adult is Senior Member, however after completing Level I and 6 months in the program, you are normally eligible to become a Second Lieutenant. As you complete CAP's various education and training courses, do your job and complete other requirements, you will be eligible for advancement in grade.

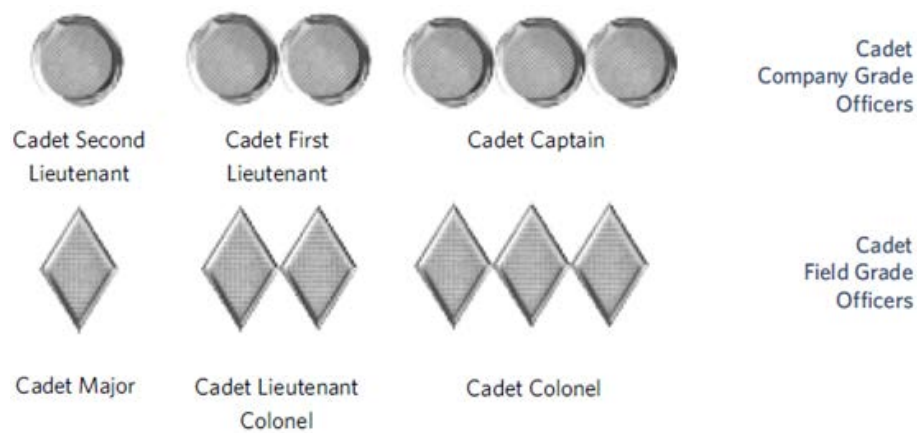
For those CAP members who were enlisted in the military and are or were noncommissioned officers, they may transfer their grade to CAP and wear the stripes of an enlisted member, or become an officer. However these members are restricted from command assignments. The grade structure is shown below:

|              |   |   |   |   |   |
|--------------|---|---|---|---|---|
| Insignia     |  |  |  |  |  |
| Title        | Staff Sergeant  | Technical Sergeant  | Master Sergeant   | Senior Master Sergeant  | Chief Master Sergeant   |
| Abbreviation | SSgt  | TSgt  | MSgt  | SMSgt   | CMSgt   |

**CADET GRADE**

Cadets are essentially the youth members of CAP and they progress through enlisted and officer grades in their own program.

The cadet officer grade structure is identical to that of the USAF, but the insignia is totally different, as shown below:



The enlisted cadet wears rank insignia similar to the USAF but on the collar and in metal, with a shield superimposed over the stripes as shown below.



## 5. CAP's chain of command.

All groups have structures. CAP uses a military-style organization and chain of command. As a new member, you need to know about the most basic of these structures, your CAP squadron. We will describe the organization of the CAP composite squadron because it is the most common of the types. If you are a member of a senior or cadet squadron, know that the main difference is that your squadron has fewer required staff positions.

You may hear the terms “organizational structure” and “chain of command” used interchangeably. In fact, these terms represent different things as they perform different functions. Organizational structure describes the entities (like squadrons or duty positions within a squadron) that make and implement CAP policy, its governance and administration. The chain of command, in contrast, is represented by the people leading those entities, like squadron commanders. Some positions within CAP, such as commanders, have roles both in the organizational structure and chain of command. It's not necessary that you are an expert in these as a new member; but merely that you can describe the difference.

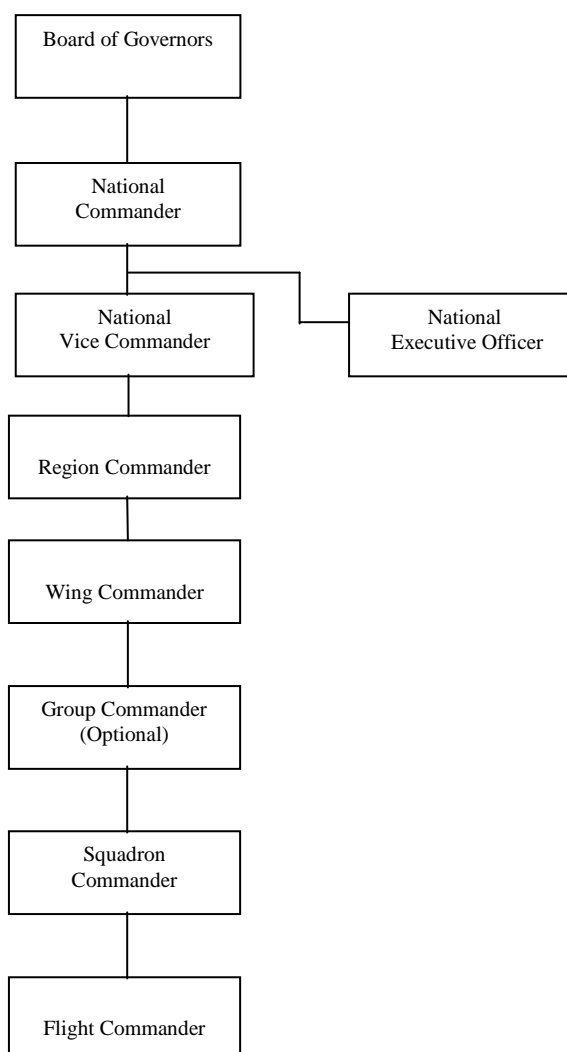
### ***CAP organization: a thumbnail sketch.***

CAP is a national organization and as such, its organization has several levels: national, regional (groups of states), wings (states), groups (several squadrons) squadrons, and flights (small units that aren't strong enough to be squadrons).

### ***CAP chain of command: a thumbnail sketch.***

Leading CAP is the National Commander, regions have region commanders, wings have wing commanders, etc. As a new member, the squadron's "boss" if you will, is your squadron commander. This is the member who is responsible for everything that happens within the unit. The squadron commander is your immediate commander.

#### ***CAP Chain of Command***



#### ***Task: Name the commanders in your personal chain of command.***

- |                              |                             |
|------------------------------|-----------------------------|
| 1. NATIONAL COMMANDER: _____ | 2. REGION COMMANDER: _____  |
| 3. WING COMMANDER: _____     | 4. GROUP COMMANDER*: _____  |
| 5. SQUADRON COMMANDER: _____ | 6. FLIGHT COMMANDER*: _____ |
| 7. YOUR SUPERVISOR: _____    | * If applicable             |



## Squadron organization

CAP composite squadrons contain several departments (staff positions) each of which is responsible to the commander for items critical to the operation of the squadron.

Composite squadrons typically have the following departments:

|  |                          |
|--|--------------------------|
| Commander<br>Deputy Commander for Seniors<br>Deputy Commander for Cadets | Communications           |
| Emergency Services   | Logistics                |
| Aerospace Education  | Recruiting and Retention |
| Financial Management   | Information Technology   |
| Administration/Personnel   | Testing                  |
| Safety   | Historian                |
| Chaplain   | Homeland Security        |
| Professional Development   | Public Affairs           |

We say departments because in most cases there are more jobs than there are senior members. Squadrons often pair functions together when making staff assignments. Training members for these assignments, as well as teaching about the leadership and management skills critical to the success of the unit is the job of the Professional Development (PD) program.

### 6. The first two levels of CAP's Professional Development Program.

People naturally want to be good at what they do. Most people want to know how to do what they've been asked to do. Most people want to succeed. People who join CAP want all this... and more. They want to do all these things while giving back in service. PD helps senior members achieve success; and is the backbone of mission accomplishment and represents a cooperative effort between members, more experienced mentors and instructors, and the organization. Its purpose is to educate adult members about CAP and leadership skills necessary to keep CAP humming. Its purpose is also to give members the functional skills required to execute CAP's programs.

CAP has created a comprehensive PD program to help senior members (Cadet Sponsor members do not participate) evolve into experts about CAP and about their chosen fields within CAP as well as to help develop the leader that is in everyone. PD contains five levels of achievement, each with several components and each culminating in awards for completion.

PD's five levels are defined in detail at CAPR 50-17, *CAP Senior Member Professional Development Program*. But for this course we shall only describe the first two levels:

1. **Level I, Orientation.** Level I gives the new member tools to be active in CAP. When the member joins they are given access online to orientation materials that they are encouraged to study (what you are doing right now). After completing *Level I*, they are typically eligible after six months of total membership for their first promotion.
2. **Level II, Technical Training.** Level II is the point at which the member really begins to learn where they fit into the unit and begins to acquire the skills necessary to become successful within the unit. This



is discussed fully in the next lesson. Once all requirements for Level II are complete the member receives the Benjamin O. Davis Award.

### ***Individual responsibilities for Professional Development***

It is important that each member take responsibility for his or her progression in Civil Air Patrol. Professional Development is a means for every member to be a valuable part of CAP. Some good ways to take control of one's professional development are:

1. Keep engaged with the following individuals at the unit level:
  - a. Supervisor – Is the primary person involved in training you in your Specialty Track and duty position responsibilities.
  - b. Professional Development Officer – Is the person who helps you enroll in the proper training and development. They ensure you get credit for your training.
  - c. Personnel Officer – Is the person responsible for helping maintain the member's personnel records as well as initiating personnel actions, such as promotion.
  - d. Commander – Is responsible for running the unit and ensuring that the right person is in the right job.
2. Be knowledgeable about the regulations applicable to your job, professional development and the requirements for each level.
3. Be curious about your job, your squadron, and CAP in general.
4. Ensure that the documentation is kept in your personnel file and keep copies at home.
5. Work on your technical skill and professional development.

### **Lesson Summary and Closure**

This has been just a very surface look at the structures and major programs that CAP uses to organize itself, train our members and foster teamwork and unity. It's designed to get you started, and to make you a little more curious. In the next lesson, Expectations, you'll learn more about how your expectations of CAP and its expectations of you interact.

Sources:

1. CAPR 20-1, *Organization of Civil Air Patrol*
2. *Civil Air Patrol Constitution and Bylaws*
3. CAPR 35-5, *CAP Officer and NCO Appointments and Promotions*
4. CAPM 39-1, *CAP Uniform Manual*
5. CAPR 50-17, *CAP Senior Member Professional Development Program*
6. CAPR 52-16, *Cadet Program Management*

# Expectations

**Lesson Objective:** Describe what is expected of you and what you can expect from CAP.

## **Desired Learning Outcomes:**

1. Summarize CAP's expectations of the new member.
2. Summarize your expectations of CAP.
3. Explain your expectations of your unit.

## **Introduction:**

You are starting on a most rewarding journey. However, if you do not have a background in CAP or the military, you may be a little confused about how everything works and about expectations: CAP's as well as your own. In any case, as a volunteer, agreement on expectations is critical. Communication is vital. This lesson discusses the expectations CAP has of you, as well as helps you examine your own expectations of membership in CAP. (NOTES: 1. You may have already discussed expectations either prior to or shortly after joining. If this is the case, as you read ask yourself if and how these expectations have changed over the past few weeks. 2. If you are a Cadet Sponsor member, opportunities and responsibilities are limited based on your membership category. Refer to CAPR 39-2, *CAP Membership*.

## **1. CAP's expectations.**

First and foremost CAP expects you to adhere to our Core Values of *Integrity, Volunteer Service, Excellence* and *Respect*. In Civil Air Patrol, core values are at the heart of a code of ethics that all members are expected to follow. Additionally, CAP expects you to adhere to its rules and regulations concerning member conduct, the execution of the mission, and all other associated functions in which you are part. Below are some of CAP's primary expectation areas:

Uniforms. Senior members who meet the prescribed height/weight standards may wear the Air Force-style uniform. All senior members may wear one of the distinctive CAP uniforms, such as the uniform discussed in the lesson: *The Essentials*. Uniforms will be worn as prescribed in CAP Manual 39-1, *CAP Uniform Manual*.

Drill, Customs & Courtesies. CAP is the auxiliary of the USAF. Because of our close ties to the Air Force, it is natural for drill and ceremonies to be included in our culture. While drill and ceremonies are not emphasized in the Senior Program like they are in the Cadet Program, you will be expected to perform basic drill commands such as "Attention," or "Present Arms," correctly. These basic movements will be covered in later CAP courses. You are also expected to be knowledgeable of basic military/CAP customs and courtesies. We do this not only to keep the tradition alive, but to instill the concept of teamwork, show respect for one another and build esprit de corps; which loosely translated means "team spirit." You will be exposed to drill and ceremonies in many venues such as the opening formation at your unit meetings, leadership schools you'll attend over time, and special occasions.

Active Participation. In joining CAP you are making a commitment. One of CAP's basic requirements is active participation in unit and higher echelon activities. You are now part of a team and fellow members are depending on you to fulfill your agreed-upon obligations.

Development. There are two types of development: the advancement in grade, and professional development (PD). The grade on one's uniform is one of the first things to catch the eye. After completing Level I and six months membership you will be eligible for your first promotion. Grade is a visible symbol of achievement and experience. PD also has two sub-types: progression in the formal PD program, of which Level I is part, and development of mission-related skills, such as mission qualification.

## 2. Your expectations of CAP.

What do you expect from us? In CAP, it is all about the professional volunteers: everyday people who answer our nation's call for missions essential to the education of our youth and the safety of its citizens. You can expect to gain an appreciation for, and knowledge of, aerospace issues. Members are provided with extensive training and education opportunities in more than 20 different fields. Whatever your skill or talent, there's a place for you.

You also expect CAP, as an organization, to be honest with you about missions, requirements, costs, training opportunities and national-level issues. You can expect CAP to provide useful benefits, such as of corporate discounts and incentives with partner organizations and companies. This list is found at [http://www.gocivilairpatrol.com/member\\_benefits](http://www.gocivilairpatrol.com/member_benefits). Additionally, at least part of your expenses associated with CAP may be tax deductible.

You can expect recognition for achievement and advancement within the program. CAP offers many awards, credentials and other recognition for achievement and exceptional performance. Your ability to progress within our organization is totally based on your drive, desire and merit.

It is important however to realize that expectations must be realistic. For instance for pilots, an airplane may not always be available; and the missions flown, while necessary may not always be reimbursed. There are costs of membership in terms of monetary costs and time. Uniforms, fuel for normal travel, meals and other expenses are not reimbursed. Sometimes you might be asked to put in some extra time helping to get the unit ready for an event or activity.

## 3. Your expectations of your unit.

When you joined CAP you had a vision in your mind of what it would be like and what you wanted to do. Be sure to communicate this to your commander, supervisor or mentor. It may or may not be realistic, and this discussion will prevent you from being disappointed. A good time to do this is when you are selecting a specialty track or being appointed to a staff position.

First, it is reasonable to expect that all members of your unit, including you, will adhere to the Core Values.

A member should expect the opportunity to accomplish his/her goals for joining. However, you will need to take some initiative to realize those goals.

- Find out where the wing/group/squadron calendars are posted and read them regularly.

**Task: Think about what drew you to Civil Air Patrol and what you would like to do for CAP.**

- How would you like to be involved?
- What are your hobbies, interests and talents?
- How much time do you wish to contribute?
- How much do you expect your participation to cost?
- What do you **not** want?

- If you want to do something on the calendar ask your mentor, supervisor or commander how you can get involved.
- Realize you will need education and training. Talk to your supervisor, mentor, or Professional Development Officer to find out how to get the necessary training.

We recruit individuals, but we retain families. Your family's concerns are of great importance for CAP. Without their support you cannot contribute your volunteer time effectively.

Don't be afraid to ask questions! Knowledge is a resource. Knowing where to find information is at least as important as knowing the information. Everything you need to know is on the National web site (<http://www.capmembers.com>) or posted on a unit web site but it is often difficult to find until you are used to how everything is laid out. So again, don't hesitate to ask.

When given an assignment, whether large or small, be sure that several things are clear.

- Your assignment should be described in terms of its major outcomes and how it fits into the bigger picture. If it's not clear to you, ask questions until you and your mentor, PDO or commander have the same understanding.
- Agree on measurable performance criteria. How will you know if you are successful or falling short?
- Mutually identify the necessary skills, resources, and guidelines. If you don't have the necessary tools, you cannot possibly succeed.
- Determine priorities. How does this assignment fit in relation to other activities? Is it more or less important?
- Set a date for a progress review. Again, it's all about communication. Don't wait until you have completed the assignment, only to discover that your supervisor expected something else and all your time and effort was wasted.

There are things you can do to help your squadron, help you.

- If a mentor is not available, ask questions of other members. They can put you in contact with the right people, show you where to find the things you need and show you how to get things done.
- If you are getting bogged down or side tracked, bring it up to your mentor, immediate superior, commander, or appropriate staff officer.
- Again, ask questions. When is the next chance to do something? How do I do something? If you don't ask, you are limiting your opportunities and chances for success.
- Offer to help. The currency of CAP is cooperation. The question "Do you need a hand with that?" will ensure that you are always actively engaged. Make friends, make yourself more knowledgeable about CAP, make links to people who can help you accomplish your goals, and integrate yourself into the squadron. Networking is just as important in CAP as in any other business.

It is reasonable to expect that your unit will provide you with the things you need to succeed, within the limits of CAP's and the unit's resources. Here are some things to remember:

- Resources are more than things. People and their knowledge can be a great resource. People are CAP's most valuable asset. We all joined to serve in some way. Ask for help. Most are glad to help if they are able.
- CAP does have some unique resources. Ask for the resources you need. You may be able to borrow what you need from another unit or another member.

It is also reasonable to expect recognition for the things you do. You have to do two things in order to get the recognition you deserve: you have to do something, and you need to make sure people are aware of it.

- The squadron commander is ultimately responsible for the actions of his/her members. If you want to do something that is outside the norm or outside the unit's regular meeting, he/she should be aware of it before it happens.
- If you think you (or someone else) deserve recognition, tell the right people. People love it when you tell their boss they did a good job. It is the Personnel Officer's job to process awards and decorations, but he/she may not know when someone is eligible. The Professional Development Officer may not know you completed a course. Tell him/her. Then he/she can update your records and see if you are eligible for an award.

### **Lesson Summary and Closure**

The key to success in CAP lies in mastering expectations. We need to know what you expect from your membership and you need to know what we expect in return. Most often, these expectations are fine-tuned and evolve to complement each other throughout the course of membership. It's the responsibility of both you as the member and the squadron in which you serve to come together about expectations. This coming together begins now.

At this point, your Professional Development Officer (PDO) and squadron commander will start discussing with you possibilities for staff assignments; explain the ways you can participate in CAP once you complete Level I and help you to plan the next several months of membership.



# What's Next?

**Lesson Objective:** Formulate a personal plan of action for development and achievement in CAP over the next 18 months.

## Desired Learning Outcomes:

1. Discuss a specialty with your professional development officer and commander.
2. Describe selected CAP continuing education and training opportunities.
3. Develop a plan of action of the things you want to accomplish in CAP during your first 18 months of service and how you expect to implement your plan.

## Introduction

This lesson is less of a class and more of a mentoring session. It is designed to help you to create a training plan that will help you advance in CAP and be a valuable and contributing member of your squadron.

You will find the following helpful to have: a notebook or something similar in which to keep CAP materials and notes, a flash/jump drive and a paper or electronic calendar for the next year to 18 months in which to record appointments, goals, scheduled courses, etc.

### 1. Selecting a specialty

As discussed in the last lesson, once you complete Level I training you automatically move to Level II. In addition to all the fun and exciting things you will do as a member of the squadron, you will begin to contribute to the success of the unit and help your fellow members by serving in a staff position in your unit (also called duty assignment). This process begins with a conversation among yourself, the Squadron Commander (CC) and the Professional Development Officer (PDO) to decide what role(s) you will play on the squadron staff. This discussion probably happens over several meetings. The commander will provide you with a list of staff positions that must be filled and state which one they would like you to take. This is your time to identify the positions in which you are interested and to also describe your talents and skills. The selection will be some combination of your desires and the needs of the unit. Sometimes, you will select both a position that the squadron needs and a position about which you have an interest. At this point, you may or may not have actually been assigned a duty assignment, but you will here.



Being successful in your duty assignment requires that you learn more about the duty assignment(s) you have been given at the unit. This is done through enrollment in the specialty track that matches your assignment(s). Each specialty track is a study guide. The study guide shows you how to learn the knowledge, skills and abilities necessary to be successful in your job. Completion of the first rating, called the technician rating, will make you eligible for the Leadership Award. The PDO will show you where to access the materials and how to register for the necessary course. You will want to make note and download the information/links.



### **SPOTLIGHT: Specialty Tracks**

Civil Air Patrol has over 22 specialty tracks from which members choose. These tracks correspond to the duty assignments (staff positions) found within CAP. Members progress through the Technician, Senior, and Master levels of a given specialty track through the course of their CAP career.

|                               |                                 |                                  |
|-------------------------------|---------------------------------|----------------------------------|
| 200: Personnel                | 212: Standardization/Evaluation | 222: Commander*                  |
| 201: Public Affairs           | 213: Emergency Services         | 223: Historian                   |
| 202: Finance                  | 214: Communications             | 225: Character Development       |
| 203: Inspector General        | 215: Aerospace Education        | 226: Recruiting and Retention    |
| 204: Professional Development | 216: Cadet Programs             | 227: Information Technology      |
| 205: Administration           | 217: Safety                     | * Prerequisites apply            |
| 206: Logistics                | 221: Chaplain                   | Legal and Health Services tracks |
| 211: Operations               |                                 | do not have pamphlets.           |

## **2. Continuing education and training**

At this point in your CAP career, your focus should be in getting to know your squadron and developing as a member. You begin this development when you select your specialty based on your duty assignment as explained above. As you may have learned, you will have many opportunities to learn about the different facets of CAP in the course of your career. In the near term however, four specific items are highlighted.

### ***General Emergency Services qualification (optional)***

Emergency Services is a part of the three-fold mission of CAP. Many members join CAP to serve their community, state and nation by being involved in Search and Rescue, Disaster Relief, Homeland Security, Counterdrug Operations and other missions. Maybe you are one of those people who are drawn to the Emergency Services field.



There are many exciting and fulfilling roles that members can play in the field, at mission base or in the air. Any member seeking to train for a role in Emergency Services must complete General Emergency Services (GES) qualification, which is comprised of a basic overview of CAP's ES program and associated procedures. If you are interested your PDO will show you where you can find the training material and how to take the test. You will want to make note and download the information/links. You may need them if ES is going to be part of your training plan. Completion of GES allows you to move on to develop specific mission-related skills.

### ***The CAP Officer Basic Course (required for Level II)***

The CAP Officer Basic Course (OBC) is designed to build upon the foundation set forth in Level I and compliments the training you receive in Squadron Leadership School (SLS) as well as training you receive at the unit. OBC is an online course that provides a comprehensive look at CAP and begins to explore the management/leadership topics which all CAP officers and NCOs must master. You should plan to complete it in the next year or so. The PDO will show you where to access the materials for the course. You will want to make note of the links.



### ***Squadron Leadership School (required for Level II)***

The SLS is designed to enhance performance at the squadron level and increase understanding of the basic function of a squadron and how to improve squadron operations. SLS is normally held over a weekend at the group or wing level. A primary benefit of SLS is the exposure to members from across your group or wing. It is here where you begin to develop important relationships that will help you as you become more involved. It also provides the chance for students and staff to share best practices and to discuss issues important to their units. The PDO will let you know when SLSs are being scheduled in your group or wing and can assist you in registering.

### ***Continuing Safety Education***

You are CAP's most valuable asset. The public has also entrusted us with millions of dollars in airplanes, vehicles and equipment. Most importantly, parents have entrusted us with their children. For this reason CAP commits itself to safety.

Part of the CAP culture is our emphasis on our Continuing Safety Education. You will receive a general safety briefing every month. If you miss a general safety briefing you can make it up online by viewing a short (10 minute) presentation and taking a short quiz. The PDO will show you where to find these lessons. You will want to make note/download the link.

### **3. Your next 18 months of service – developing a plan.**

Now the time has come for you to outline your future with CAP for the next 18 months. Working with the PDO, you will develop a training plan that will allow you to pursue your interests, ensure your success as a staff officer and contribute to your squadron and to your community.

### **Lesson Summary and Closure**

You may be familiar with the expression "Plan your work and work your plan." You now have a plan. Now it is up to you to work your plan. Good Luck!

#### ***Tasks:***

- 1. Complete the end-of-course online-quiz.***
- 2. Complete the in-residence discussion and develop your plan of action with your PDO.***
- 3. Complete the online course evaluation (you won't receive credit without completing this step.)***

# Level I Orientation Course Instructor Guide Introduction

Thank you for your commitment to welcoming our new senior members to Civil Air Patrol (CAP) and helping them to find their place in our organization. Level I orientation is **the most** important course a new member will complete during their membership. That's a big statement; but it is absolutely true. Why?

Level I Orientation represents the new member's first look at how CAP does business: how seriously we treat our education and training programs; how we prioritize our activities and programs; how much it values its new members and how well the squadron the member joined truly operates on a weekly basis.

This first impression shapes the member's view of all future training, interactions with fellow members and attitudes about CAP's policies and expectations. A thoughtful and complete presentation of the orientation course (followed by a systematic and seamless assimilation into the squadron) will help shape positive impressions and attitudes. A poorly presented orientation and/or inadequate introduction and assimilation period will shape negative impressions and attitudes, and perhaps lead to a premature departure.

Your job as the orientation course instructor and as the squadron Professional Development Officer (PDO) more generally, is to shape these first impressions. You may remember when you joined how confusing and mysterious it could sometimes be to learn about CAP while trying to "fit in." A main goal of Level I, and your role in its presentation, is to remove the confusion and mystery from the process.

## Philosophy

This course is designed to give new members a well-rounded, thoughtful introduction to Civil Air Patrol as well as to help them develop an 18-month Plan of Action which will help set them up for success within CAP. The curriculum provides a foundation from which members will build experience and develop skills specific to their personal interests as well as to unit needs. The course has been carefully constructed to provide a complete orientation experience:

Level I is designed to give new members an introduction to CAP: our missions, what we value and the member's role within the organization. Members can finish the online portion of Level I in 60-90 minutes and the in-residence discussion can be achieved in one meeting. Once Level I is complete members can start Level II training and after 6 months service as a member be eligible for their initial promotion.

Squadrons are free to add content specific to unit needs; but may not delete content. At the end of this course the new member will:

- Comprehend the Civil Air Patrol organization, components and missions.
- Comprehend and respond to the Core Values.
- Wear the corporate working uniform properly.
- Render proper customs and courtesies.
- Comprehend CAP's policies regarding CPBC, safety, equal opportunity and member conduct.

- Be introduced to the members of the squadron and understand broadly what they do.
- Comprehend the training opportunities available to them.
- Receive a duty assignment and a mentor to help them progress within the specialty track guiding that duty assignment.
- Know what their future holds for the first 18 months and know who they can go to for advice and assistance.

Members will not be signed off until they can demonstrate completion of these objectives.

## **Course Design and Organization**

The Level I Orientation course uses both online and in-residence methods of instruction. Lessons are given online through the Learning Management System. At the conclusion of Level I members are required to pass an online, open-book quiz. After the quiz, the member meets with their PDO (or instructor) to discuss key points. The instructor adds unit-specific material, and asks the student to demonstrate mastery of a particular skill. Once the discussion is completed, the PDO signs off on the discussion in the Learning Management System (LMS) and the unit commander validates that the member completed Level I.

**NOTE: It is vital that the instructor ensure that the new member has registered in eServices and knows how to access Level I in the LMS. Instructors should ask the unit commander to check in eServices to see when the member enters the system. The instructor should ask the new member whether they have received their electronic welcome packet and if they have registered. They should assist members who are having trouble registering and accessing the course in the LMS.**

Lessons in Level I:

- CAP Core Values
- Cadet Protection Basic Course (CPBC)
- Equal Opportunity and Nondiscrimination
- Introduction to Safety
- Who We Are Today
- The Essentials
- Expectations
- What's Next?

## **Course Evaluation**

Each lesson has an overall objective as well as several desired learning outcomes which the new member must master. This Instructor Guide will provide the necessary areas of emphasis, discussion points and in-residence evaluative tools to measure the member's success with the material. This guide should be used in conjunction with the student guides when planning and executing the in-residence content.

## Scheduling the In-residence discussion

The in-residence discussion provides additional learning to cover more nuanced content, validate comprehension, and compels interaction between the member and the PDO and/or commander. This sample represents an accelerated in-residence experience which can be completed in as little as 60 minutes. It assumes that the member has set up an eServices account and has passed the online quiz. This schedule can also be used if one wanted to hold a Level I at a larger function, such as a Commanders Call or during a wing conference.

To complete Level I using this sample schedule, the in-residence portion includes the following in-residence discussions:

| <b>SAMPLE SCHEDULE FOR A SINGLE MEETING</b>  | <b>Minimum Time</b> | <b>Normal Time</b> |
|--|---------------------|--------------------|
| Lessons: Who We Are Today, Core Values, CPBC, EO, Safety, The Essentials, Expectations, What's Next? | 60 minutes          | 90 minutes         |

### ***Additional Options***

Of course, squadrons have the flexibility to tailor the Level I in-residence discussions to meet their unit's needs as long as they meet the minimum criteria presented in the schedule. The discussions don't even have to be completed at the unit, they can happen practically anywhere.

## **Instructor Guide Organization**

The Instructor Guide follows the format of the student guide in terms of lessons, objectives and outcomes. The Instructor Guide, however, places emphasis on instructor actions and desired student behavior; and not on student guide content (this is one of the reasons why the instructor must also have access to the student guide, to know the text). These lesson plans contain:

- Anticipated duration of the in-residence lesson
- Teaching method(s) desired
- References
- Teaching Aids/Handouts, if any
- Reading Assignment (primarily the student guide)
- Lesson Objective
- Desired Learning Outcomes
- Lesson Strategy
- Lesson Outline
- Teaching Plan

## **Passing Grades for the Online Quiz**

1. The new member receives a grade of 80% or above on the online quiz through the Learning Management System (LMS); **and**



2. The PDO or the squadron commander certifies online in eServices that the member has satisfactorily completed the in-residence discussion/demonstrations. The instructor determines whether the member has passed based on your evaluation of the student's mastery of the content.

### **Tracking and Credit**

Level I requires proof of passage of the online quiz (which is automatically tracked for new members) as well as completion of the in-residence discussion, which either you as the instructor or the squadron commander certify online in eServices through the LMS.

When all requirements and the course evaluation have been credited to the new member, the online system will automatically send the commander a notification asking him/her to validate member completion. Once the commander validates completion, credit will be reflected in the member's record with the date of completion. The squadron commander will then present the member with CAP Certificate 13, *Level I Orientation Course completion certificate*.

# Teaching Plans and Guidance

## Lessons in Level I:

- CAP Core Values
- Cadet Protection Basic Course (CPBC)
- Equal Opportunity and Nondiscrimination
- Introduction to Safety
- Who We Are Today
- The Essentials
- Expectations
- What's next?

Level I discusses much about what is important to us as an organization: our mission, our values and our members.

New members in this part will learn about CAP's Core Values; its commitment to the protection of its youth members; as well as the great value CAP places on each and every member and the talents, skills and backgrounds that they bring with them.

They will learn about what CAP does today: nationally as well as locally; how CAP's three-fold mission has evolved over the years and finally about what CAP means to a changing world.

Members in this part will learn about what CAP expects of its members: from the national level right down to the unit. Members should have the chance to express their expectations of membership and find a way to align their expectations with those of CAP.

They will also learn about CAP's professional development program, how it teaches them the technical and leadership skills to successfully execute the assignments given them; as well as introduce how CAP rewards them for achievement and performance.

Finally, this course gives members the tools to plan the first 18 months of their CAP career.

Your job as the instructor in this part is to do two things. First, and most importantly, your job is to **welcome** the member. You are the head of the welcoming committee and your guidance, mentoring and friendship is the most critical factor in a new member's experience with CAP. "You never get a second chance to make a good first impression."

Second, you must ensure that the new member understands the broad concepts discussed from an organizational perspective and, you must tie those broad concepts to how the member's new unit operates on a weekly basis. Help new members answer the question: What does it *mean*?

Each lesson plan in Level I contains discussion points. Begin to consider now what resources you will need to complete the in-residence discussion, including teaching aids, local handouts, and access to other members.

New members must complete the self-study portion as well as pass the online quiz before receiving the in-residence portion of Level I. Once you are satisfied that the member has mastered the material in the lesson using the lesson plans, either you or the squadron commander may then sign the member's course completion line in eServices.

#### *Notes to Aid You*

1. Review the lesson in the student guide prior to meeting with the new member to ensure your mastery of the material.
2. Ask the member to bring their student guide lesson with them for reference and review. They may use the student guide as well as any other reference material during this portion of the lesson.
3. Ensure that the room is quiet and ready for learning. Minimize interruptions and distractions.
4. Avoid splitting the training into different sessions as it will interrupt the flow of learning.

#### **General Outline of Level I Discussion**

The construction of the in-residence discussions contains the following sections:

**Reference:** Online course material and/or other materials as required

**Teaching Aids/Handouts:** if required

**Reading Assignment:** Online course material

**Lesson Objective:** the big picture

**Desired Learning Outcomes:** individual items to be mastered

**Lesson Strategy:** what the instructor is expected to accomplish. The lesson outline provides an outline of the main points, teaching plan, tasks to be completed and helpful hints for the instructor. The instructor should personalize the lesson to reflect the unique characteristics of the squadron, where appropriate.

**Teaching Plan:** an outline of discussion points and other requirements.

**Troubleshooting:** items specific to the lesson.

**Ending Task:** Once the member has passed the online quiz and you and student have completed the Level I discussion, if you believe that the member is ready he/she signs into the LMS through eServices and denotes completion of the course. The squadron commander is then notified and can validate completion of the course in eServices in Approvals and Validations.

# Who We Are Today

**Reference:** Online course material

**Teaching Aids/Handouts:** None

**Reading Assignment:** Online course material

**Lesson Objective:** Discuss what CAP is today and the missions we perform

**Desired Learning Outcomes:**

1. Explain CAP's three-fold mission by element.
2. Summarize CAP's demographics nationally and locally.
3. Describe why CAP uses a military-style structure.
4. Describe the purpose of CAP-USAF and the National HQ.

**Lesson Strategy:**

This lesson is designed to give new members insight into what CAP is today. Specifically, it will teach members about CAP's three-fold mission of Aerospace Education, Cadet Program and Emergency Services. As well as give them a feel for the scope of the organization and the role of CAP-USAF.

**Teaching Plan:**

1. CAP's three-fold mission (new member briefly describes each)
  - a. Discuss with the member how the squadron participates in the three-fold mission
  - b. Help the member discover how their role in the squadron helps it to succeed in the mission
2. Demographics of CAP (discuss wing demographics and ask member if there are questions)
3. Why we use a military-style structure (ensure member understands concept)
4. The Purpose of CAP-USAF and National HQ
  - a. CAP-USAF (member discusses briefly)
  - b. National Headquarters (member discusses briefly)

# Core Values

**Reference:** Online course material, CAPP 50-2

**Teaching Aids/Handouts:** None

**Reading Assignment:** Online course material, CAPP 50-2

**Lesson Objective:** Comprehend CAP's Core Values.

**Desired Learning Outcomes:**

1. Explain CAP's Core Values.
2. Discuss how CAP's Core Values guide our service in CAP.
3. Explain personal obligation to the Core Values as a new member.

**Lesson Strategy:**

This lesson is designed to introduce new members to CAP's Core Values: Integrity, Volunteer Service, Excellence, and Respect. New members should be able to identify and explain each of the core values without assistance. They should also be able to explain their obligation to the squadron in upholding the Core Values in a way reflective of their place in the unit as a new member.

**Teaching Plan:**

1. CAP's Core Values (new members should be able to recite and define in their own words)
2. Using Core Values in guiding our service (new members should be able to discuss)
  - a. Why the public, USAF and our fellow members have a right to expect us to abide by the Core Values
3. Unit applications of the Core Values
4. Obligations to the Core Values as a new member
  - a. General obligations
  - b. Adult member status as a role model and the Core Values

# Cadet Protection Basic Course

**Reference:** Online course material, CAPR 52-10

**Teaching Aids/Handouts:** None

**Reading Assignment:** Online course material

**Lesson Objective:** Summarize CAP's Cadet Protection Policy and describe member responsibilities in enforcing the policy.

## **Desired Learning Outcomes:**

1. Summarize basic facts about child (cadet) abuse.
2. Describe CAP's strategy for preventing cadet abuse.
3. Describe CAP's standards of practice for adult/cadet interactions, especially the two-deep rule.
4. Recall the definition of "abuse" and "boundary concern."
5. Describe the duty to respond to boundary concerns.
6. Identify the process for responding to reasonable suspicions of abuse.

## **Lesson Strategy:**

Of all the policies and directives CAP has to oversee its activities and programs, Cadet Protection is the most important. For over 73 years parents and guardians have entrusted their children to Civil Air Patrol, and we are obliged to protect them. This lesson is designed to teach new members about CAP's Cadet Protection Policy.

Use this time to ensure that the new member understands the cadet protection policy and can correctly state the procedures for responding to disclosures of possible child sexual or physical abuse. The instructor will be able to describe the reporting requirements of their particular state (as some require direct reporting to law enforcement). To ensure that the most complete and accurate information is provided, instructors will contact the wing legal officer for information through their squadron commander.

Finally, discuss the case studies provided in this instructor guide to help the new member internalize the policies.

## **Teaching Plan:**

### Introduction and Opening Case Study ("Stan")

1. Basic facts about cadet abuse
  - a. Most victims know their abusers
  - b. Characteristics: doesn't matter if they are:
    - i. Young or old
    - ii. Straight or LGBT (Lesbian, Gay, Bi-sexual or Transgender)
    - iii. Married or single



- c. Victims often hesitant to come forward
  - d. Most abusers pursue a long-term strategy
    - i. Isolating the victim
    - ii. Grooming behavior
  - e. Many people are familiar with the abuser, yet suspect nothing
    - i. Are surprised when abuse is uncovered
  - f. Are any organization's policies and procedures fool-proof?
- 2. CAP's strategy for preventing abuse
  - a. Combating myths
  - b. CAP's five pillars of prevention
    - i. Screening
    - ii. Standards
    - iii. Monitoring
    - iv. Reporting
    - v. Training
  - c. Important terms
    - i. Abuse
    - ii. Hazing
    - iii. Reasonable suspicion of abuse
    - iv. Boundary concern
    - v. Duty to report
- 3. Standards of practice for cadet/adult interactions, especially the two-deep rule
  - a. Standards of practice
    - i. Two-deep leadership
    - ii. Exceptions to two-deep leadership
    - iii. Bright-Line Rule on fraternization
    - iv. Social media and communications outside of CAP
  - b. How these standards protect cadets as well as senior members
- 4. A deeper understanding of "abuse" and "boundary concern"
  - a. Continuum of positive, negative and abusive behavior
  - b. Flexibility in the "real world"
- 5. Duty to respond to boundary concerns
  - a. Importance of being alert
  - b. Responding to boundary concerns
- 6. Process for reporting reasonable suspicions of abuse

- a. Is it a reasonable suspicion?
- b. What's next?
- c. Case study (Captain Arnold and Cadet Curry)

**Notes:**

1. Do not skip the case studies. They are vital to the new member internalizing the policies and understanding the application and nuances of the issue.

**Troubleshooting:**

1. I (or the member) is embarrassed about speaking about such things. What can I do?

Answer: There's nothing to be embarrassed about. This is a discussion about CAP's policy concerning child abuse and the reporting requirements should a cadet make a disclosure, a boundary is violated, or a suspicion is repeated. Keep the discussion professional but casual, and to the point.

2. What if I don't know the state's legal requirements concerning reporting of child abuse?

Answer: Contact your wing legal officer (either through or with the permission of your squadron commander) and ask him/her to discuss the relevant state law and answer any questions you may have.

# Equal Opportunity and Nondiscrimination

**Reference:** Online course material, CAPR 36-1, CAPR 36-2

**Teaching Aids/Handouts:** None

**Reading Assignment:** Online course material

**Lesson Objective:** Summarize CAP's Equal Opportunity Initiative and Nondiscrimination policy.

**Desired Learning Outcomes:**

1. Define equal opportunity.
2. Summarize CAP's nondiscrimination policy.
3. Describe a commander's responsibility to adhere to CAP's nondiscrimination policy.

**Lesson Strategy:**

This lesson is designed to teach new members about CAP's stance on equal opportunity and to explain CAP's nondiscrimination policy. At the end of the day, CAP's most valued resource is our members: our airplanes, our vehicles and our equipment mean nothing without eligible and qualified people to operate them. Anyone who is eligible and qualified to be a member of CAP has the same opportunity to achieve and excel as anyone else meeting the same eligibility and qualification requirements. This is the message you should promote.

Ensure that the new member comprehends the definition of equal opportunity, as well as comprehends CAP's nondiscrimination policy. New members must also explain the concept of reasonable accommodation; identify who to contact should a potential violation of the nondiscrimination policy take place and briefly outline commander's responsibilities as described in the student guide.

**Teaching Plan:**

1. Equal opportunity defined (have member define)
2. CAP's nondiscrimination policy
  - a. Policy summarized (have member briefly summarize CAP's policy. It should mirror that of the text in the student guide)
  - b. Application of nondiscrimination policy at CAP vs. at work (have member explain)
  - c. Protected classes (have member identify)
  - d. Reasonable accommodation (have member define)
3. Complaints under CAP's nondiscrimination policy (have member identify whom they should contact with complaints or questions)
4. Commander responsibilities (have member briefly describe commander's responsibilities under the policy)

# Introduction to Safety

**Reference:** Online course material

**Teaching Aids/Handouts:** Internet Access

**Reading Assignment:** Online course material

**Lesson Objective:** Summarize CAP's safety program.

## **Desired Learning Outcomes:**

1. Summarize the purpose of CAP's safety program.
2. Define common safety-related terms.
3. Identify the steps in risk management (RM).
4. Discuss personal responsibilities in maintaining a safe CAP environment.

## **Lesson Strategy:**

This lesson is designed to teach new members about CAP's safety program. CAP events, like any other activity in which we engage, present risk: both to ourselves and to our equipment. New members engage in CAP for fun and for service; yet we must always remember that what we do warrants attention to detail, attention to our surroundings and attention to our fellow members. Failure to take care can result in loss or injury. This is the message you should promote for the lesson.

Ensure that the member comprehends the purpose, mechanisms and member responsibilities of the safety program. you must also describe local policies and tell the member where he/she can access additional materials that the squadron may use.

## **Teaching Plan:**

1. CAP's safety program
  - a. Purpose of the safety program (member must state as written in the online course material)
  - b. Safety tools available (members must be able to demonstrate they can locate them online. Instructor may help the member locate and demonstrate proper use of the Safety Management System. For this reason, internet access is critical to this lesson)
2. Common safety-related terms (have student define at least three from the online course material)
3. The Risk Management process (member must explain its importance)
  - a. New member responsibilities
4. Member responsibilities in maintaining a safe CAP environment (member briefly explains, must contain the three points below)
  - a. General responsibilities of membership

- b. When to say “stop” or “knock it off”
- c. Duty to report

**Notes:**

1. If the member is accessing the Safety Management System and other safety tools for the first time during the lesson; walk them through the process; however do not do the work for them. Allow them to make the keystrokes, helping them correct their mistakes should any occur.

**Troubleshooting:**

1. What if my unit doesn't have internet access?

Answer: You should know whether your unit location has internet access well before the lesson takes place. The new member may have a laptop or tablet computer with embedded internet, in which case that machine could be used to complete the lesson; or someone could arrange to use another person's wireless card. You might arrange to meet at another location with internet access, such as a library or internet café.

2. What if the member says he/she cannot register online, or cannot remember their password?

Answer: Work with the member to troubleshoot the problem. Most of the time the trouble is that the password has either been entered incorrectly or has been forgotten. As a last resort, sign into your own account (careful to protect your own information) and access the SMS through the portal.

# The Essentials

**Reference:** Online course material

**Teaching Aids/Handouts:** CAPP 151, CAPM 39-1

**Reading Assignment:** Online course material

**Lesson Objective:** Describe the essential CAP program and organizational elements.

**Desired Learning Outcomes:**

1. Explain the concept of CAP customs and courtesies.
2. Explain the special considerations to keep in mind when visiting a military installation.
3. Describe and be able to correctly wear the CAP corporate working uniform (golf shirt).
4. Identify CAP grades for senior members and cadets.
5. Describe the concept of chain of command.
6. Describe the first two levels of the Professional Development Program.

**Lesson Strategy:**

This lesson is designed to describe to new members essential program and organizational elements they need to know in order to begin working in their unit. This lesson is designed to be a surface look at these elements and is the foundation upon which the Officer Basic Course will be built on in Level II.

**Teaching Plan:**

1. Purpose of customs and courtesies in CAP (have member briefly explain)
2. Special considerations when visiting a military installation
  - a. How CAP members are expected to conduct themselves when among military members (member must state desired behaviors and specifically address saluting among CAP members and members of the military)
  - b. Access to military facilities (member must list)
    - i. Where members can regularly go
    - ii. Where members can go when on a Military Support Authorization
    - iii. Where members may not go at any time
3. Demonstrate the proper wear of the CAP Corporate Working Uniform combination (golf shirt)
  - a. Does the member have all the correct garments for the uniform selected
  - b. Are the garments clean, in good repair, and fit the member properly
  - c. Is the member wearing the appropriate accessories and accoutrements properly for the uniform selected (correct style belt, shoes, cap (if required), etc.



4. Explain the purpose of grade (member briefly explains)
5. Identify all CAP grades (pop quiz the member using images of different CAP grades)
  - a. Senior member grade (officer and NCO)
  - b. Cadet grade (officer, NCO and airman)
6. CAP's organizational structure (member briefly explains)
  - a. National structure
  - b. Organizational structure below the national level
7. CAP's chain of command (member briefly explains concept of chain of command)
  - a. "Commander" definition
  - b. Command structure
  - c. Personnel in the member's chain of command, from squadron to national commander (help member identify all the commanders on list as required)
  - d. Difference between chain of command and organizational structure.
8. The first two levels of professional development (member briefly explains)
9. Individual responsibilities for Professional Development (member and instructor discuss)

**Notes:**

1. If the new member is a former cadet or is a current/former military member, they likely have experience wearing the uniform.
2. Review the lesson in the student guide prior to meeting with the new member to ensure your mastery of the material.

**Troubleshooting:**

1. What if my unit doesn't render customs and courtesies on a regular basis, at least not among senior members?

Answer: While it's tempting to believe that customs and courtesies are "optional" for senior members; the truth is adherence to customs and courtesies is required of all CAP members. Customs and courtesies are part of the traditions that bind us together, instill pride and promote teamwork. As important, cadets notice when senior members don't do themselves what they require of others; and they see the irony in the message. Remember, we are their role models and they expect *Excellence* from us. Whether they tell us or not... they are watching.

# Expectations

**Reference:** Online course material

**Teaching Aids/Handouts:** None

**Reading Assignment:** Online course material

**Lesson Objective:** Describe what is expected of you and what you can expect from CAP.

**Desired Learning Outcomes:**

1. Summarize CAP's expectations of the new member.
2. Summarize member's expectations of CAP.
3. Explain member's expectations of their unit.

**Lesson Strategy:**

This lesson is designed to encourage a dialogue between the new member and the squadron about each one's expectations. A squadron knowing why a member has joined CAP and what they expect from the experience; as well as the member knowing what CAP in general and the unit more specifically expect, are key to both parties having a realistic view of the membership experience. This is especially important during a new member's first 18 months in CAP.

While the instructor should spend a little time ensuring that the member understands "big" CAP's expectations of its members, the bulk of the time should be engaged in the dialogue described above.

Some units discuss expectations with members prior to or shortly after joining CAP. When this is the case, ask the member if, and how these expectations may have changed or evolved since joining.

**Teaching Plan:**

1. Summarize CAP's expectations of the new member (member briefly explains)
  - a. Active participation
  - b. Uniforms
  - c. Drill, customs and courtesies
  - d. Development
2. Member's expectations of CAP (member and instructor discuss)
3. Member's expectations of the unit (member and instructor discuss)
4. Discuss available specialties/staff positions with your professional development officer and commander. The following outline should guide your discussion.
  - a. The purpose of duty assignment.
  - b. The relationship between specialty tracks and duty assignments.

- c. Explain how the specialty track relates to the staff position they were assigned.
  - d. Explain how the Technician level is related to their promotion and the Leadership Award.
  - e. Explain the purpose of the specialty track guide. Help the member log on and locate the specialty track guide(s) in which they might be interested.
  - f. Explain that there are three levels in the track and they are to focus on the Technician Level for now. Explain how to use the different sections of the guide. Focus on the Knowledge, Training and Performance requirements. Emphasize that it doesn't have to be completed immediately.
  - g. Explain how to use the tracking sheet.
  - h. They should save a copy and the link.
5. What to expect from the discussion with the commander.

# What's Next?

**Reference:** Online course material

## **Teaching Aids/Handouts:**

- Plan of Action template
- A pre-scheduled appointment with the commander
- Internet access - if the member has a laptop or internet access on their phone they should be told ahead of time to bring those devices
- Access to a 12 to 18 month calendar
- Pen and paper
- Squadron/Group/Wing calendars
- The NHQ web page

**Reading Assignment:** Online course material

**Lesson Objective:** Formulate your personal plan of action for professional development and achievement in CAP over the next 18 months.

## **Desired Learning Outcomes:**

1. Discuss available specialties with your Professional Development Officer and your commander.
2. Explain selected CAP continuing education and training opportunities.
3. Develop a plan of action of the things the member wants to accomplish in CAP during their first 18 months of service and how they expect to implement their plan.

## **Lesson Strategy:**

This lesson plan is formatted differently than all other lessons within Level I. Why?

It's because this lesson is less of a class and more of a mentoring session. It is designed to create a plan of action that will help the new member advance in CAP and be a valuable and contributing member of your squadron. More importantly, it is among the most critical of the lessons within Level I, because it sets the tone for the new member's next 18 months. When done correctly, it provides a path new members can follow and serve as a way to be introduced to all the other members of the unit... and to find a place for themselves.

The new member should have read the online course materials of the lesson ahead of time. He/she should come prepared to download material or you can provide it (and the links) on some sort of electronic media or email it to them later. Successful completion of this lesson requires access to the internet.

Prior to the lesson, arrange a few minute meeting with the member, yourself and the squadron commander to discuss what staff position(s) the new member will fill.

The lesson calls for you to guide the new member in accessing material on the CAP websites. You will find it more effective if the member has his/her fingers on the keyboard/mouse and you talk him/her through it.

You should be able to quickly and easily be able to show the member how to access:

- CAPR 20-1
- Specialty track pamphlets
- CAP Officer Basic Course
- Group/wing/region calendar (to find scheduled SLSs and ES practice missions)
- Yeager Award training material

## **1. Explain selected CAP continuing education and training opportunities.**

**Step 1a, Introduction** – Approximately one third of our members join to get involved in each of our missions. They don't know that we need them to perform a staff function that may, or may not be directly related to the reason they joined. And we forget they joined to do something specific (teach cadets, fly planes, save the world) and not just be a staff officer. Very few people joined to shuffle paper/electrons. This is your chance to help them get involved in the things they joined to do and to increase squadron retention. It is also your chance to impress upon them that it may be in addition to their staff position.

### **Step 1b – If they are interested in Emergency Services –**

- Find out if they are interested in ES. If so continue with this section, if not move on to the next section.
- Explain that this process takes time and training. **State:** "Search and Rescue, Disaster Relief, Homeland Security, Counterdrug Operations and other missions are exciting and rewarding. There are many gratifying roles that members can play in the field, at mission base or in the air. Before members can fill these demanding and sometimes dangerous positions they will need to be trained. The first step is General Emergency Services (GES) training which is in addition to the training for your squadron staff position."
- Help the member find GES training material online and explain how to complete GES qualification. The member will want to save some of this material and the link.
- Introduce them to the squadron Emergency Services Officer and ask the ES officer to walk the member through the process of initial qualification.
- Go to the Squadron/Group/Wing web page and find out the dates of the next few training missions. They will want to make note of the dates and to save this link too.

### **Step 1c, If they are interested in Aerospace Education**

- Explain why AE is an important part of the mission and to the PD program – **State:** "As you know, AE is an integral part of CAP's three-fold mission. The public, and certainly the cadets, expect all senior members to be knowledgeable in aerospace. As you pass through Level II and move on to Level III during the later part of the first 18 months, it'll

be necessary to begin study for the Yeager Award. After passing the test you are eligible for the Yeager Award.”

- Guide the member on how to log on and find the study material. The member will want to save the link or record how to order a hard copy of the study material. The material can be downloaded but there is quite a lot to download and will take quite a long time. It would be best to save the link and download some other time if that is their plan.

### **Step 1d, Continuous safety training**

- Explain why continuous safety is important – **State**: “This squadron takes care of each other. Part of the CAP culture is our emphasis on safety through our continuing safety education. You will get a specific safety briefing at the start of every activity that will focus on the activity specific risks. In addition you will receive a general safety briefing every month. You may not participate in any activity (except the general safety briefing) unless you are “safety current” (had a general safety briefing in the last month). If you miss a general safety briefing you can make it up on-line by viewing a short (15 minute) presentation and taking a short quiz.
- Guide the member to the Safety Management System (SMS) page on the NHQ website and show them how to take the online safety training. The member may want to save this link.
- Point out that safety education is to be completed monthly, and while this is normally accomplished at the unit; online quizzes are available if they can’t make the regular briefing. Point out that members may not take multiple lessons and “save them” to keep from having to do any safety classes for a year.

### **Step 1e, Civil Air Patrol Officer Basic Course (CAPOBC)**

Explain why CAPOBC is important, and also state

- You should plan to complete it within 18 months. For now all you need to know is where you can find it and how to access the course. We will figure out where it fits into your training plan in a few minutes.”
- Make a connection between Level I, CAPOBC, Level II completion and promotion. Don’t go into too much depth or spend too much time on this. Level I is focused on the first 180 days of their membership.

### **2. Develop a short plan of action of the things you want to accomplish in CAP during your first 18 months of service and how you expect to implement your plan.**

This is the most critical part of the lesson and of the Level I Orientation. It is here where your squadron and the new member figure out their role and future for the next 18 months. While it is not a contract, it is a plan: a set of goals and objectives to be worked towards.

In order to complete this section you will need the Plan of Action worksheet, access to a 12 to 18 month calendar, pen and paper, the Squadron/Group/Wing calendars, and possibly the NHQ web page.

- Make an appointment with a staff member to locate the equipment, supplies, files and work space for their duty assignment (two unit meetings after completing Level 1).



- Make an appointment to meet with Web Security Officer (WSO) to have eServices applications turned on and be shown how to access them (two to three unit meetings after completing Level 1)
- Set date to meet/call counterpart at higher HQ and mentor (1 month after completion of Level 1).
- Set weekly dates to complete one or two of the Knowledge, Training and Performance requirements in technician level of specialty track(s). Try to complete all of them within six months from completing Level 1.
- Make an appointment for a 3 month, 6 month, 11 month, and 18 month PD check-up with PDO.
- Have them make a date to start the CAPOBC. The start date is flexible and depends on your philosophy and the member's schedule,
  - Do not have the member attempt to complete CAPOBC, GES training or Yeager training at the same time. The member will feel overloaded. Help them to prioritize according to their talents and preferences.
- Set target date for CAPOBC completion (90 days or less from start).
- Set aside the weekend to take a SLS.
  - Most feel that members get the most out of SLS if they have been a staff member for 6 to 12 months.
  - Application submission due date will be earlier than the SLS. You should add that date to the calendar too.
  - If possible find a more experienced member to go with them (member or instructor for the same or neighboring unit works well.)
- Stop and take a look at the big picture. Have you and the member allowed time for family and employment? Does the sequence of training and the target dates make sense?
- IF they want to be involved in ES - The date of enrollment is flexible and depends on squadron philosophy and the member's schedule.
  - Try not to have the member attempt ES training and CAPOBC training at the same time.
  - Have them recall the link to the General ES training material.
  - Set a goal date for the member to take the ES Questionnaire.
  - Set a date for the member to participate in a practice mission. Find someone from the unit or neighboring unit to go with them.
  - Search out and arrange for specialty training, testing and check rides.
- IF they are interested in AE enroll them in the Yeager training - The date of enrollment is flexible and depends on your philosophy and the member's schedule.
- Provide them with a link to the Yeager training material or order the hard copy.

Ensure the member has a copy of their Plan of Action. You may want to keep a copy. You may be familiar with the expression “Plan your work and work your plan”. The member now has a plan. Now it is up to them to work their plan, but it is up to you to check in on their progress and help as needed.

This lesson does not have a quiz. The plan of action is the final product of the lesson.

***Remind the member that after completing all lessons in the Level I, they must complete the online evaluation in order to allow the commander to validate Level I and add into member's record.***

## New Member Plan of Action

|  |  |       |
|--|--|-------|
| Member Name:   | Charter #:   | Date: |
| Professional Development Officer's Name:   |  |       |
| Level I Estimated Date to Complete:  |  |       |
| <b>Current Occupation and Education</b>  |  |       |
| Current Occupation:  | Highest level of education completed and major studied (if any):   |       |
| <b>General Areas of Interest for Participation</b>   |  |       |
| I would like to be assigned to an aircrew: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe<br><input type="checkbox"/> Pilot (requires pilot license IAW CAPR 60-1)<br><input type="checkbox"/> Observer<br><input type="checkbox"/> Scanner                             |  |       |
| I would like to be assigned to a ground team: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe  |  |       |
| I would like to be assigned to mission base staff: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe<br>Explain what you would like to do:   |  |       |
| <input type="checkbox"/>   |  |       |
| I would like to be a CAP chaplain: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe<br>(requires current qualification as a minister in accordance with CAPR 265-1)   |  |       |
| <input type="checkbox"/>   |  |       |
| I would like to be a CAP Legal Officer: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe<br>(requires current qualification as an attorney in accordance with CAPR 111-1)   |  |       |
| I would like to be a CAP Health Services Officer: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe<br>(requires current licensure in a qualifying profession in accordance with CAPR 160-1)   |  |       |
| I would like to work with cadets: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe  |  |       |
| I would like to work in Aerospace Education: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe<br><input type="checkbox"/> With cadets<br><input type="checkbox"/> In schools  |  |       |
| I like to work with:<br><input type="checkbox"/> Computers<br><input type="checkbox"/> Numbers<br><input type="checkbox"/> Paperwork<br><input type="checkbox"/> Machines, woodworking and/or engines<br><input type="checkbox"/> People<br><input type="checkbox"/> Children<br><input type="checkbox"/> Adults | I like:<br><input type="checkbox"/> Writing<br><input type="checkbox"/> Photography<br><input type="checkbox"/> History<br><input type="checkbox"/> Teaching<br><input type="checkbox"/> Flying<br><input type="checkbox"/> Organizing things<br><input type="checkbox"/> Hiking<br><input type="checkbox"/> Ham radio |       |

| <b>Selection of Specialty Track(s)</b>  |   |
|---|---|
| Specialty Track 1 (Primary track):  | Specialty Track 2:                                |
| Mentor assigned for Track 1:  | Mentor assigned for Track 2:                      |
| Specialty Track 1 enrollment date into eServices:   | Specialty Track 2 enrollment Date into eServices: |
| Goal date for Technician Rating:  | Goal date for Technician Rating:                  |
| Actual date of Technician Rating:   | Actual date of Technician Rating:                 |
| <b>Continuing Education and Training</b>  |   |
| <b><i>General Training</i></b>  |   |
| General Emergency Services Qualification (optional for members not entering ES specialties):  |   |
| Goal date for GES Qualification:  | Actual date GES Qualified:                        |
| Brigadier General Charles E. "Chuck" Yeager Award:  |   |
| Goal date for Yeager Award:   | Actual date for Yeager Award:                     |
| Continuing Safety Education:  |   |
| Commit to maintaining monthly safety currency by attending the monthly safety briefing OR completing the online safety briefing module in the CAP Safety Management System (SMS).   |   |
| <b><i>Level II Completion Items</i></b>   |   |
| CAP Officer Basic Course:   |   |
| Goal date to register for CAPOBC:   | Actual date registered for CAPOBC:                |
| Goal date to complete CAPOBC:   | Actual date completed CAPOBC:                     |
| Squadron Leadership School:   |   |
| Goal date for SLS completion:   | Actual date SLS completed:                        |
| Technician Rating in primary specialty track:   |   |
| Date of Technician Rating (from Specialty Track 1 above):   |   |
| <b><i>Personal Preference Training</i></b>  |   |
| (Plans for acquiring ES OPS QUALS, additional cadet programs training, or other specialized CAP courses that the new member desires to complete are entered here with goal dates for completion and points of contact for course directors, location of training, and other information.) |   |

Level I Orientation  
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