

Summary Conversation

A Guide for Mentors & Commanders

New adult members in your squadron will use their “Next Step” CD or will go online to begin their Level One training. Level One consists of the Foundations Course, the online Cadet Protection Program Training (CPPT), and the online Operations Security (OPSEC) Awareness training. Visit www.cap.gov/one, for details.

For the Foundations Course and CPPT, your new members will independently read a series of articles and take open book quizzes that will test their knowledge of that information. They will bring these quizzes back to you for review. The correct answers are noted in this guide.

There is no pass or fail. However, your new members will need your guidance to succeed. Select a mentor from your squadron to validate the answers and to ensure that your new members correct their quizzes to 100%. This guide is your tool to help accomplish this task.

This “*Summary Conversation*” guide will also help you to know that the new member has put the topics they read into perspective. You will help the new member understand the reason why CAP has core values, why CAP members wear a uniform and why CAP emphasizes safety. In the process, the new member has an opportunity to ask questions in an informal, no-pressure setting.

The training ends with a casual discussion between the squadron commander and the new member.

Our members deserve to be recognized for their hard work. To do this, you need to credit the new member with completing Level One training, and for initiating paperwork for any promotions or the award of the membership ribbon for those who are eligible.

Part 1 **Set the Stage**

Successful organizations mentor.^{1[1]}

Mentoring is paramount in developing well-rounded, professional, and competent members. The goal of mentoring in the Civil Air Patrol is to help all members reach their full potential, thereby enhancing the overall professionalism of CAP.

CAP mentoring covers a wide range of areas, such as guiding a member through the steps of the Professional Development Program; clarifying a member's understanding of aerospace education, emergency services, and cadet programs; and setting a leadership example for new members.

Mentoring also includes sharing knowledge of the organization and an understanding of CAP's core values of Integrity, Volunteer Service, Excellence, and Respect. Finally, mentoring helps members understand their role in CAP by providing a model of desired behavior.

Direct involvement of unit commanders is imperative for an effective mentoring program and the development of members. Even longtime CAP members need mentoring, especially when they accept positions of added responsibility. The commander must provide opportunities for clear performance feedback and guidance in helping the members to set realistic professional and personal goals.

The summary conversation is intended as a one-on-one activity between a mentor and a new member. This conversation could include a small handful of new members, but the group size should not be so large as to discourage individuals from participating actively and asking questions. Also, ensure the setting of the conversation is conducive to open dialogue; the new member deserves the mentor's complete attention, so there should be no interruptions.

Begin by summarizing the goals of the conversation, which are:

1. Explain why CAP has adopted its core values.
2. Propose ways to interact with volunteers in a positive manner.
3. Explain why CAP members must wear the uniform properly.

^{1[1]} For details, see CAPP 50-7, *Mentoring: Building Our Members* and CAPP 52-6, *Cadet Programs Mentoring*.

^{1[2]} Some members are not eligible to earn ribbons or promotions (for example, Cadet Sponsor Members).

4. Describe benefits of observing customs and courtesies.
5. Identify a mission area that interests our new members and explain why.
6. Justify why CAP has adopted policies related to safety, cadet protection and ethics.

Suggested discussion questions and sample responses (*shown in italics*) are listed below. If the new member's responses are unlike the sample replies, the mentor should rephrase the question and explain the topic's key points.

Part 2

Discussion Questions

1. HISTORY & ORGANIZATION

- a. What are the three missions of CAP? What are some of the basic aspects of each mission?

Aerospace education, cadet program and emergency services. Replies to the remainder of the question will vary.

- b. Which mission area interests you the most? Why?

Responses will vary. After hearing the response, briefly explain how your squadron gets involved in the new member's area of interest – how it implements that mission area at the local level.

- c. Why is the squadron the heart of CAP?

The squadron is the community-level organization in CAP. It is also the basic operational unit. Ultimately, all other echelons work to support the squadron. Because squadron members live in the same general area, they can meet weekly (or at least monthly).

- d. If you have a question or problem in CAP, where can you turn for help?

Each member should have a mentor to guide and assist them. The squadron commander is also available to help new people. Almost all issues can be resolved within the squadron, but if necessary, members are free to contact the group, wing or higher headquarters for help.

History & Organization Quiz Answers:

1.a 2.d 3.c 4.b 5.b 6.a 7.d 8.c 9.b 10.a

2. POLICIES

- a. Some say that safety is really a character issue. Why? Do you agree?

Safety is all about checking your own behavior and looking out for the welfare of others. This means that you value doing what is right (i.e.: not taking off flying when the weather forecast is bad) more than doing what is personally convenient (i.e.: rushing through a pre-flight so you can get home sooner).

- b. What is the Cadet Protection Policy? What is it designed to do, and what are some of the key rules?

Cadet protection is all about keeping cadets safe, especially from physical, emotional and sexual abuse. Before anyone interacts with cadets on an individual basis, they must be fingerprinted and screened by the FBI, and complete CPPT. The cadet program is meant to be a positive experience for youth; CAP does not tolerate abuse, hazing or physical punishment. If you suspect abuse, you have a duty to report it.

How does our state define child abuse? Does our state mandate any special reporting requirements if someone suspects abuse?

Answers will vary; see your wing legal officer or local sheriff.

- c. Cadet Protection – Pre-test.

Your new member will bring to you his or her corrected pre-test from their independent study (visit e-Services, then click the “Cadet Protection” link, for details). You should look over the pre-test to validate that the new member understands the materials. The Cadet Protection pre-test can be returned to the new member. The correct answers are:

1.F 2.T 3.T 4.F 5.T 6.T 7.F 8.F 9.T 10.T

11.T 12.F 13.T 14.T 15.T 16.T 17.T 18.F 19.T 20.T

- d. Cadet Protection – Case Studies.

Discuss the Cadet Protection case studies (Attachment 1 of this guide has the anticipated responses that you should expect from the new member).

e. This module of Level One outlined many policies and referenced several regulations. Why does CAP go to the trouble of adopting formal policies for safety, ethics, cadet protection and other areas?

People have a right to expect they will be treated fairly, so organizations have a duty to guarantee that fair treatment. CAP can't be effective or fun if people get hurt. Additionally, it is reasonable to ask that anyone who wants to work with cadets, fly CAP aircraft, or contribute in other ways to our important missions do so by following the rules.

Policies Quiz Answers:

1.d 2.c 3.c 4.a 5.b 6.d 7.a 8.a 9.b 10.T

3. WEAR OF THE UNIFORM

a. Generally speaking, why do you think organizations wear uniforms? What is the purpose of having a uniform?

Uniforms promote teamwork and help members feel they are connected to one another and the larger organization.

b. What are some of the basic requirements involved in wearing the Air Force-style uniform?

Members must meet the weight and grooming standards defined in the CAP Uniform Manual. Uniforms must be clean and well pressed. Only authorized badges and devices may be worn on the uniform. Members must not mix civilian and military clothing. Members should check the CAP Uniform Manual for specific guidance on how the uniform is worn. Mentors should offer to help the new member to know how to wear their uniform properly.

c. Do you think that wearing the CAP uniform, especially the Air Force-style uniform, is a privilege or a right? Why?

It is a privilege. There's only one way to wear the uniform: the right way. How you wear the uniform not only reflects on yourself, it reflects on CAP and the Air Force. With the privilege of wearing a uniform comes the responsibility to wear it properly.

Uniform Quiz Answers:

1.c 2.a 3.a 4.d 5.c 6.c 7.d 8.b 9.d 10.d

4. CUSTOMS & COURTESIES

- a. Name three examples of a military custom and courtesy.

The salute; walking on an officer's left; standing at attention when an officer enters the room; paying respect to the flag; etc.

- b. What is the purpose of military customs and courtesies?

At their core, customs and courtesies are about simple politeness and respect. They help develop esprit de corps. They underline our connection to the Air Force and CAP's status as its auxiliary.

- c. Do you have any questions about customs and courtesies?

Offer to explain how to salute. Answer other questions, as necessary.

Customs & Courtesies Quiz Answers:

1.a 2.c 3.d 4.d 5.d 6.c 7.d 8.c 9.a 10.d

5. CORE VALUES

- a. What are the four CAP Core Values?

Integrity, volunteer service, excellence and respect

- b. Why do you think CAP felt it was important to identify these core values?

Everyone needs to know what ethical principles guide us and our organization. The Congress and the Air Force expect CAP to bring credit to itself, and to go about completing its important work in a professional manner.

- c. Are you personally committed to upholding CAP's Core Values? Do you have any questions or concerns about the Core Values that cause you to pause?

Responses may vary. The goal here is to clarify any questions about the values, and to ensure the new member agrees to accept them.

Core Values Quiz Answers:

1.d 2.c 3.d 4.b 5.b 6.a 7.d 8.d 9.a 10.d

6. LEADERSHIP

a. As a new member and a potential leader in CAP, what sort of leadership approach do you think is appropriate in our volunteer organization?

Leaders need to recognize the value of each member. Leaders must understand that volunteers are motivated by something other than a paycheck (i.e.: achievement, altruism, sense of belonging). Leaders must work extra-hard to promote a sense of teamwork and mutual respect; if members do not feel valued, they may leave CAP.

b. Some say that leadership in a volunteer organization is much more challenging than leading in a traditional workplace or in the military. Do you think that is true? Why?

Leaders of volunteers have a smaller tool-kit to use in motivating fellow volunteers and channeling their energy into the right direction. Essentially, they are limited to using their moral authority – their positional authority or command authority exists in name only. In a volunteer organization, if the leader acts poorly, members may leave.

Leadership Quiz Answers:

1.d 2.b 3.d 4.d 5.b 6.a 7.d 8.b 9.c 10.a

Part 3

Checklists for Taking the Next Step

1. For the Mentor

a. Review the staff service opportunities in CAP (a good general guide is found in our “Great Start” materials, available at www.cap.gov/start). Help the new member pick one specialty. Provide them with a copy of the specialty track study guide (or show them where to obtain it online).

b. Arrange for the new member to have time to meet with the squadron commander (i.e.: 10 minutes, without interruption).

2. For the Commander

a. Talk informally with the member and ask about their goals and reasons for joining.

b. Connect the member with people who can help them start training in their specialty track of choice.

c. Ask if they have any questions or concerns they wish to share with you.

- d. Ensure that the new member completes the online Operations Security (OPSEC) Awareness training. Commanders can use e-Services to see when your members have completed this training (click the “Interactive Personnel Application” link).
- e. Congratulate and thank your new member for completing Level One.
- f. Ensure a CAPF 11 is completed and submitted to National Headquarters, crediting the new member with completing Level One.
- g. Award the Membership Ribbon or request promotion for those who are eligible.^{2[2]}
- h. If you have any questions, talk with your Professional Development Officer, or contact another leader in your chain of command. You can also visit www.cap.gov/answers.

Attachment 1

Cadet Protection Case Studies

CASE STUDY #1

Members of the Southville Cadet Squadron^{3[3]} were planning a weekend camping trip for members of the drill team. The team had won the state competition. Capt John Davis and 1st Lt Bob Smith agreed to manage the activity and setup the trip for the following weekend. However, on Friday afternoon before the trip, Lt Smith had to cancel due to an emergency. Knowing that the cadets were all looking forward to the trip, Capt Davis decided to manage the activity himself.

After the cadets and Capt Davis arrived at the campsite, everything appeared okay except for problems with two cadets, Cadet Jim Stern and Cadet Lee Brown had been arguing most of the evening. Finally, they started fighting. Capt Davis broke up the fight and ordered Cadet Stern to stay with him (Capt Davis) in his tent. The cadets accepted the situation because Capt Davis had always been fair in handling disciplinary problems. The rest of the weekend went smoothly.

At the squadron meeting Tuesday night, Lt Smith noticed Cadet Stern appeared to be withdrawn and somber. Every time Capt Davis approached Cadet Stern, the cadet would walk away. This type of behavior was certainly not typical of Cadet Stern.

Finally, as Lt Smith and Cadet Stern were leaving the building, Cadet Stern broke into tears. Then the tears turned into anger. "I'm not homosexual," he said, "even though Capt Davis says I am." After he had regained his composure, Cadet Stern related the events of the past weekend. While sleeping in the tent with Capt Davis, he had awakened in the middle of the night and found Capt Davis fondling him. Afterwards, Capt Davis spent the rest of the night lecturing Cadet Stern on how the young man had caused the incident – that Cadet Stern was gay and that everyone knew it. If you were Lt Smith, what would you do?

DISCUSSION QUESTIONS

1. *What is the main issue in this case study?*

A cadet claims that a member sexually abused him.

^{3[3]} All names and situations are fictitious.

^{4[4]} All names and situations are fictitious.

2. If you were 1st Lt Smith, what would you do?

Some of the principles that should guide your response include:

Listening to Cadet Stern without passing judgment on him or the situation

Commending Cadet Stern for coming forward

Recognizing the situation as possible child sexual abuse

Reporting this incident in accordance with your state's laws

Notifying the unit commander immediately so that he may take the appropriate action, including notifying the wing commander.

Note: This case study also points out another important facet of the Cadet Protection Policy. One-on-one activities such as the situation described in this case study are prohibited.

CASE STUDY #2

The Northville Composite Squadron^{4[4]} has a number of new cadets that have never been to an encampment. To remedy the situation, the Deputy Commander for Cadets, Capt Bill Law, arranged a weekend activity at a nearby national forest for the Labor Day weekend. Capt Law and his “right arm” in the cadet program, C/Capt Lance Rudd, planned all the activities.

During the course of the weekend, C/Capt Rudd decided that one of the new cadets, Cadet Chris King, was sloppy and had a bad attitude. Capt Law agreed and gave C/Capt Rudd the go ahead to get Cadet King to “shape up or ship out.”

Throughout the weekend, C/Capt Rudd put Cadet King on the spot. He used profane language, actually cursing him in front of the other cadets. Cadet King was forced to run to all the cadet activities while the other cadets walked. And, he had to do hundreds of push-ups. Once, Capt Law accused Cadet King of crying and made fun of him.

After the activity, Cadet King mentioned the situation to you. As his next-door neighbor, and the Personnel Officer for the squadron, you encouraged him to join CAP. He wants to know when his “initiation” will be over. What will you do?

DISCUSSION QUESTIONS

1. What is the main issue in this case study?

If the “facts” of the story turn out to be true, a cadet officer is verbally and physically abusing a new cadet. Worse still, the adult member in charge of the activity verbally abused the cadet, and tacitly approved the cadet officer’s methods.

2. What would you do?

Some of the principles that should guide your response include:

Listening to Cadet King without passing judgment

Commending Cadet King for coming forward

Recognizing the situation as a possible case of physical abuse

Reporting this incident in accordance with your state’s laws

Notifying your squadron commander immediately, so that he may take appropriate action.

Note: Explain to the students that this case study explores the difference between discipline and physical abuse. Any use of corporal punishment or discipline that is demeaning or involves verbal abuse is not permitted within the CAP program.
