

# Civil Air Patrol Squadron Leadership School

Instructor Guide



HQ CAP/ETS  
April 1999

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### SECTION 7

**CONCEPT:** Human Resources

1. List and briefly describe the Core Values of the USAF and CAP.
2. Define harassment, sexual harassment, and discrimination.

**CONCEPT:** Core Values

**SUGGESTED PRESENTER:** Wing Commander/Chaplain

### PURPOSE/RATIONALE:

The purpose of this session is to help the senior member become familiar with the Core Values of the USAF and CAP.

### INFORMATION:

What are Core Values? Core Values are the code of conduct CAP members are expected to adhere to in all that we do. The Core Values are: ***Integrity First, Volunteer Service, Excellence, and Respect***. The first three Core Values are the ones we share with the United States Air Force. They are more than the minimum standards we should practice. They are the standards that inspire us to do our best in everything we do. The “volunteer” status of CAP demands a higher standard of conduct among its membership. In many situations there is no “big brother” overlooking the conduct of an individual member. It is the duty of each member to practice and uphold the standards stressed in our Core Values. AS a leader in CAP, it is your duty to set the example.

1. ***Integrity first--*** Integrity is the willingness to do what is right even when no one is around. We commonly refer to integrity as our conscience. It is the little voice within that tells us if we are doing right or wrong. Integrity is the basis for our moral fiber. It includes such traits as courage, honesty, responsibility, accountability, justice, openness, self-respect, and humility. A person with integrity will do what is right even if the personal cost is high. S/He will not cover up violations or falsify documents. They take responsibility for their actions. They do not shift the blame or try to take the credit for something that they did not do. A person of integrity does not behave in a manner that will bring disgrace upon himself or the CAP organization.
2. ***Volunteer Service***—Tells us that professional duties take precedence over personal desires. This means that we follow the rules. As a professional, we realize the importance of rules. We do not choose to disobey rules while expecting others to abide by the same set of rules. As a leader, we are expected to put the well-being of others ahead of our own. We are expected to exercise discipline and self-control. This means that we refrain from displays of anger. We do not take our frustrations out on others. We refrain from the excessive use of alcohol. We do not allow sexual harassment in any form. We also exercise religious tolerance. We realize that religious choice is a matter of personal conscience. *A volunteer is someone who of his own free will offers himself/herself for a service or duty. You are a member of a volunteer organization. By becoming a member of CAP, you are making a commitment. When you consent to serve as a staff member within your squadron, you are making a commitment. This commitment involves responsibilities. It is your responsibility to become familiar with the duties of that position, to become trained in*

*fulfilling those duties, and to ensure that those who are assigned to assist you have received training. Each person CAP has a specialty training track to aid you in understanding your position. This training is essential in providing the support your squadron needs to fulfill the mission. You also have a wing, region, and national staff that is ready to assist you if you are having problems or do not understand something.*

3. **Excellence** —Directs us to strive for improvement. We strive to improve personally by taking advantage of training opportunities. The CAP organization offers specialty training tracks (see CAPR 50-17) for all duty positions. This training is imperative if we are to perform as a professional organization. We strive for excellence when we recruit, train, promote, and retain our membership. Excellence in our day-to-day operations is imperative. We have the obligation to ensure our equipment and property is only used for performing CAP missions.
4. **Respect**—As a volunteer in CAP, we must treat each other with respect. This means that we do not judge someone on the basis of national origin or sex. We treat each other with professional courtesy.

### ***Suggested Teaching Strategies/Evaluation***

1. You may introduce the lesson by using an example that illustrates the need for the Core Values. After a short discussion, you may want to have a small group discussion about the need and value of the CAP organization utilizing Core Values. Suggested questions: Do you think Core Values are important to a CAP unit? What might result if there is an absence of Core Values in a unit?
2. Choose a current event or use the case study provided in the student packet and ask students to identify the Core Values issues. In cases which created a problem ask: What Core Values were violated? How could (did) these violations of Core Values impact the unit or squadron?

### ***Student Guide Material***

It is important to review the materials the students are going to be using. The *Student Guide* is to be used as a guided note-taking activity. This guide aids the student in focusing on the instructional material and it also serves as a valuable resource guide for the student. Please allow ample time for the students to complete the guide. The *Student Guide* is correlated to the slide presentation. The students become frustrated when they are not able to fill in the blanks. It may be necessary to provide a question and answer session at the end of the lesson to provide the students with missing material. To aid this process, you may want to fill in the missing material.

## HUMAN RELATIONS

### Core Values

Core Values are the \_\_\_\_\_ of \_\_\_\_\_ CAP members are expected to adhere to in all that we do.

The CAP Core Values are:

- 1.
- 2.
- 3.
- 4.

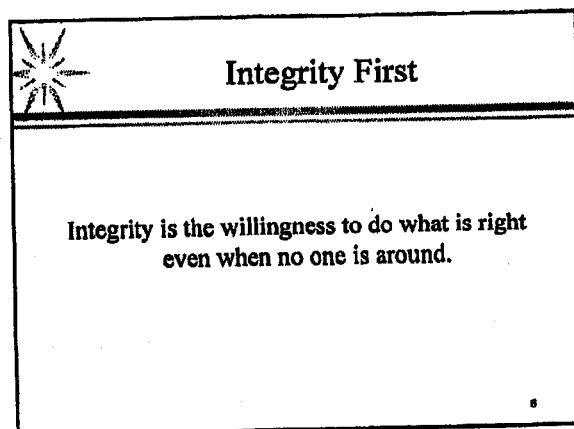
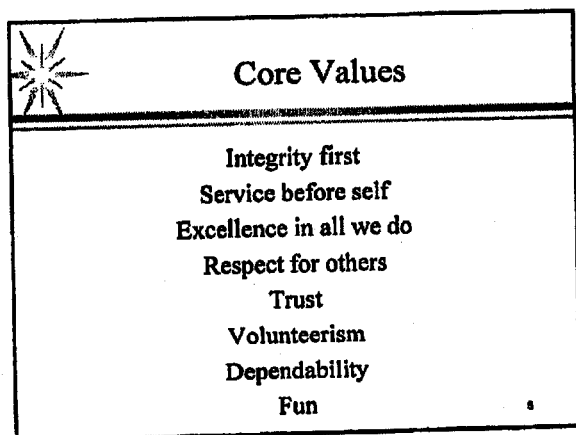
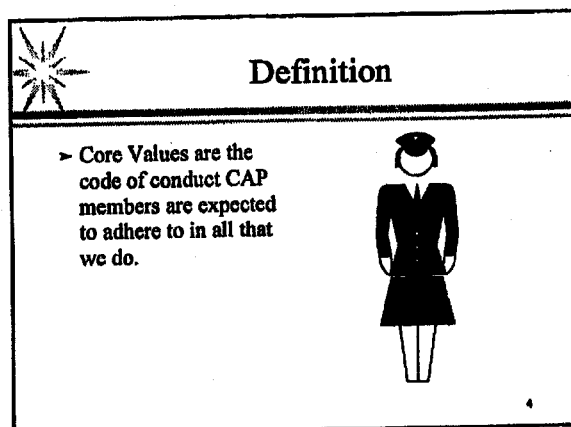
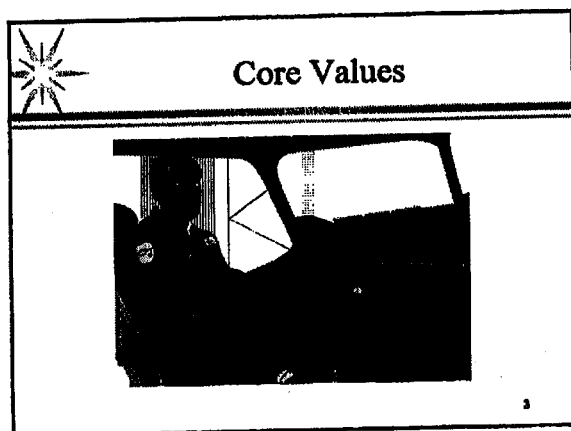
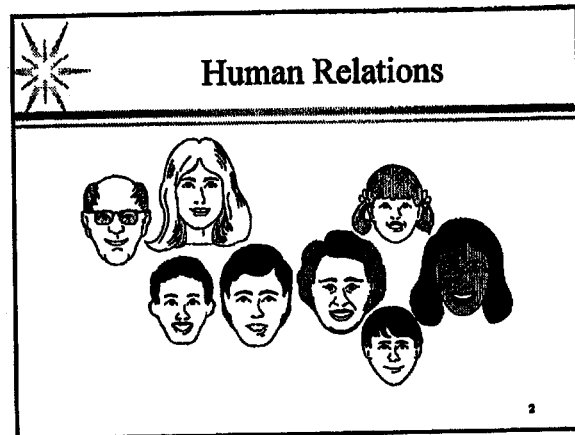
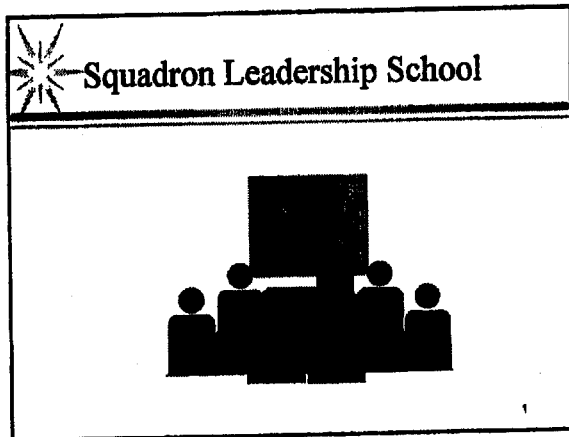
#### Core Values Situation:


Heartland Wing is getting ready for the wing SAR exercise. As is the custom, participants are on hand for the Friday briefing. Coming from their scattered area they meet at the hospitality room for a casual get-together with chips, soft drinks, and a maximum limit of two beers. After the briefing, the senior members proceeded to the restaurant for dinner. Upon returning to the hotel, two of the pilots make their way to the hotel lounge. You are conducting a room check of the cadets that arrived to serve as ground team members. You observed the two pilots leaving the lounge at 2:00 in the morning in an intoxicated state.

**What Core Values are at Issue?**

## Copies of Slides

Included in your instructional materials are copies of the slides you will be using as an instructional aid. Review the materials. You may want to add additional slides.






**Service Before Self/Volunteerism**

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Professional duties take precedence over personal desires.

7




**Excellence in All We Do**

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Strive for improvement.

8




**Trust**

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Be honest in our dealings with one another.

9




**Respect for Others**

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Treat each other with professional courtesy.

10




**Dependability**

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Make every effort to honor your word.

11



**Fun**

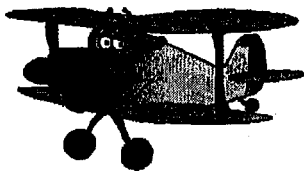
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Enjoy the time you spend accomplishing the missions of CAP.

12



Questions?



13

**CONCEPT:** Sexual Harassment and Discrimination

**SUGGESTED PRESENTER:** Legal Officer, Unit/Wing Commander

**PURPOSE/RATIONALE:**

This lesson will focus on CAP policies dealing with sexual harassment and discrimination.

### **INFORMATION**

Sexual harassment and discrimination in any form will not be tolerated by CAP. It is the responsibility of each individual to ensure that it is not tolerated and if an incident occurs, to report it. Title VII of the Civil Rights Act, as amended in 1972 defines sexual harassment as: (1) Any unwelcome sexual advances, (2) request for sexual favors, and (3) verbal or physical conduct of a sexual nature. Sexual harassment is a behavior. It is different than sexual discrimination. Sex discrimination occurs when employment decisions are based on an employee's sex or when an employee is treated differently because of his or her sex. Both sexual harassment and sex discrimination can occur in volunteer organizations. Harassment in any form will not be tolerated within the CAP organization. Harassment may be either verbal or nonverbal. Examples of harassment include: telling offensive jokes, mimicking someone's speech, imposing religious or political beliefs on others, using derogatory names, singling out a co-worker and subjecting her/him to ridicule or pranks, improper touching, and refusing to offer support or offer resources to a co-worker.

There are five questions you can ask yourself to determine if your behavior is unwanted or could be construed as harassment.

1. Would I want someone to act this way to my spouse/girl/boyfriend?
2. Would I ask this way if my spouse/girl/boyfriend were standing next to me?
3. Are all parties participating equally in the conversation?
4. Would I want any of these actions to be the subject of a news story?
5. Is there equal power between me and the person I am interacting with?

If you answer "no" to any of the above questions, the tone of the interaction needs to be changed. If you are in a group in which the interaction is taking place is of a questionable nature, you need to take appropriate action. This action could include talking to the parties involved about the offensive behavior or speaking to someone up the chain of command about the behavior.

### **Suggested Teaching Strategies/Evaluation**

1. The wing legal officer is the best person to conduct this portion of the SLS. The legal officer should stress the fact that discrimination and harassment in any form will not be tolerated by CAP.
2. The overhead on sexual harassment is a good teaching tool to cover the spectrum of behavior patterns associated with sexual harassment. The *Student Guide* contains an excellent breakdown on the behaviors associated with sexual harassment/discrimination.

3. Have the students read the scenario in the *Student Guide*. Ask if it violates CAP policy. What action should the member take?

### **Student Guide Material**

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### **Sexual Harassment and Discrimination**

Title VII of the 1964 Civil Rights Act as amended in 1972 defines sexual harassment as:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Sex discrimination occurs when \_\_\_\_\_.

Five questions to ask yourself to determine if your behavior is unwanted or could be construed as harassment.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

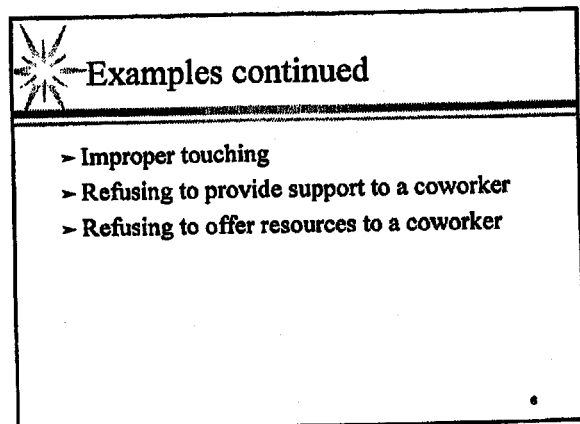
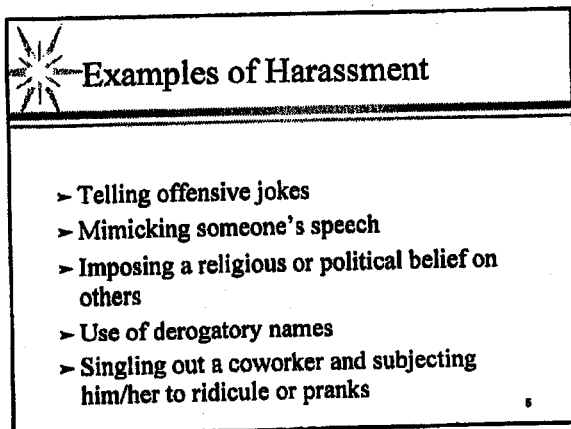
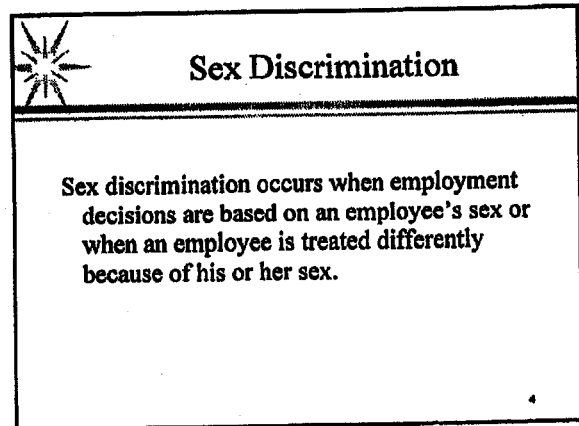
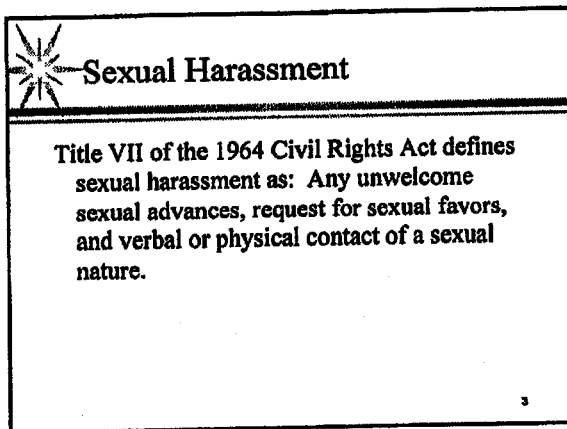
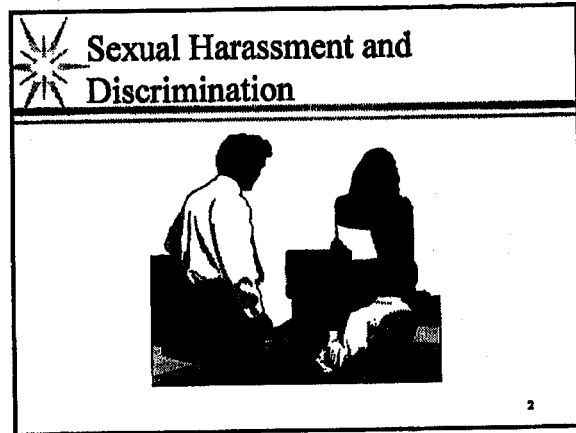
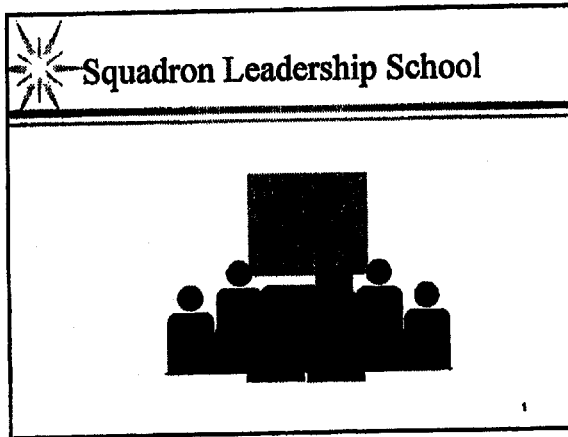
### **Sexual Harassment/Discrimination Scenario**

Capt Kathy Mitchell is currently flying cadet orientation flights and ROTC flights for the wing. She has been a CAP member for 6 years, has 800 hours of flight time, and has commercial and instrument ratings. She approached the wing commander about flying counterdrug missions. Col Wilkinson informed her there were currently no positions in the counterdrug program, but that he would keep her in mind. Two weeks later she discovers that Lt Smith, has been appointed to the CD team. Lt Smith became a member 2 years ago, has 500 hours of flying time, has a commercial rating but does not have his instrument rating. When Capt Mitchell approached Col Wilkinson about the issue, his response was, "this mission is too dangerous for women". Upon leaving his office, Capt Mitchell talked with a member of the CD team, Lt Col Dill. Lt Col Dill listened to her complaints and responded by telling her, "I can make this happen for you, but you need to be friendlier."

**Did sexual harassment or discrimination occur? What issues need to be resolved?  
What should Capt Mitchell do?**

## Copies of Slides

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**Is it Harassment?**

Five questions to ask:

1. Would I want someone to act this way toward my spouse/girl/boyfriend?
2. Would I act this way if my spouse/girl/boyfriend were standing next to me?

**Is it Harassment?**

3. Are all parties participating equally in the conversation?
4. Would I want any of these actions to be the subject of a news story?
5. Is there equal power between me and the person I am interacting with?

**Sexual Harassment: A Spectrum of Behavior Patterns**

Visual Verbal Written Touching Power Threats Force

<-----Offensive-----Demands----->

May be illegal	Illegal in all cases
Individual perceptions	Behaviors are intentional
Unwanted behaviors	Goal is to intimidate, to harass, or to hurt another person
Illegal is perceived as harassment	

**Questions?**

