

REQUIRED STAFF TRAINING INSTRUCTOR'S GUIDE

A positive approach to leadership
CAP PAMPHLET 52-12 Volume 1 April 2015



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CAP Pamphlet 52-12 Volume 1
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CAPP 52-12 provides materials for instructors and students of the Required Staff Training course. Completion of this course is required for staff members (both cadets and senior members) at cadet activities lasting 4 nights or longer, as referenced in CAPR 52-16, *Cadet Program Management*. With time for ORM analysis, group discussion, and 2-3 case studies, the estimated time to complete this course is 75-90 minutes.

This course supersedes CAPP 52-12 dated June 2002.

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TABLE OF CONTENTS

Course Description	1	
Educational Setting	1	
Course Content	2	Slide Time
Starting Point	2	5-15 minutes
Overview	2	2 minutes
Cadet Protection Paradigm	2	4 minutes
Appropriate Intensity Levels	3	4 minutes
Definition of Abuse	4	1 minute
Definition of Hazing	4	1 minute
Definition of Boundary Concern	5	1 minute
The Spirit and the Letter	5	2 minutes
Reporting Procedures	6	10 minutes
Planning Ahead	7	20 minutes
Motivation	8	1 minute
Case Studies	8	20-30 minutes
The Bottom Line	9	5 minutes
Additional Resources	9	
Appendix: Hot Topics	10	
Appendix: Case Studies	12	

“Leaders foster a culture that emphasizes a team mentality while maintaining high standards and accomplishing the mission.” ~ AFDD 1-1 (2006)

Course Description

The Required Staff Training (RST) course is a program for senior members and ranking cadets that focuses on leadership challenges at lengthy cadet activities. Cadets and seniors who serve on the staff of an encampment, National Cadet Special Activity, Region Cadet Leadership School, or a similar cadet activity lasting 4 nights in duration or longer, or at any other cadet activity designated by the wing commander, will complete the RST in accordance with CAPR 52-16, *Cadet Program Management*.

The Student Guide is designed to be an additional learning resource. The layout includes wide margins so students can take notes and record their thoughts throughout the training. Some sections of the Student Guide include fill-in-the-blank sentences and images that align with slides in the PowerPoint presentation to help with note-taking.

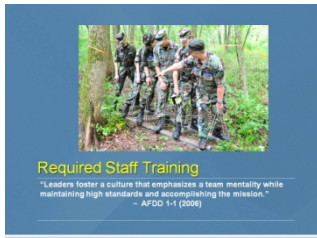
Educational Setting

The format of this class is designed to be a combination of lecture and group discussion, with more emphasis on group discussion than on lecture. Instructors should consider their role to be more of a facilitator than a speaker. One effective way of accomplishing this is to practice *the Socratic Method*, a teaching technique developed by the philosopher Socrates. The Socratic Method is based on asking open-ended questions in order to encourage students to think for themselves and then to defend their assertions—much like playing “devil’s advocate.” In this way, students develop their critical thinking and communication skills.

When using the Socratic Method, it is important for instructors to maintain awareness of their own communication styles. It is easy to come across as confrontational, which can trigger defense mechanisms in students that inhibit their ability to learn. If students—especially cadets, who are still developing their abstract thinking abilities—feel personally attacked or threatened, they are more likely to cling to ideas that might be off the mark, rather than accepting critiques of their attitudes as leaders.

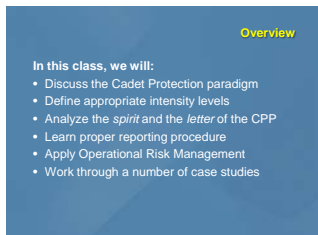
At times, group discussions may become intense, and the students might want to spend more time talking about a particular topic than another. This is permissible, as long as all required topics are covered. However, instructors should remain aware of the time, and *allow for brief breaks* as necessary.

The following pages present suggestions for facilitating a group discussion to correspond with each slide of the Required Staff Training presentation.



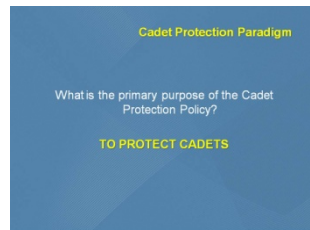
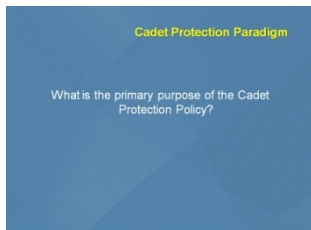
Starting Point

Introduce yourself and summarize how this training relates to your specific activity. If your staff members are not well known to each other, consider beginning with an ice breaker or teambuilding exercise. See the *Learn to Lead Activity Guide* for possible ideas.



Overview

This course will reinforce students' knowledge of the Cadet Protection Policy and introduce the concept of setting appropriate training intensity levels. Reporting procedures for CPP violations will be briefly discussed. In small groups, students will apply Operational Risk Management analysis techniques to identify and prevent CPP violations at this specific activity. The class will then focus on 2 or 3 selected scenarios, in order to apply concepts and learning from this course.



Cadet Protection Paradigm

If you're familiar with previous editions of Required Staff Training, you'll probably recognize this discussion of old vs. new philosophies:

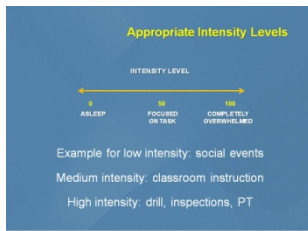
There is an old philosophy to "motivate" a person to accomplish a task. This old philosophy is punishment driven. For example, a leader may say, "If you don't polish your shoes correctly, then you won't be able to attend the parade this weekend." The person is then motivated to polish his or her shoes only to the extent that they are motivated to attend the parade.

While positive vs. negative reinforcement is an important topic to discuss, **training should focus not so much on behavior as on the attitudes that drive behavior.** The vast majority of CAP members want to do the right thing. In the heat of the moment, however, it is easy to lose sight of the mission by choosing to behave in a way that harms other CAP members, no matter how pure the leader's intentions.

It's so redundant that it almost seems silly: *the primary purpose of the Cadet Protection Policy (CPP) is to protect cadets*. It's easy to lose track of this.

In fact, it's really not a matter of "How far is too far?" to see what we can get away with under the CPP. It's a matter of doing the right thing and taking care of our followers.

Instructors should take great care to take nothing for granted. The things that should go without saying are often the things that need to be said the most.



Appropriate Intensity Levels

During this part of the class, it is very important for instructors to actively engage all students in a group discussion to define the appropriate intensity level for different situations and activities in order to accomplish the specific training goals most effectively. These intensity levels are described more fully in CAPP 52-23, *Cadet Protection Policy Implementation Guide*.



For instance, the intensity level during in-processing might or might not be higher than the intensity level during personal time, and the intensity level during the first inspection might or might not be lower than the intensity level of the final inspection.

Here are some discussion questions to consider:

- At any given moment, what's an appropriate general intensity level for this activity?
- What tools do we have available to maintain that level of intensity?
- How can we measure the intensity level?

It's helpful to note that it's more realistic to consider appropriate intensity levels in terms of ranges (45-55), rather than specific numbers on the scale (46 or 53).

Definition of Abuse

CAP defines abuse in CAPR 52-10:

"Any recent act or failure to act on the part of a parent or caretaker (e.g. CAP adult leader) that results in death, serious physical or emotional harm, sexual abuse, or exploitation, or alternatively, an act or failure to act that presents an imminent risk of serious harm."

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The Cadet Protection Policy asserts that there is no place for physical, sexual, or emotional abuse in any of its programs. This definition, found in CAPR 52-10, *CAP Cadet Protection Policy*, is from federal law (42 USC §5101).

Definition of Hazing

The Civil Air Patrol Cadet Program has adopted the standard Department of Defense policy on hazing:

"Hazing is defined as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful."

Definition of Hazing

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When discussing the definition of hazing, it's important to explain that CAP adopted the DoD definition of hazing, while also emphasizing that CAP has elected to adapt the definition to the needs of the Cadet Program. One example of this differentiation is the ban on incentive physical training, such as assigning push-ups for improperly shined shoes or sloppy marching.

It's helpful to make a distinction here: **there is a difference between abuse, hazing and inappropriate leadership behavior.** While they can sometimes overlap, they should not necessarily be treated as synonyms.

Here's the bottom line: if good leadership is all about taking care of your people, then hazing is an example of bad leadership. It is important to note that there is a difference between hazing and bad leadership: hazing is always bad leadership, but bad leadership is not always hazing.

Boundary Concern

A boundary concern occurs when a member's actions fall short of the Cadet Protection Policy's best practices, without falling so far below CAP standards to qualify as hazing or abuse.

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The Cadet Protection Policy contains standards of practice which apply across all aspects of the Cadet Program, such as two-deep leadership. Sometimes circumstances or simple mistakes lead to actions which are not ideal and which should be avoided, but do not meet the definition of abuse.

The Spirit and the Letter

If the **Letter** is "cruel, abusive, humiliating, oppressive, demeaning, or harmful," what is the **Spirit**?

The Spirit and the Letter

The Rule of St. Benedict:

"Arrange everything so that the strong have something to yearn for, and the weak nothing to run from."

The Spirit and the Letter

Some students might not be familiar with the dichotomous phrases "spirit of the law" and "letter of the law." This is a very important conversation. **Leaders of cadets must understand the *spirit* of the CPP because simply adhering to the *letter* of the CPP does little to ensure quality of leadership.** A leader might be able to quote CAPR 52-10, *CAP Cadet Protection Policy*, verbatim without understanding the reasoning behind it.

Instructors have some leeway here, but the spirit of the CPP can be summarized well by using the Rule of St. Benedict: **"Arrange everything so that the strong have something to yearn for, and the weak nothing to run from."** St. Benedict, a fifth-century hermit, published a useful set of rules for members of his community in the sixth century. Today, Benedict's rule serves as a model for religious life in multiple faith communities around the globe. The rule focuses on courtesy, respect, equality, and mutual esteem, with the dignity of the individual protected by the strong watching over the weak.

Use this section of RST to emphasize the distinction between spirit and letter. CAP is taking a long-tested approach to relationships between leaders and followers. This relationship is based upon the Core Value of mutual respect between those who are in charge and those who follow. The individual in charge will find hope and success in the future, while those who are following can be confident and without fear of harm from those in charge.

Reporting Procedures	Abuse Reporting Procedures	Boundary Concern Procedures
<p>Why do you think some people choose not to report CPP violations?</p> <p>Is it ever okay <i>not</i> to report an incident?</p> <p>What if I report the incident to my direct superior but nothing is done about it?</p> <p>What if the person violating the CPP is in my chain of command?</p> <p>Is it ever okay to skip links in the chain of command, even if they aren't personally involved in the CPP violation?</p>	<p>Members who develop a reasonable, good faith suspicion or belief that a cadet has been sexually abused, physically abused, neglected, or emotionally abused will first ensure that the cadet is safe from imminent harm.</p> <p>The member will then contact the wing commander, who will notify the general counsel and a wing legal officer.</p>	<p>If you see a boundary concern step forward and redirect the undesired behavior.</p> <p>Usually, a friendly reminder is all that is needed. Sometimes extra training on-the-spot or refresher training on the Cadet Protection Policy is necessary.</p> <p>Chronic violators should receive progressive disciplinary actions, such as a written warning, suspension, and finally in the rarest instances, membership termination.</p>

Reporting Procedures

Most leaders of cadets already know that they can use the chain of command to report CPP violations. Boundary concerns can generally be dealt with verbally in the moment. CAPR 52-10 requires that incidents of abuse be reported to the wing commander or the commander at the next higher level of command. Therefore, this part of the RST is designed to be more of a Q&A session, where the RST Instructor asks the questions and encourages all trainees to provide responses. Suggested questions and anticipated answers are outlined below.

Why do you think some people choose not to report CPP violations?

Anticipated Responses: They assume someone else will report it, they've been told by someone in command that the behavior is okay, they don't want to get involved, they don't know what the reporting procedure is, they're afraid of being wrong, they're afraid of retribution for blowing the whistle

Is it ever okay *not* to report an incident?

Anticipated Responses: Every member is obligated to report violations of the Cadet Protection Policy

What if I report the incident to my direct superior but nothing is done about it?

Anticipated Responses: Unresolved complaints should be directed to the wing inspector general, who will conduct an investigation and send a report of findings to the appointing authority

What if the person violating the CPP is in my chain of command?

Anticipated Responses: Report the violation to the next higher level of command

Is it ever okay to skip links in the chain of command, even if they aren't personally involved in the CPP violation?

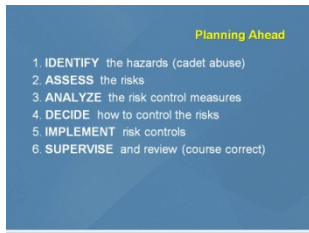
Anticipated Responses: Violations should be reported to the command level that bears most responsibility and has the most opportunity to intervene on cadets' behalf,

Who do I report CPP violations to if this is a region or national activity?

Anticipated Responses: Staff members at region or national activity can report violations to the activity director or region commander rather than their own unit or wing commander

Who should I talk to if I become uncomfortable with a situation, but it doesn't seem to be an actual violation of the CPP?

Anticipated Responses: Make sure you are familiar with the Cadet Protection Policy and published supporting materials, including the Cadet Protection Basic Course, CPP Implementation Guide (CAPP 52-23) and Knowledgebase; call on group, wing, or region staff members; discuss the issue with NHQ staff (Cadet Programs or Legal)



Planning Ahead

In previous versions of the Required Staff Training, Operational Risk Management (ORM) was included in a separate briefing (RST Part 2). This portion of the training is now fully integrated with the rest of the RST curriculum.

By this point in the class, the students have discussed the Cadet Protection paradigm, defined appropriate intensity levels, analyzed the spirit and the letter, and learned proper reporting procedures. Now they can begin synthesizing it all.

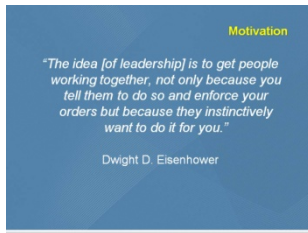
The Planning Ahead section is not meant to replace the Basic Operational Risk Management training course; rather, it is designed to build upon it. RST students will take what they've learned during RST and combine it with the training they've already received in ORM in order to plan ahead to minimize the risk of cadet abuse during the planned activity.

For this activity, students should split up into small groups (2-4 students each). Instructors will assign each group a different potential hazard area to analyze. Suggested areas include:

- In-processing/contraband inspection
- Free time
- Formal instruction (classroom setting)
- Informal instruction (drill & ceremonies, barracks preparation, etc.)
- Fraternization issues
- Formal room and uniform inspections
- Health and welfare (hygiene, sleep, meals)
- Team athletic events
- Drill competitions/evaluations

RST instructors are encouraged to work with activity directors to identify other aspects of their activities that need to be analyzed. It's helpful to have copies of the training schedule available to students at this time.

While it is not in the formal RST training program, RST instructors are encouraged to engage students in a conversation about stress management strategies. Leaders who are stressed out are more likely to make poor decisions that could harm their followers.



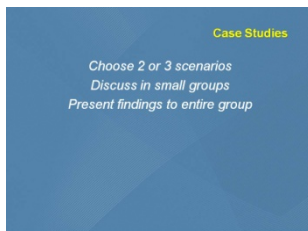
Motivation

“The idea [of leadership] is to get people working together, not only because you tell them to do so and enforce your orders but because they instinctively want to do it for you.”

To provide a little background on this quotation, it comes from a letter General Eisenhower wrote to his son, who was at West Point, in 1943. His son was disappointed that he had only been appointed as a regular Sergeant, instead of earning the rank of Color Sergeant. In order to encourage his son, General Eisenhower wrote him a letter to explain that leadership is a skill that can be developed with practice.

The significance of this quotation is to help students define the motivational techniques used by good leaders. ***Again, the primary focus of this class should be on what good leaders do.***

Students might benefit from a discussion on the difference between *inspiration* and *motivation*. One way of explaining this is to say that inspiration comes from outside sources (such as a cadet’s flight sergeant at Encampment), while motivation comes from within. A leader can inspire his followers to a higher standard of discipline, but the followers must motivate themselves to develop self-discipline.



Case Studies

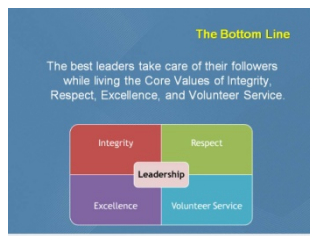
The case studies provided for RST are designed to encourage critical thinking. Each case study is based on a true story of incidents that have occurred at CAP activities. While not all of these stories are examples of hazing, many provide examples of inappropriate leadership behavior.

By actively engaging in the analysis of these situations, leaders of cadets will be better equipped to identify and respond appropriately to similar situations they might encounter. The Student Guide includes the principles of hazing analysis from CAPP 52-23, *Cadet Protection Policy Implementation Guide*. Students may refer to these principles as they discuss the case studies.

1. Normal authorized training rarely, if ever, amounts to hazing.
2. Not every mismatch between training intensity and subject matter amounts to hazing.
3. Leaders should assess how the questioned actions would affect a reasonable cadet of similar age, gender, and experience under the same or similar conditions.

A total of 14 case studies are provided in the PowerPoint presentation. Instructors should choose 2-3 scenarios to tailor to their training needs. (Note that some scenarios have two parts, instead of just

one.) Instructors should hide or delete the slides for scenarios that are not chosen for group discussion. The case studies, discussion questions, and suggested answers are provided in the Appendix.



The Bottom Line

The best leaders inspire their teams to get the job done by taking care of their followers while living the Core Values of Integrity, Respect, Excellence, and Volunteer Service. If leaders embrace this attitude, the normal risks for hazing and other CPP violations will naturally decrease without lowering the expectations of a fun, challenging Cadet Program that encourages leadership development through overcoming personal and team-based challenges.

Additional Resources for Instructors

It is important for instructors to plan ahead and prepare themselves to conduct this class, in order to maximize effectiveness. The following resources will be helpful in this process. Links to these resources can be found online at capmembers.com/rst.

CAP Resources

CAPR 52-10, *CAP Cadet Protection Policy*

CAPP 52-15, *Cadet Staff Handbook*

CAPR 52-16, *Cadet Program Management*

CAPP 52-23, *Cadet Protection Implementation Guide*

Books

Sprenger, Marilee. *The Leadership Brain for Dummies*. Hoboken, NJ: Wiley Publishing, Inc., 2010.

Van Linden, Josephine A. and Carl I. Fertman. *Youth Leadership: A Guide to Understanding Leadership Development in Adolescents*. San Francisco: Jossey-Bass Publishers, 1998.

Manuals

AFMAN 36-2234, *Instructional System Development*

AFOATS Training Guide

Appendix: Hot Topics

According to CAPR 52-16, *Cadet Program Management*, the key traits of CAP cadet life are the uniform, aerospace theme, opportunity to lead, challenge, and fun. Many leaders of cadets are eager to embrace the “challenge” aspect of the Cadet Program, but are unsure of the most effective way of doing it. This section will help equip you to guide these discussions and answer students’ questions.

Why not push-ups?

Most leaders of cadets understand completely that under CAP’s interpretation of the DoD definition of hazing, incentive physical training (sometimes referred to as “push-ups for punishment”) is strictly prohibited for the purpose of the CAP Cadet Program. Even so, the question almost always comes up: Why?

While there are many reasons for this policy, here is a small sampling of appropriate responses:

- There’s a huge physical, emotional, and development difference between a 13-year-old CAP Cadet Airman Basic and a 19-year-old Air Force Airman Basic.
- There’s a huge gap of experience between a 15-year-old CAP Cadet Staff Sergeant with ten months service and a 28-year-old Marine Corps Staff Sergeant with 10 years’ time in service.
- The skill sets of a flight commander with 2-3 training weekends’ worth of preparation to serve on encampment cadet staff are quite different from the skill sets of a graduate of the 9-week in-residence US Army Drill Sergeant School.
- The training goals and methodology of a one-week basic orientation or career familiarization course are vastly different from an 8-12 week basic training regimen designed to prepare men and women for combat.

On the other end of the spectrum, some leaders of cadets are under the impression that we can *never* do push-ups in the Cadet Program. This is a common misconception. Push-ups can be used as a tool both for physical fitness training (PT), and to build teamwork. However, beware of cause and effect. Scheduling a random PT session as a result of a failed barracks inspection still violates the CPP, no matter how tight knit the team becomes in the process.

Yelling

It is important to note that the DoD definition of hazing, as interpreted by CAP, does not forbid the use of yelling as a leadership tool. Removing the tool of yelling from the “intensity toolbox” can actually serve to fortify wrong attitudes. For instance, if encampment cadet staff members are simply told not to yell ever, without having any other tools to use, the intensity of the encampment will naturally go down. Cadets will see this, and conclude that yelling is how that necessary intensity is created. This will simply reinforce their preconceived notion that yelling is an integral part of encampment.

That said, yelling as a leadership tool is often misunderstood and misused. It is highly recommended that instructors actively seek to engage students in a conversation about how to properly use yelling as a leadership tool, addressing the following issues:

- If a leader singles out one specific cadet and yells at him in front of other cadets, this would be an example of behavior that is *humiliating* and *demeaning*.
- If a leader curses her followers, makes personal attacks (to include name-calling), or uses racial slurs or other vulgar or derogatory language while yelling, this would be an example of behavior that is *abusive* and *harmful*.
- If a leader “makes an example” of a cadet by berating a group for the lackluster performance of one of its members, this would be an example of behavior that is *oppressive*.

The conversation should also address the following issues:

- If a leader yells excessively at her followers, this might or might not lead to hazing; however, it is an example of poor leadership. Good leaders develop their skills in such a way that they have several tools in their “leadership toolboxes,” in addition to yelling.
- If a leader’s first response to any given deficiency is to yell, this might or might not lead to hazing; however, it is an example of poor leadership, because yelling rarely helps the leader determine the underlying problem. It is quite possible that the follower has not been properly trained to meet the standards, or that the leader simply failed to explain his expectations effectively.
- If a leader yells in anger, this would be an example of poor impulse control. When emotions are running high, the leader is considerably less likely to consider the consequences of certain behaviors. In many cases, this leads to behavior that fits one or more of the six criteria used to define hazing: *activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful*.

It’s also important to note that there’s a difference between screaming, and using one’s command voice. Students are encouraged to refer to chapter 7 of *Learn to Lead Volume 2: Team Leadership* for more information on self-awareness and managing one’s emotions.

“I know it when I see it”

Some leaders of cadets like to simplify the definition of hazing by borrowing the phrase “I know it when I see it.” *Do not fall into this trap.* Among other issues, it sets up leaders of cadets for failure by opening the DoD definition of hazing to *anyone’s* interpretation.

Appendix: Case Studies

The following case studies are designed to encourage critical thinking. Each case study is based on a true story of incidents that have occurred at CAP activities. While not all of these stories are examples of hazing, many provide examples of inappropriate leadership behavior. By actively engaging in the analysis of these situations, leaders of cadets will be better equipped to identify and respond appropriately to similar situations they might encounter.

Case Study #1: Overzealous Barracks Inspection

You are a cadet squadron commander at a summer encampment. Each night you walk through your flight's barracks to check in with the flight staff and to assess the training progress. One night you find the barracks in complete disarray: boots and shoes in the middle of the aisle, uniform items on the floor, blankets and mattresses torn up. You find out from the flight staff that the inspection team had just come through and conducted a "hurricane" inspection, tossing cadets' personal belongings around and flipping mattresses if the beds were not made to standard.

The students are working frantically to get everything back in order, with the exception of one, who appears to be sitting on his bed, shaking uncontrollably.

What training purpose does this serve?

Anticipated Responses: Reinforces the concept of meeting standards (in a negative way), teaches cadets to expect (and to dole out) severe punishment rather than encouragement

Is it an example of hazing?

Anticipated Responses: Mistreating personal property as a punishment meets the hazing definition of humiliating, demeaning, and oppressive behavior

What actions should you take?

Anticipated Responses: Help restore order to room, reassure overwhelmed cadet, ask flight staff (or inspection team) to assist with cleanup, give the flight a snack break or relaxing activity to improve morale, ensure that senior member training officers supervise room inspections

What do you say to the flight staff? What about the students?

Anticipated Responses: apologize to students, assure students this behavior is not condoned, counsel the members of the inspection team, provide training to flight staff on proper leadership methods

Case Study #2: Building a Team

The Zulu flight guidon bearer has left the guidon behind twice. The first time, the cadet commander gave it back, explaining that it was not just the guidon bearer's responsibility; the flight needed to work together as a team to keep track of the guidon. When the guidon gets left behind a second time, the cadet commander and cadet deputy commander decide that there needs to be a consequence. This time, the cadet commander returns the guidon to Zulu flight, furled with duct tape. He says, "Until you can figure out how to work as a team, nobody needs to know who you are."

Several of the cadets are very upset. They feel that their flight is being singled out and treated unfairly.

What training purpose does this serve?

Anticipated Responses: Reinforces the concepts of responsibility and self-policing, reminds cadets to act as wingmen for other members of flight

Is it an example of hazing?

Anticipated Responses: This scenario meets the hazing definition of humiliating behavior

How would you address the flight's concerns?

Anticipated Responses: Reinforce the idea of being responsible for the guidon, assist the cadets in removing duct tape and repairing flag, assure the cadets this penalty is not condoned

What are some other consequences the cadet commander could have imposed?

Anticipated Responses: Take away the guidon for a short period of time, give flight a short group assignment based on flag traditions and courtesies

Case Study #3: Taking Responsibility

Three of the students in your flight left their training manuals in the dining hall after lunch. You're really frustrated, because this is not the first time you've had to address this issue with your flight. While venting to a flight commander from another flight, he tells you that the night before he had his entire flight work together to complete a total of 200 push-ups and 400 flutter kicks by "Taps" that night in order to earn back the training manual of one of his students. He explained that his flight sergeant thought they might get in trouble for hazing, but that his training officer said it was okay because they took a poll and the students all agreed to do the push-ups and flutter kicks.

What training purpose does this serve?

Anticipated Responses: Reinforces the concepts of responsibility and self-policing (in a negative way), teaches cadets to expect (and to dole out) punishment rather than encouragement

Is it an example of hazing?

Anticipated Responses: Assigning physical exercise as punishment meets the definition of hazing

Since this method of teaching responsibility seems to be condoned at this activity, would you choose to use it, too?

Anticipated Responses: Going along with the status quo does not make the action right, walking past a mistake makes it the de facto standard

If you do believe this is an example of hazing, who do you report it to, since at least one senior member approves of it?

Anticipated Responses: Immediately report the incident to the senior member at the next higher level of command, report it to the encampment commander

Case Study #4: Under Cover

A cadet seems to have misplaced her flight cap. She looked through all of her belongings and searched high and low throughout the barracks, but it's nowhere to be found. You're already running behind schedule, and you can't wait around for one person to make everyone late. You instruct her to leave without the flight cap, but to walk around all day with her left hand over her head whenever she's outside, so she'll be "under cover."

What training purpose does this serve?

Anticipated Responses: Reinforces the concepts of meeting uniform standards, responsibility and self-policing (in a negative way)

Is it an example of hazing?

Anticipated Responses: Making the cadet and/or the uniform look ridiculous can be perceived as hazing behavior that is humiliating

What are some alternative consequences for being out of uniform?

Anticipated Responses: Have a supply shop to loan or sell missing items

What other methods can be used to teach cadets to take responsibility for their belongings?

Anticipated Responses: Give a short assignment on uniform policies, stress the professional image we uphold as our standard, emphasize the desire not to bring discredit to the uniform

Case Study #5: Contraband Collection

From the very first announcements, the expectations were clear: cell phones, mp3 players, and other electronic devices would not be permitted at this activity. During in-processing, one staff member searched the bags for unauthorized items while another staff member explained the policy and asked each cadet individually to report any unauthorized items they might have brought with them. Those items would then be collected, labeled, and kept in a secure location for the duration of the activity. Anyone who failed to report any unauthorized items during in-processing would be sent home for lying.

Later on in the week, during one of the classes, the activity director hears an odd sound. He recognizes it immediately as the sound of a cell phone that has been set to vibrate, instead of ringing, but he can't determine the source of the sound. As soon as the class is over, he announces that there will be no personal time, no talking during meals, and the cadets will do two sessions of standard PT per day instead of a standard PT session in the morning and a relaxed game of ultimate Frisbee in the evening.

What training purpose does this serve?

Anticipated Responses: Reinforces the concept of integrity

Is it an example of hazing?

Anticipated Responses: Assigning physical exercise as punishment meets the definition of hazing

Is this an appropriate use of group punishment?

Anticipated Responses: Need to find out if the item is in fact a cell phone, and verify that it was not authorized by another staff member (e.g., for emergency notification) before taking action; punishing entire group for (alleged) actions of one student goes against stated policy of sending the offending cadet home

Case Study #6: Leading by Example

During the final standby inspection of the encampment, C/2d Lt Smith's room fails miserably. He tells the inspector that he spent so much time helping his students prepare their rooms that he didn't have enough time to get his own room in order. The inspector doesn't buy it. Whatever else might have happened, it is clear that the flight commander failed to meet the standards. The inspector tells the cadet: "Are you kidding me? There's really no excuse for this, Smith. I mean, you couldn't even figure out the shoe line? Lead by example, Smith. Your room should be the best one in these barracks. I really expected better from you."

What training purpose does this serve?

Anticipated Responses: Reinforces the concepts of time management, leading by example, and meeting standards

Is it an example of hazing?

Anticipated Responses: Giving personal counseling in private using a moderate tone of voice does not meet the definition of hazing

What are some other ways the inspector could have handled this situation?

Anticipated Responses: Intervene earlier for staff members who may be overwhelmed, encourage all staff members to ask for help and support for themselves when needed

Case Study #7: In the Heat of the Moment

It's Friday of the first full week of encampment, and the students still can't seem to figure out how to stand at parade rest or how to stay in step while performing "Eyes, RIGHT." The commandant of cadets orders the cadet command staff to continue practicing until they get it right. Afternoons get pretty hot in July, and most of the cadets' canteens are empty with nowhere to refill them. Two cadets have already passed out, but they still have not taken a break in over 45 minutes.

What training purpose does this serve?

Anticipated Responses: Reinforces the concept of meeting standards (in a negative way), teaches cadets to expect (and to dole out) severe punishment rather than encouragement

Is it an example of hazing?

Anticipated Responses: Pushing cadets past their medical limits and not allowing cadets to cool down or hydrate during hot weather activities (critical abuse) meets the definition of hazing

What would you do if you were a flight commander?

Anticipated Responses: Immediately call a safety halt, get the cadets to a cooler location, supply water for the canteens, break into flights to individually mentor using demo-perf method at a cooler time of day, report the incident to the senior member at the next higher level of command

What if you were the public affairs officer, completely removed from the direct chain of command?

Anticipated Responses: Immediately call a safety halt, get the cadets to a cooler location, supply water for the canteens, report the incident to the senior member in charge

Case Study #8a: Cleaning Detail (Part 1)

You walk into the bathroom, and it is completely trashed: toilet paper on the floor, trash in the sink, and graffiti that says “CAP rules” in one of the stalls. Immediately, you are furious. You walk back out and call the barracks to attention, demanding to know who did it. When nobody takes responsibility, you order the entire group to scrub the entire latrine—including all of the toilets—with no cleaner and no gloves.

What training purpose does this serve?

Anticipated Responses: Reinforces the concepts of responsibility and self-policing (in a negative way)

Is it an example of hazing?

Anticipated Responses: Assigning an unsafe task that can expose cadets to harm meets the definition of hazing

Case Study #8b: Cleaning Detail (Part 2)

By the time the cadets finish the cleaning detail, you’ve calmed down considerably. You begin to think that you might have overreacted.

What do you do when you realize you’ve gone too far?

Anticipated Responses: Apologize to the cadets involved, explain that you set an example of poor leadership, report the incident to the senior member at the next higher level of command

When you talk to the activity director, he asks you what you think an appropriate response would have been. What do you tell him?

Anticipated Responses: Take more time before acting when upset, assign the flight to clean the restroom with proper equipment, assign staff to inspect and supervise daily cleaning tasks

Case Study #9: Team Spirit

Two cadets were caught running around doing “spirit missions” after lights out. The commander said he would deal with it in the morning, but handed the pair of cadets over to the cadet staff to “deal with” until then. The two cadets were ordered to scrub the kitchen until the next morning, with only two 5-minute breaks and no sleep.

What training purpose does this serve?

Anticipated Responses: Reinforces the concepts of responsibility and self-policing (in a negative way), teaches cadets to expect (and to dole out) severe punishment rather than encouragement

Is it an example of hazing?

Anticipated Responses: Pushing cadets past their physical limits and not allowing cadets to sleep (critical abuse) meets the definition of hazing

Hazing or not, who bears the most responsibility for this incident?

Anticipated Responses: This is a serious lack of senior member oversight and supervision, activity commander should have been more clear on his expectations for “dealing with” the cadets, cadet staff should have had more adult supervision, senior member staff should have noticed and intervened when cadets were out of their rooms all night

Case Study #10a: To Blow the Whistle (Part 1)

2d Lt Brown is a former cadet who recently returned to your squadron after four years on active duty as an Army Ranger. With his experience, he has become a great resource: helpful, approachable, and a great mentor. He quickly became popular with cadets and senior members alike.

You and the other cadet staff have been very frustrated with one particular cadet, a 14-year-old C/A1C. He’s never been defiant, but sometimes he makes sarcastic remarks at inappropriate times and he often needs to be reminded of simple directions multiple times. While out on a wing-level FTX, he smarts off to 2d Lt Brown, who responds by saying, “Come on, let’s do some push-ups.” 2d Lt Brown and the cadet drop together and they both do 10 push-ups.

What training purpose does this serve?

Anticipated Responses: Reinforces the concept of respect (in a negative way)

Is it an example of hazing?

Anticipated Responses: Assigning physical exercise as punishment meets the definition of hazing

Should you report it? If so, who do you report it to? After all, 2d Lt Brown and the C/A1C are both in your squadron, but the incident occurred at a wing-level activity.

Anticipated Responses: Immediately report the incident to the senior member at the next higher level of command at this activity, also report to the squadron commander

Case Study #10b: To Blow the Whistle (Part 2)

You weren’t actually there when the “let’s do some push-ups” incident occurred, but you heard about it later from your squadron’s cadet first sergeant. He mentioned it while bringing you up to speed on the attitudinal cadet’s progress, smiling as he said, “He had it coming.” Based on your understanding of the Cadet Protection Policy, you believe that this is an incident of hazing.

Should you report the incident, even though you weren't actually a witness?

Anticipated Responses: Immediately report the incident to the senior member at the next higher level of command at this activity, report to the squadron commander

How do you work with the first sergeant on this issue, considering his opinion about the incident?

Anticipated Responses: Educate the cadet on the definitions of abuse and hazing, explain the difference between counseling for behavior that doesn't meet standards and assigning physical exercise as punishment

Case Study #11: Time Management

Zulu flight can't seem to make it out the door on time for breakfast in the mornings. The Zulu flight staff recognizes that the cadets need some help developing time management skills, so they have devised a plan to assist them.

During hygiene time, the flight staff rushed the students through the showers. The flight sergeant stood just outside the shower room yelling at them that they had one minute to shower, while the flight commander kept time. They decided to be nice by really giving the students two minutes, instead of one. Tomorrow they plan on waking the students up 15 minutes before the scheduled wake up time, to ensure that they have plenty of time to prepare for the morning's first event.

What training purpose does this serve?

Anticipated Responses: Reinforces the concept of time management (in a negative way)

Is it an example of hazing?

Anticipated Responses: Verbally harassing cadets and not allowing cadets sufficient time for personal hygiene (critical abuse) meets the definition of hazing

As a staff member not assigned to Zulu flight, what would you do if you heard about this plan?

Anticipated Responses: Counsel the flight staff members, enforce the standard of adequate rest and hygiene periods, provide senior member supervision for hygiene time in this flight, offer assistance to the flight members to take care of hygiene tasks and uniforms each night to make morning prep quicker, consider revising activity schedule if problem is widespread, provide alarm clocks if needed

Case Study #12: Scare Tactics

C/CMSgt Wright is on top of the world. He's wanted to be first sergeant at an activity outside his squadron ever since his first Encampment and now it's his time to shine. He wants to make an impression on the cadets, so every time he addresses them, he does so loudly. "I never yell," he likes to say. "I merely speak in a tone which ensures that I will not be misunderstood, misheard, or ignored."

The Chief has already been mentored several times by those in his chain of command. He seems to understand now that while yelling isn't always bad, he was doing it excessively. Much to the Chief's surprise—and delight—his training officer's advice that whispering can be just as effective is true. You couldn't hear what he whispered to cadets during inspections, but the Chief approaches you to brag about the level of discipline under his watch: "When a cadet isn't standing at attention properly, I like to

sneak up behind 'em and just whisper a few sentences. Works every time! They straighten right up. But just to keep 'em on their toes, after whispering, sometimes I yell suddenly, just to see 'em jump."

What training purpose does this serve?

Anticipated Responses: Personal directive comments (whispering) reinforces the concept of meeting standards, yelling for surprise effect serves no training purpose

Is it an example of hazing?

Anticipated Responses: Giving personal counseling in private using a moderate tone of voice does not meet the definition of hazing; yelling to create fear or surprise meets the definition of hazing behavior that is humiliating and demeaning

How would you respond to the Chief's statement that he yells "just to see 'em jump"?

Anticipated Responses: Educate on the definitions of abuse and hazing, explain the difference between private, direct comments that act as constructive feedback and public, abusive yelling that is hazing

Case Study #13: Mind Games

If your team wins this volleyball game, you'll advance to finals. The stakes are high, but the team generally works well together on the court. As the pressure builds, the volleyball team captain becomes more competitive. She has been playing volleyball since she was 8, so it's serious business to her.

There are two cadets on the team who are particularly uncoordinated. If they don't miss the volleyball altogether, they always seem to hit it the wrong direction. You overhear the team captain talking to them before the game, telling them that they'd better figure it out so they don't ruin it for everyone else. Once the game begins, she's particularly sarcastic whenever the two "weakest links," as she calls them, try to go for the ball.

What training purpose does this serve?

Anticipated Responses: Destroys teamwork, camaraderie, and confidence

Is this an example of hazing?

Anticipated Responses: An isolated comment should not be considered hazing, especially if a third party intervenes to stop the behavior immediately; but if the captain's comments on the court are continuous (or other teammates join in) this would meet the definition of hazing behavior that is humiliating and demeaning

How do you think the team captain's behavior affects the rest of the team?

Anticipated Responses: Stresses winning is more important than respect and the mission is more important than people, models leadership behavior that is personally cruel, discourages individual attempts to improve skills

Case Study #14: Personal Hygiene

Everyone has noticed that one particular cadet, a quiet C/SSgt who just turned 14, is beginning to smell. The other cadets have already been complaining about it and his roommate informed you that the cadet hasn't showered in three days. You pull him aside at the beginning of personal time and ask him—in a straightforward way, but with a kind tone—if he's been taking care of his hygiene needs. At first he tells you that he's fine, but with a little prodding, he explains that he's uncomfortable taking communal showers. While he doesn't come right out and mention it, you infer that he's nervous about developmental differences between him and the other boys.

Are communal showers a violation of CAP's cadet protection policy?

Anticipated Responses: The situation doesn't meet the definition of hazing or abuse, but cadets' individual responses during shower time could be a potential violation

What can you do to help the cadet adjust?

Anticipated Responses: Provide shower curtains, adjust hygiene times to allow private use of bathrooms, quarter cadets of same ages together, find and offer access to private showers in alternate locations