



Civil Air Patrol • Level One Foundations Course • Summary Guide

# Summary Conversation Guide

*A Guide for Mentors & Commanders*

The summary conversation is intended as a one-on-one activity between a mentor and a new member following the member's completion of independent study of the Level One Foundations Course, the Cadet Protection Policy Training (CPPT), and the accompanying quizzes.

There is no grading or pass or fail in these courses; however, guidance from the mentor, the commander, and other seniors is essential to the new member's understanding of, and future success in, Civil Air Patrol. This Summary Conversation Guide is the tool the mentor should use to help accomplish this task. It will help the mentor know that the new member has put the topics he or she read into perspective. Does the new member understand, for example, the reason why CAP has core values, why CAP members wear a uniform, and why CAP emphasizes safety?

A discussion will help to clarify the policies and regulations explained in the Foundations Course and CPPT. 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 unit commander and the new member.

New CAP members deserve to be recognized for their hard work. To do this, credit should be given for completing Level One training by initiating paperwork to record successful completion and apply for any promotions or the award of the membership ribbon for those who are eligible.



## The Importance of Mentoring

Mentoring in organizations is a means of assisting the development of 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.

Mentoring includes sharing knowledge of the organization and an understanding of CAP's core values of integrity, volunteer service, excellence, and respect. Units that seriously implement mentoring programs find they are also beneficial in improving retention of new members.

CAP mentoring also covers a wide range of areas in addition to Level One training. Mentors are needed to guide new members through the steps of the professional development program; to encourage the members' involvement in aerospace education, emergency services, and cadet programs; and to set an example as

leaders and officers. Finally, mentoring helps members understand their role in CAP by providing a model of desired behavior. CAPP 50-7, *Mentoring: Building Our Members* and CAPP 52-6, *Cadet Programs Mentoring* will provide more detailed information.

Direct involvement of unit commanders is imperative for an effective mentoring program and the development of members. Even senior 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.

## *Step 1* Set the Stage

This summary conversation could include a small handful of new members, but the group size should be small enough to allow all individuals to actively participate in the discussions and ask questions. The setting of the conversation should be 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:

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.
4. Describe benefits of observing customs and courtesies.
5. Identify a mission area that interests the new member 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 in Step 2. If the new member's responses are unlike the sample replies, the mentor should rephrase the question and explain the topic's key points.

## *Step 2* Discussion Questions

### 1. HISTORY AND ORGANIZATION

a. What are the three missions of CAP? What are some of the basic aspects of each mission?  
*Aerospace education, cadet programs, 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 and basic operational unit in CAP. Ultimately, all other echelons work to support the squadron. Because squadron members live in the same general area, they can meet frequently, 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 him or her. The squadron commander and various staff members are also available. 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 and 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 one's own behavior and looking out for the welfare of others. This means doing what is right (e.g., not taking off flying when the weather forecast is bad) more than doing what is personally convenient (e.g., rushing through a preflight to 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, he or she must be fingerprinted and screened by the FBI and complete CPPT. CAP does not tolerate abuse, hazing, or physical punishment. A member who suspects abuse has 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 the wing legal officer or local sheriff.*

c. Cadet Protection – Pretest

The new member will bring his or her corrected pretest from independent study. CPPT is online at e-Services, the “Cadet Protection” link. The mentor should look over the pretest to validate that the new member understands the materials. The Cadet

Protection pretest can be returned to the new member.

### CPPT Pretest Answers:

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 might be expected from the new member.

e. This module 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, and organizations have a duty to guarantee that fair treatment. It is reasonable to ask that anyone who wants to work with cadets, fly CAP aircraft, or contribute in other ways to CAP's missions and activities 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.*

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

*It is a privilege. How members wear the uniform not only reflects on them but also 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.*

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 and emphasize the 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 and when 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 the organization and its members. The Congress and the Air Force expect CAP to bring credit to the organization 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 (e.g., achievement, altruism, sense of belonging). Leaders must strive to promote a sense of teamwork and mutual respect. When 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 do not have positional authority and monetary reward systems to use in motivating fellow volunteers and for channeling their energy in the right direction. Essentially, they are limited to using their moral authority only. Their 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

### *Step 3*

## Checklists for Taking the Next Steps

### **1. For the Mentor**

- a. Review the staff opportunities for service in CAP. A good general guide is found in the CAP “Great Start” materials, available at [www.cap.gov/start](http://www.cap.gov/start). Help the new member pick one specialty. Provide the member with a copy of the specialty track study guide or show him or her where to obtain it online.
- b. Arrange for the new member to have time to meet with the unit commander (e.g., 10 minutes, without interruption).

### **2. For the Commander**

- a. Talk informally with the member and ask about his or her goals and reasons for joining.
- b. Connect the member with people who can help start training in the specialty track of choice.

c. Ask if he or she has any questions or concerns to discuss.

d. Ensure that the new senior member completes the online Operations Security (OPSEC) Awareness training. Commanders can use e-Services to see when members have completed this training. Click the “Interactive Personnel Application” link.

e. Congratulate and thank the new senior member for completing Level One.

f. Ensure a CAPF 11 is completed and submitted to CAP National Headquarters, crediting the new senior member with completing Level One.

g. Award the Membership Ribbon or request promotion for those who are eligible.<sup>1</sup>

h. To answer other questions, talk with the Professional Development Officer, or contact another leader in the chain of command. Also [www.cap.gov/answers](http://www.cap.gov/answers) can be helpful.



<sup>1</sup> Some members are not eligible to earn ribbons or promotions (for example, Cadet Sponsor Members).

## Cadet Protection Case Studies

### CASE STUDY #1

Members of the Southville Cadet Squadron<sup>2</sup> were planning a weekend camping trip for members of the drill team. The team had won the state competition. Capt John Davis and Lt Bob Smith agreed to manage the activity and set up 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."

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<sup>2</sup> All names and situations are fictitious.

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.

### DISCUSSION QUESTIONS

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

*A cadet claims that a member sexually abused him.*

**2. If you were 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 or she 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<sup>3</sup> 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. He also had to do hundreds of push-ups. In one situation, 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.

## 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 in the CAP program.

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<sup>3</sup> All names and situations are fictitious.