



Level I Orientation

Welcoming Members to Our Ranks



Volume 2: Student Guide

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Level I Orientation and Block I Introduction

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

This painting symbolizes CAP's legacy of patriotism and service. It depicts a CAP plane and crew dropping a bomb onto a suspected German submarine during the Second World War. The plane was owned by a CAP member... as all planes were in those days. The crew, then as now, unpaid volunteer professionals; who like you, wanted to help in time of great need. CAP subchasers, like the ones depicted here, spotted 173 German submarines, fired on 57 and sank 2. All this with personal aircraft jury-rigged with small bombs and depth charges.



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

Your first assignment is to learn about Civil Air Patrol: about its rich history, about its missions, about its structure, about what it values and about your role within the organization.

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

Level I has three blocks of instruction, each containing several lessons. A short reading will introduce each block of instruction, after which you will work your way through the lessons. All lessons have a reading (5-15 minutes of reading each), most have an online quiz which you will complete at home, and many have an in-residence component which you will complete at the squadron with your Professional Development Officer. The in-residence component will consist of a discussion and/or a demonstration. The course can easily be completed within 3-5 weeks.

At the conclusion of Level I, you will come away with a healthy understanding of Civil Air Patrol and your role in the squadron. Equally important, you'll also come away with a plan of action which will guide your development in the following months.

The first block in Level I is titled: What We Value. It discusses what is important to us as an organization: our history, our mission, our values and our members. You'll learn much more about CAP's history and begin to see how that history guides us today. You'll learn about our institutional values, our commitment to the protection of our youth, and about the great value we place on each and every member and the talents, skills and backgrounds they bring with them. You'll learn about what we do today, how our three-fold mission has evolved and about what CAP means to a changing world. We're glad you are with us... let's begin.

Block I: What We Value - How We Got Here

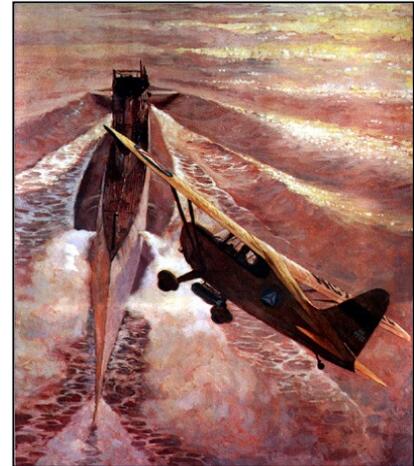
Lesson Objective: Summarize CAP's rich history.

Desired Learning Outcomes:

1. Briefly describe CAP's founding and wartime activities.
2. Summarize how CAP evolved from a temporary, combatant extension of civil defense into an independent, benevolent corporation.

Introduction

Civil Air Patrol boasts a rich history built on the spirit of volunteerism. The CAP mission has changed over the years. While CAP members no longer search for Nazi submarines, they continue to donate countless hours in community service. Today, CAP is known for its three-fold humanitarian mission: aerospace education, cadet programs, and emergency services. As the U.S. Air Force auxiliary, CAP is organized following a military style chain of command.



1. CAP's founding and wartime activities

Civil Air Patrol was conceived in the late 1930s by New Jersey aviation advocate Gill Robb Wilson, who foresaw general aviation's potential to supplement America's military operations. With the help of New York mayor Fiorello La Guardia, the new Civil Air Patrol was established on December 1, 1941 under the Office of Civilian Defense, just days before the Japanese attacked Pearl Harbor.

CAP's initial focus was reconnaissance flying, but the group's mission expanded when German submarines began to prey on American ships off the coast of the United States. In response, CAP planes began carrying bombs and depth charges. A CAP crew from Rehoboth Beach, Delaware was the first to disrupt a Nazi sub attack, saving a tanker off Cape May, New Jersey.

By the end of the war, CAP's coastal patrol had flown 24 million miles and over 500,000 flight hours. CAP located 173 submarines, attacked 57, hit 10 and sank 2. A German naval commander later confirmed that coastal U-boat operations were withdrawn from the United States "because of those damned little red and yellow airplanes." By the end of the war, 64 CAP members had lost their lives in the line of duty.



Sub chasing wasn't CAP's only contribution to the war effort. CAP pilots flew target towing missions (a precursor to today's air defense intercept exercises); transported critical passengers and cargo; performed search and rescue: by air, on motorcycles, and even on horseback; conducted flight training for its cadets; and flew border patrol reconnaissance preventing spies from entering the United States.

Perhaps the most lasting contribution, in line with CAP's search and rescue legacy, was the formulation of its Cadet Program. Formed in October 1942 in Minnesota, its original intent was

to provide aviation-related training to young men who would later be called to the war effort. This endeavor quickly expanded to girls as they too wanted to serve their country any way they could. By the end of the war in 1945, thousands and thousands of young people were serving as CAP cadets performing in nearly all of CAP's activities.

SPOTLIGHT: Heroism at sea

In 1941, Colonel Eddie Edwards, CAP, was widely known as the first Coastal Patrol (later Civil Air Patrol) pilot to spot a Nazi U-boat off America's Atlantic coast and radio its position to U.S. naval forces. The vessel crash-dived and headed for deep water where it was less of a menace to U.S. shipping.

Based in Delaware, Edwards and his fellow "subchasers" flew off-shore patrols safeguarding oil tankers and other U.S. sea traffic. On one occasion, he flew in support of a rescue mission involving a member of his unit who had crashed at sea. He and his commanding officer, Major Hugh Sharp, landed their amphibian aircraft and rescued the downed pilot. However, in doing so, they damaged one of the pontoons on their aircraft. In order to return to shore, which was many miles away, Edwards risked personal safety by climbing out onto a wing, using his weight to level the plane, as Sharp water taxied toward the coast. A half-frozen Edwards clung to the wing through the night until the next morning when a Coast Guard ship arrived to assist with bringing the stricken aircraft to shore.

For their heroic actions, Edwards and Sharp were presented the first two Air Medals ever awarded to any pilots. By the way, these were Air Medals awarded by the US military. Before the end of World War II, over **800** Air Medals had been presented to the "subchasers" of the Civil Air Patrol.

Following the war, Congress formally chartered Civil Air Patrol in 1946, created the U.S. Air Force in 1947 and designated CAP as its official civilian auxiliary in 1948.

2. CAP's post-war evolution

After the war, a grateful nation understood that CAP could continue to provide valuable services, both within their local communities and to the nation. On 1 July 1946, President Harry Truman signed Public Law 476 incorporating Civil Air Patrol as a benevolent, nonprofit organization. On 26 May 1948, Congress passed Public Law 557, permanently establishing CAP as the auxiliary of the US Air Force.

Specifically, Title 10 United States Code (U.S.C.) 9441 (Armed Forces) and Title 36 U.S.C. 40302 (Patriotic Societies and Observances), state that the purpose of CAP is to provide an organization to:

- Encourage and aid citizens of the United States in contributing their efforts, services, and resources in developing aviation and in maintaining air supremacy.
- Encourage and develop the voluntary contribution of private citizens to public welfare.
- Provide aviation education and training especially to its senior and cadet members.
- Encourage and foster civil aviation in local communities.
- Provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies.
- Assist the Department of the Air Force in fulfilling its noncombat programs and missions.

The three-fold mission set forth in these and other founding documents was: emergency services, aerospace education, and the cadet program.

Recent events

CAP is immensely proud of its history, and it continues to make history. For instance, did you know that:

- CAP flew reconnaissance flights in support of the 2002 Winter Olympics in Salt Lake City?
- CAP participated in the 2003 Space Shuttle Columbia recovery effort?
- Has been part of the response to dozens of major natural disasters over the past decades, for instance:



SPOTLIGHT: 9/11, Hurricane Katrina, Deepwater Horizon and Hurricane Sandy

9/11

Civil Air Patrol was among the first organizations called out after the terrorist attacks of September 11, 2001. CAP received special permission to fly critical cargoes and passengers before the sun even set that fateful day. Crews from Northeast Region flew around the country to ship emergency cargoes of data sensors, cameras, passengers and blood products to New York City. CAP planes also provided damage assessment flights so that officials could begin to assess the enormous damage. CAP members also helped man Emergency Operations Centers nation-wide and provided stand-by support in the event of another attack.

Hurricane Katrina

CAP was also among the first to respond in the wake of Hurricane Katrina, arguably the largest hurricane to strike the United States in over 100 years. Members, some of whom lost their own homes, flew damage assessment flights, flew critical cargoes and passengers, and manned shelters across the Gulf Coast. Others went door to door in stricken areas in search of victims, accounting for more than 8,500 people. In an effort stretching months, CAP provided over 1,000 man days and flew more than 1,000 hours in support of Katrina.

Deepwater Horizon

Continuing to support long-duration missions with its unique and cost-effective assessment and transportation capabilities, CAP members contributed over 20,000 man hours flying almost 2,400 hours over 118 days in support of damage response and recovery operations after the Deepwater Horizon disaster, one of the largest ecological disasters the world has known. Members from across the United States provided air and ground support, with CAP aircraft taking up to 3,000 images per day in providing nearly real-time information to federal, state, and local officials on the ground. In providing these images and locations of the oil, CAP helped to mitigate damage to the Gulf Coast's rich ecological systems and rich fishing grounds.

Hurricane Sandy

This monster storm attacked the most densely populated area of the United States in a rare autumn event. Hundreds of CAP's members from 21 wings, many of whom were suffering from the devastation themselves, contributed thousands of hours. CAP flew over 1,400 hours, conducted damage assessment by providing over 158,000 geo-tagged images for FEMA, state and local agencies, provided communications support, flew special cargoes and passengers, and manned support facilities for weeks after the storm pounded the northeast corridor.

CAP is currently comprised of over 1,500 units stateside and 6 squadrons overseas providing it's over 60,000 members the opportunity to serve their community and support CAP's missions. Demonstrating its strong partnership with the USAF, its organizational structure, nomenclature, and rank structure approximates that of the US Air Force.

Be sure to learn more about your squadron and wing's unique history while taking part in the in-residence portion of Level I.

In October 2000, Public Laws 476 and 557 were amended with the passage of Public Law 106-398 to clarify CAP's official relationship with the USAF. Through this law, Congress provided that "The Civil Air Patrol is a volunteer civilian auxiliary of the Air Force when the services of the Civil Air Patrol are used by any department or agency in any branch of the federal government." This is important because it draws a line between CAP's functions as a private corporation (PL 476) and its role as an instrument of the Air Force (PL 557).

You will learn more about CAP's organization and operations in greater detail in later lessons.

SPOTLIGHT: CAP's Board of Governors (BoG)

Public Law 106-398 reorganized the governance of the Civil Air Patrol, creating the Board of Governors to be responsible for the operation of CAP as a federally chartered, non-profit corporation. The BoG is a hybrid body, consisting of: four members selected by the Secretary of the USAF, four members selected by CAP, and additional business members agreed to by both CAP and the USAF. The Chair cycles between the USAF and CAP. As the governing body of CAP, the BoG is vested to, among other things:

- Adopt and amend CAP's Constitution and Bylaws.
- Adopt and alter the corporate seal.
- Establish and maintain offices as needed across America.
- Acquire, own, lease and transfer property.
- Review and determine long-range plans and policies.
- Direct improvements in CAP programs, policies and initiatives.
- Serve as expert advisors to CAP activities.
- Appoint CAP's National Commander as well as its Chief Operating Officer.
- Govern and manage affairs of the corporation IAW the Constitution and Bylaws.
- May inquire into any and all aspects of CAP volunteer and corporate activities.

Lesson Summary and Closure

Civil Air Patrol has been an important part of the fabric of this country for over 70 years. You are joining an organization with a rich and proud history, both nationally and in your own home town. As you learn more about CAP and begin your own service, take time to reflect on its history, and how your dedicated service can further its legacy.

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. This lesson has an OPTIONAL in-residence discussion.***

Block I: What We Value- CAP Core Values

Lesson Objective: Comprehend CAP's Core Values.

Desired Learning Outcomes:

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

Introduction

Civil Air Patrol's core values of ***Integrity, Volunteer Service, Excellence*** and ***Respect*** embody what it has stood for over 70 years. CAP's core values reflect how *we choose* to act as an organization; it's a statement of how *we choose* to treat our fellow members, our customers and the American public; and they reflect our institutional commitment – as well as our members' personal commitment – to public service. As a new CAP

member, your understanding of and commitment to our core values are vital to both the mission of CAP and the level of satisfaction and accomplishment you gain from your membership.

Task: Read CAP Pamphlet 50-2, ***Core Values - What We Stand For*** to learn more about the history and CAP commitment to Core Values.

1. CAP's Core Values

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

A brief history

In the mid 1990s, the USAF created and infused throughout its culture a set of enduring values, or **core values** to which every member was expected to adhere. *Integrity First, Service Before Self, and Excellence in All We Do* became the common bond among all members, -- "*the glue that unifies the force and ties it to the great warriors and public servants of the past*"¹.



By 1999, CAP had also embraced the concept of a core values system to define its culture. It believed (and still does) that our core values are an expression of how we implement our vision and complete our mission on a daily basis. Our core values establish a common set of behavioral expectations as well as set simple yet comprehensive standards to assess member conduct. They serve as CAP's ethical framework.

The values

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

- **Integrity:** It is the quality of being sincere, honest, and just. It means to do the right thing, because it's the right thing to do. It is the ultimate expression of self-discipline, and the quality that, more than anything else, builds trust. For CAP to be effective, all members must exhibit these qualities. If we can't trust each other, we can't help each other and our neighbors... and we hurt our organization.
- **Volunteer Service:** CAP's purpose is to serve our neighbors and communities without expectation of payment or reward: to serve because we want to. Volunteer service means that we sacrifice our time and our treasure to help others: to save lives and shape the lives of our youth. Beyond the simple sacrifice of time and money, volunteer service involves faithfully following CAP's rules, showing respect for others. To serve is to acknowledge and work towards a higher goal, higher than one's own desires. It's a deeply worthy mission.
- **Excellence:** In saving lives and shaping lives, CAP members commit themselves to a level of performance and achievement reflecting the vital work we perform. It means to never settle for "good enough." The things we do and the technologies we use – during the meetings, during our missions, even while studying at home – require our continual effort to improve.
- **Respect:** CAP values every one of its members: for what they bring to us, for who they are, and for how their participation enriches the organization. Respect means viewing other members as having their own fundamental worth and as responsible for their own unique contribution. It means that members are never measured or judged by their race, sex, ethnicity, religion, national origin, or disability. It means that as members we treat each other with fairness, dignity and compassion. It means we value our organization's heritage, its priorities, its rules and its purposes.

2. Using Core Values in guiding our service

Incorporating CAP's core values is really very simple, and it's a good bet they are already a part of daily life. For instance, you expect that the people you buy from to be honest with you (integrity) or you don't do business with them. You expect those people to go out of their way to meet your needs (service). You expect reliability from their products (excellence). And, you expect them to recognize and appreciate that you don't have to buy from them if they violate these expectations (respect). The application of core values has meaning in our personal and professional relationships and transactions, not only those conducted within CAP.



Consider these examples of CAP unit applications of the core values:

- When preparing to take the squadron van on an activity, do you actually check the oil and complete all the other inspection items on the checklist, before signing the checklist? Or, do you just assume that since it was "okay" last week it is still "okay" now? It's a small example, but it speaks directly to integrity.
- Would you try to do what's best for the squadron, even if it meant some personal inconvenience? How about a minor convenience, like giving up a Saturday to take cadets for a field training exercise, or perhaps taking an extra ten minutes to make sure the squadron van is gassed up and cleaned for the next person who uses it? How about a major inconvenience, like going out at 2:00am on a cold winter morning to search for

distress beacon even though you knew with a 99% probability that would be a false alarm? These examples are the essence of the core value of volunteer service.

- Don't you feel great when you know your job better than anyone else and you deliver top-notch results? Don't you feel great when you are learning a new job, are challenged to try your best, and you succeed? How do you feel when you are "coasting?" How do you feel when to make a preventable mistake because you weren't paying attention. The core value of excellence means not settling for average performance but always striving to learn about and to exceed the standard set before you.
- Have you noticed how good teams are not only talented but also work well together? This is no accident. To work well, each team member values and relies on the talents and abilities of their fellow members. Respect is not an emotional response. It means to value what others bring to the table and to focus on those things with an eye towards mission success.

3. Your obligations to the core values as a new member

At this stage in your CAP career, your obligation is to comprehend and reflect on how core values influence your performance. You have an obligation to live these core values while performing your CAP duties, and hopefully, throughout your life. In living these core values, you also must be mindful that other members and especially cadets are watching you.

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

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

Lesson summary and closure

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

Tasks:

1. **Complete the end-of lesson online quiz**
2. **Complete the MANDATORY in-residence discussion with your PDO.**

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

Block I: What We Value - Cadet Protection Program Training (CPPT)

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

Desired Learning Outcomes:

1. Summarize CAP's Cadet Protection Policy.
2. Define child abuse in a variety of contexts.
3. Discuss both misconceptions and possible characteristics of a child molester.
4. Summarize CAP's reporting policies member responsibilities.

Introduction

For 70 years, parents and guardians have entrusted their children to our care through the Cadet Program. Any child coming to CAP deserves a healthy and safe environment with fellow members embodying our core values of Integrity, Volunteer Service, Excellence, and Respect. Abuse - sexual, physical or emotional – is incompatible with our values and a profound disservice to those with whom we serve, their families, and our communities. CAP has zero tolerance for such behavior. This lesson will explain to you CAP's Cadet Protection Policy. It will educate you on the issue of child abuse, specifically child sexual abuse. Finally, it will outline your personal responsibilities regarding the Cadet Protection Policy.

1. CAP's Cadet Protection Policy

CAP is committed to doing everything reasonably possible to combat the potential for child abuse within our organization (this is the reason why you were fingerprinted upon joining). ***CAP members are expected to avoid even the appearance of impropriety involving cadets and to report suspected abuse immediately.***

Most of CAP's policies concerning cadets are found in CAPR 52-10, *Cadet Protection Policy*, and CAPR 52-16, *Cadet Program Management*. Further information concerning specific guidance on treatment of cadets and the prevention of hazing is found in CAPP 52-23, *Cadet Protection Policy Implementation Guide*. What follows below is a brief summary of the policies and procedures that have been adopted specifically to protect cadets from potential abuse:

Screening

Senior members and Cadet Sponsor members are fingerprinted at the time of application and undergo an FBI criminal history check to determine eligibility for CAP membership. NHQ/PMM (Membership Services) coordinates this screening with the FBI.

Training

Specific training on the Cadet Protection Policy is a requirement of a senior member's¹ Level I training (the program you are taking now). Additionally, cadets age 18 and older must also complete CPPT training.

Supervision

Unit commanders will take all reasonable measures necessary to protect cadets from harm while under CAP supervision. Screened and CPPT-trained adult members will be present at all activities involving cadets.

All cadet activities must be supervised properly. Commanders must exercise care in selecting adult members and older cadets to conduct and supervise cadet activities.

Generally, this means that a minimum of two senior members will be present when appropriate and feasible. Two senior members **must be** present at any overnight cadet activity. This requirement also protects our members from false allegations of abuse.

All members must exercise care when interacting with cadets and will avoid actions or practices which may even give the appearance of inappropriate behavior. Such actions include (but are not necessarily limited to):

- Sharing a sleeping room (bed room, hotel room, etc) with a cadet who is not that adult member's child.
- Showering with or in the presence of cadets.
- Changing clothes with or in the presence of cadets.
- Inappropriate physical contact with cadets.
- Telling "dirty" jokes in the presence of or vicinity of cadets.
- The display or sharing of pornographic materials.
- Making inappropriate or sexual comments towards cadets.
- Engaging in violations of the Cadet Protection Policy (other than outlined here).

Fraternization

The Air Force has always prohibited unduly familiar personal relationships between leaders and followers to avoid favoritism, preferential treatment, or other actions that undermine order, discipline and unit morale.

Similarly, it's important for CAP members to avoid unduly familiar relationships with other members, while recognizing that proper social interactions and appropriate personal relationships are necessary to unit morale, esprit de corps, and effective mentoring.

It is not inherently improper for cadets to have personal or romantic relationships with other cadets. However, relationships between cadets of substantially different ranks, or between cadets within the same chain-of-command, are discouraged.

Because adults have intrinsic supervisory authority over cadets, adult members **will not** date or have intimate romantic relationships with cadets at any time, regardless of the circumstances.

Sexual Abuse

Cadets will not be subjected to sexual molestation, touching, contact, exposure, suggestions or other incidents of a sexually oriented nature.

Physical Abuse

Cadets will not be physically struck or assaulted in any way. Corporal punishment is prohibited.

Hazing

Cadets will not suffer or be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning or harmful.

Now that you have read the policy summary, we're going to take a closer look at a most critical component of the Cadet Protection Policy, the prevention of child abuse and most specifically, child sexual abuse.

2. Child abuse and its contexts

Child abuse as a general term is defined by state and federal laws. Usually, these laws include the following elements:

- Someone in a position of control over a child.
- Contact or interaction.
- Sexual, physical or mental maltreatment.

Definitions

The Child Welfare Information Gateway² defines abuse as, "Any recent act or failure to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm."

As you learned above, CAPR 52-10 defines abuse in three categories: Sexual abuse, physical abuse, and hazing.

- **Sexual abuse:** sexual molestation, touching, contact, exposure, suggestions or other incidents of a sexually oriented nature.
- **Physical abuse:** any conduct whereby someone physically strikes or assaults another in any way.
- **Hazing:** any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning or harmful.

General signs of abuse

Children cope with abuse in a variety of ways. Those who have been abused may exhibit either behavioral or physical symptoms of abuse, but this is not always the case. The absence of physical or behavioral symptoms should not be interpreted to mean that the child was not abused. Likewise, the presence of one or more of the physical or behavioral symptoms should not be interpreted to mean that the child was abused. *The single most important indicator that a child has been abused is his or her disclosure.*

Abuse inflicts stress on the child. Stress reactions may or may not be a sign of abuse, so don't automatically assume that abuse is the cause. Some typical non-specific stress reactions include:³

- Bed wetting
- Immature or regressive behavior
- Aggressive behavior
- Substance abuse
- Unexplained aches and pains
- Depression
- Sleep disturbances or nightmares
- Crying for no apparent reason
- Clinging behavior
- Withdrawal
- Inability to concentrate
- Running away
- Talk of, or attempts at, suicide
- Frequent illness

When these behaviors are present, it may mean that a child is in need of help in order to resolve the source of the stress, whatever it may be.

Signs of sexual abuse

In some cases of child sexual abuse, the abuse causes physical harm. When this happens, the child may have difficulty walking or sitting. Other physical signs of sexual abuse include torn, stained, or bloody underwear, pain or itching in the genital area, bruised or bleeding external genitalia, sexually transmitted diseases and pregnancy.

In older children who may be sexually active, the interpretation of some of these signs as indicators of sexual abuse is less certain than if the signs were present in younger children.

In some cases of sexual abuse, the child may exhibit behaviors that may be more directly related to his or her abuse. Specific behaviors that indicate the possibility of sexual abuse include:⁴

- Inappropriate understanding of sex
- Inappropriate sex play with peers or toys
- Wearing lots of clothing, especially to bed
- Fear of touch
- Masturbation in public

- Attempts at suicide
- Reluctance to be left alone with another person
- Prostitution
- Drawings with genitals
- Abuse of animals
- Nightmares or night terrors
- Cross dressing

When you have a reasonable suspicion that a child has been abused based upon your observations or a disclosure made by the child, you must act in accordance with your state laws and CAP policies (see CAP policies on page 1 and reporting procedures on page 7 of CAPR 52-10).

3. Misconceptions about and possible characteristics of a child molester

Before discussing the child molester: misconceptions about who and what they are as well as possible commonalities they share, it's important to understand several terms related to child sexual abusers:

- **Pedophilia:** a psychological condition in which affected persons exhibit a sexual preference for prepubescent children. There is no "cure" for pedophilia.
- **Pedophile:** an individual who receives sexual gratification through sexual contact with young children.
- **Child Molester:** a term used to identify adults and older youths who have crossed the line and actually engaged in sexual activity with a child.

There are many misconceptions about child molesters. Not only are these myths inaccurate, they are harmful because they mistakenly give people who believe the stereotypes a false sense of security, because they feel they "know what to look for."

Many of these myths include:

- The child molester is a "dirty old man."
- The molester is a stranger to his victim.
- The child molester is of lower intelligence or is insane.
- The molester is a substance abuser.

Unfortunately, recent high-profile child molestation cases show that these stereotypes are just that: stereotypes. The fact is that a child molester looks, and for the most part, acts like anyone else. That having been said, some studies do suggest that child molesters may share some commonalities.⁵ These commonalities may or may not be indicators:

- Criminal record for child-related sexual offenses
- Frequent, unexplained moves

- Skilled at manipulation
- Over involvement in child-related activities without having parental responsibility
- Relating to children as a peer rather than maintaining an adult role
- Lacking social relationships with adult peers
- Hangs out in areas where children gather
- Seduces children with attention, affection or gifts

Again, there is no fool-proof way to identify a child molester unless or until a disclosure has been made. What these lists represent are misconceptions about child molesters as well as warning signs to make you more aware of what is out there.

4. CAP reporting procedures including member responsibilities.

Disclosure of child abuse, especially child sexual abuse, is one of the hardest things the victim ever does.

Responding to disclosures

Unfortunately, in many cases, incidents of abuse go undetected. This is typically because the most reliable indicator of child abuse, the disclosure made by the child, is never actually made.

Children who have been abused may be afraid to tell for several reasons. Among them are manipulations or threats made by others. Threats may be made against the child or against people or things of value to the child.

Before children can disclose incidents of abuse, they must know that they can approach someone and not be judged.

When a child discloses that he or she has been abused:

- Accept what the child is telling you. Very few children initiate false reports of abuse.
- Do not promise to keep secrets – you must report the abuse allegation.
- Listen to and reassure the child.
- Maintain your own self control.

Reporting requirements

Every CAP member has a responsibility to report a disclosure of abuse. Adult members have a special duty to report, not only because it's the law and/or CAP policy, but because as adults we have a special trust, a special obligation to protect the cadets over whom we lead and with whom we serve.

Task: Ask your squadron commander: "What are the state laws for reporting?"

There may be a mandatory requirement to report certain types of physical, sexual or emotional abuse to a designated state agency. Requirements vary from state to state. Members having knowledge of abuse must follow the requirements under their state's laws.

Members, parents and guardians will also immediately report incidents of observed or suspected abuse to the unit commander or commander at the next higher level of command. Parents and guardians are an essential component of cadet protection strategies, because they might see changes in their child's behavior that we cannot because of our limited contact. For this reason, open and free communications should be kept open between us and parents. They must feel free to talk to us about their children.

Whenever a commander has received a report of abuse, suspects that abuse has occurred or believes that there is an appearance of impropriety in the nature of abuse by a member of CAP, the commander will immediately suspend the member from CAP and will report the abuse as outlined in CAP Regulation 52-10, *Cadet Protection Policy*.

CAP views these allegations seriously and will fulfill its statutory obligation to contact appropriate child protection and law enforcement agencies for investigation and prosecution. CAP will impose severe disciplinary action on its members if the allegations prove true, which may include membership termination.

Do not remain silent – act in accordance with your state laws and CAP's policies.

Lesson Summary and Closure

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

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

Tasks:

- 1. Complete the end-of lesson online quiz.**
- 2. Complete the MANDATORY in-residence discussion with your PDO.**

Sources/Footnotes:

1. CAP Regulation 52-10, *Cadet Protection Policy*
2. <http://www.childwelfare.gov>
3. Ibid
4. Ibid
5. Ibid
6. CAP Pamphlet 50-3, *Cadet Protection Program Training*

Block I: What We Value - Equal Opportunity and Nondiscrimination

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

Desired Learning Outcomes:

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

Introduction

At the end of the day, CAP is its people. This isn't meant to be a platitude; our airplanes, our vehicles and our equipment mean nothing without eligible and qualified people to operate them. Our cadet program is utterly empty without youth to participate and adults to lead.

What constitutes "eligible?" CAP Regulation 39-2, *Civil Air Patrol Membership* can tell you that. In a nutshell, to be eligible for membership one has to be (or must have):

- A US citizen or a person admitted for legal residence in the United States.
- At least the minimum age for the category of membership chosen.
- Graduated from high school (or GED) for a senior member or making satisfactory progress in school or graduated for a cadet.
- Not married (cadets only).
- Not on active duty with the military (cadets only.)
- Passed an FBI background check (senior members only).



Note what eligible **does not** include: gender, national origin, ethnicity, color, age or disability. In CAP, if you meet the minimum eligibility requirements and are accepted as a member, your opportunity to participate and progress is limited only by your own ability, participation and performance. This lesson will discuss how CAP ensures that all of its potential members and current members are valued equally, on their own merits, by providing an *equal opportunity* to participate and achieve.

1. Equal opportunity defined

Equal opportunity can be defined as:¹ "policies and practices in employment and other areas that do not discriminate against persons on the basis of sex, age, color, religion, national origin, or disability (formerly handicap)."

Simply, this means that people are judged on their merits, potential and performance; and that their ability to participate is judged on their ability to perform the job safely and with excellence.

2. CAP's Nondiscrimination Policy

CAP has developed a comprehensive Nondiscrimination Policy that defines how members and applicants are to be evaluated; and more specifically, on what CAP isn't permitted to do:²

SPOTLIGHT: Civil Air Patrol Policy of Nondiscrimination

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

CAP's Nondiscrimination Policy has its basis in the following:

- The CAP Board of Governors, through the Constitution and Bylaws (Article VI) has elected to include all of the protections set forth in Title VI and Title VII of the Civil Rights Act, as well as the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.
- Department of Defense (DoD) Directive 5500.11, *Nondiscrimination in Federally Assisted Programs*.
- DoD Directive 1020.1, *Nondiscrimination on the Basis of Handicap Programs and Activities Assisted or Conducted by the Department of Defense*.
- Air Force Instruction (AFI) 36-2707, *Non-discrimination in Programs or Activities Assisted or Conducted by the Department of the Air Force*.
- Common sense: it's just the right thing to do.

The difference between nondiscrimination at CAP and at work

CAP's Nondiscrimination Policy and the application of that policy are a little different than what is commonly taught in the course of paid employment. While at work, equal opportunity and nondiscrimination is governed by Title VII of the CRA; in the context of employment law. Under Title VII, for example, were one denied a promotion at work because he or she because of skin color or gender (among the items described above), the person would have a claim under Title VII and would file a complaint with the Equal Employment Opportunity Commission (EEOC) and/or equivalent state agency.

SPOTLIGHT: The difference between sexual harassment and sexual discrimination

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

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

CAP membership is not covered under Title VII, it's covered under Title VI. Why? Because in CAP a member's livelihood is not at stake: members are not employees. So if that same instance were to happen in the course of a member's CAP experience (a member not getting a commander's slot, for example), they would file a complaint (using the procedures outlined below) with CAP's Equal Opportunity Officer.

It should be noted that Title VI contains many of the same standards and limitations of Title VII; but, since Title VI does not deal with employment there are some differences. For instance, an employee can claim sexual harassment is discrimination under Title VII, but a member of a volunteer organization (such as CAP) could not claim it even under Title VI because to prove harassment one of the tests is loss or threat of loss of livelihood. So, how would the member get help? While it may not be covered as a discrimination complaint, it's still wrong and contrary to CAP policy. So the person could file an Inspector General complaint rather than go to the Equal Opportunity Officer (EEO).

Protected groups

A protected group is a group of people qualified for special protection by a law, policy or, in our case, CAP policy. CAP's Nondiscrimination Policy establishes the following as protected groups:

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

Focus: Reasonable Accommodation

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

Most of these are self-explanatory; however, disability can present interesting challenges in application of CAP's policy. Why? Part of the reason is that disability encompasses a broad variety of illnesses and conditions which can limit a person's participation in activities. The ADA of 1990 addressed this when it created the requirement for "reasonable accommodation" for those members.

While it's true that CAP membership is not considered employment, ADA doesn't limit the definition to employment.

It's also important to note that what is considered "reasonable" varies with the circumstance and the ability of the organization involved to provide the accommodation without sacrificing the mission. It doesn't mean the preferred accommodation of the person seeking the help. For example, let's say a member with a vision disability wishes to be a member of the mission aircrew; the member can see fine with appropriate aids during the day but can't see at night. A reasonable accommodation *might* be to allow the member to fly only day sorties. In contrast, say a member confined to a wheelchair and unable to enter/exit CAP aircraft under his/her own power wishes to be a member of the aircrew. The member can perform scanner or observer functions once seated. But because the member cannot exit the aircraft without assistance, she

or he may endanger him/herself or the rest of the aircrew should the aircraft encounter an emergency. Is it reasonable for CAP and its members to take that risk?

Complaints under CAP's Nondiscrimination Policy

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

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

To file a complaint or to ask questions, contact:

eo@capnhq.gov

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

3. Commander responsibilities

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



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

Lesson summary and closure

We all have a duty to ensure that we are judged on the objective factors of merit, potential and performance rather than the subjective factors of sex, age, color, religion, national origin, or disability.

Tasks:

- 1. Complete the end-of lesson online quiz.**
- 2. This lesson has an OPTIONAL in-residence discussion.**

Sources:

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

Block I: What We Value - Our Heritage

Lesson Objective: Discuss why our heritage is so important to who we are as an organization.

Desired Learning Outcomes:

1. Discuss why CAP's ties to service and to aviation are so important to us.
2. Explain why CAP values its relationship to the USAF.
3. Discuss why our uniform binds us to our history and to each other.
4. Summarize our service as a patriotic organization.

Introduction

History is what has happened. Heritage is what we have received from our past and what we continue to honor today. As you know from the lesson called "CAP History-How We Got Here", CAP used aviation to protect our country, to develop dynamic young Americans and to teach Americans the importance of air power. This is our heritage; and as times change so does CAP in its approaches to living up to our heritage: continuing the legacy.

1. CAP's ties to service and aviation

Founding

Just prior to the US involvement in WW II civilian aviators like Gill Robb Wilson were worried that civil aviation would be curtailed or stopped when America entered the war. It wasn't an empty worry, as it had been happening in Europe as the war escalated.

Rather than seeing civil aviation stopped because of fears it would be used for espionage or sabotage these visionaries looked for ways to use civil aviation to help the nation in time of war. There were a number of independent initiatives scattered around the country, but Wilson wanted to organize a consolidated national organization. He, with the support of the Chief of the Army Air Corps, General Henry H. "Hap" Arnold and the Civil Aeronautics Authority, laid out the plan that would become the Civil Air Patrol. This plan was accepted by Fiorello LaGuardia and led to CAP's founding on 1 December 1941. Just in time too, as less than 1 week later the United States was thrust into World War II. During WWII we used aircraft to do submarine patrol, border patrol, target towing and a variety of other missions.

Focus: Learn more about the people involved, CAP's first "bombing runs" and first "kill" by clicking on http://www.capmembers.com/media/cms/P050_005_C3E62FDD0BD80.pdf and read chapter 1.

Transition

After WW II the question arose of what to do next with our aviation assets and skills. Wilson, Arnold and other leaders proposed rather than being dissolved, CAP evolve into a "corporation solely of a benevolent character" to:

- A. provide an organization to encourage and aid American citizens in the contribution of their efforts, services, and resources in the development of aviation and in the

maintenance of air supremacy, and to encourage and develop the voluntary contribution of private citizens to the public welfare;

- B. provide aviation education and training especially to its senior and cadet members, to encourage and foster civil aviation in local communities and to provide an organization of private citizens with adequate facilities to assist in meeting local and national emergencies.

As you know from other lessons in this course, these ideas led to Public Law 476, which incorporated CAP on 1 July 1946.

Today

Today our aircraft are used to do search and rescue, disaster relief operations, homeland security missions, and a host of other assignments. Our combination of assets and personnel allows us to build on our heritage, continue to perform Missions for America that no other organization can provide. CAP's leadership in applied aviation technology prepares us for a future of service that will be unrivaled.

CAP was founded by patriotic Americans who for one reason or another were not called to serve in the military but still wanted to serve their country. That sense of duty, patriotism, volunteer service and love of aviation continues to call honorable Americans to serve their country and neighbors as members of the Civil Air Patrol. Recently you heard the call and became one of America's "flying minutemen".



2. Why we value our relationship to the USAF

Since our founding on 1 December 1941 we have had a special relationship with the military. The original proposal for CAP organized it with a structure that "shall conform to that of the United States Army Air Corps." That small phrase caused our regions to be organized to match the numbered Armies of WW II. It explains why we have the uniform and rank structure we do. Our WWII missions helped us develop a close working relationship with the Army Air Corps. It also influenced the missions we performed and our culture on a fundamental and permanent level. And yet, while our relationship was always close it was informal.

The relationship was solidified on 26 May 1948 with Public Law 557, which made CAP the US Air Force Auxiliary. Since then, CAP has performed AF assigned missions while the AF has provided "guidance, assistance, and oversight" to CAP. That all sounds very nice but the same could be said of contractors. What makes the CAP relationship different?

First, we share common values. While our Core Values are worded slightly differently they reflect the same commitment to *Integrity*, *Excellence*, and Volunteer *Service* to our country. These shared values help to bind the CAP with the US Air Force.

Second, we are mutually beneficial. Yes, the Air Force is the mechanism through which we receive much funding, provides access to resources and advice. In return CAP performs Air Force missions for which we are uniquely capable. Our aircraft are much better suited for the

Focus: To read more about CAP's enduring relationship with the US Air Force, go to http://www.capmembers.com/media/cms/P050_005_C3E62FDD0BD80.pdf and read chapter 2

missions of search and rescue, disaster relief and assessment, counterdrug and some types of homeland security missions. Our advantage is the ability to operate slowly and cheaper. Furthermore, our members are “forward deployed” into many communities in which the Air Force just can’t maintain a presence. We can have a ready and direct impact on youth and in schools while performing the AF mission of “increasing the public understanding of the value of air power” and preparing youth for service.

3. The CAP Uniform, a tie that binds

When CAP was founded, our members were given the honor to wear a uniform that was similar to the US Army Air Corps. Part of the purpose was to provide us protection under the Geneva Convention and yet mark us as civilians. It identified us on base and at home. It also identified us as part of a larger team of selfless servants. While we no longer require Geneva Convention protections, that basic tradition carries on today.



The Air Force allows us (and could remove the privilege) to wear a uniform that is very similar to that worn by their active, guard, and reserve airmen. It is a symbol of the Air Force’s belief in, and commitment to, CAP. It honors us and is a source of great pride. With that honor and pride comes the responsibility of living up to their belief and commitment. We are expected to live up to the Air Force standards of appearance, conduct and professionalism. The proper execution of military customs and courtesies goes along with wearing the uniform and are another tie that binds us to the Air Force. It is part of who we are as an organization, and always has been. You will read more about our uniforms in other lessons.

For many, CAP service is a way for men, women and youth to patriotically serve their country and the uniform is a visible symbol of that service. Others find that putting on a CAP uniform is a continuation of prior service. For many cadets it is the exploration of a future way of life. For all of us it marks us as part of a group that stands for unabashed patriotism, volunteer service to others, a commitment to aerospace power and which is a proud partner with the US Air Force.

When you put on the CAP uniform you are laying claim to the heritage of sacrifice and success by those members before you. You are standing on the shoulders of those who defended America, saved lives and shaped lives. Whenever you put on our uniform you promise to carry on their work, live up to their standard of commitment to community, state and nation. You volunteer to live up to a standard of excellence and service, until you pass on the CAP uniform to the next generation who will be just as proud to wear it.

4. CAP – a patriotic organization

What do the Concord and Lexington Minutemen, the Flying Minutemen of WW II, and the CAP members who responded to Hurricane Sandy have in common? We will never know all their names or all their deeds. They did not wait for their nation to call them or to pay them to do what was needed, what was right. They did not think of themselves. They put their lives, their fortunes and their honor on the line to serve their nation and their neighbors. They were patriots.



At first they gathered in twos and threes. Those handfuls organized themselves into groups. Those groups organized themselves into squadrons and teams. They created organizations to accomplish what others could not. The Minutemen of Lexington and Concord are gone. The last of the Flying Minutemen will leave us soon, but the organization they created, Civil Air Patrol, carries on. It will carry on as a place to serve, as a place to be part of something bigger than ourselves, as a place to make history and change the future. CAP is an organization where today's patriots serve America and Americans.

Lesson Summary and Closure

CAP's heritage is one of selfless volunteer service to our neighbors and to our nation. Patriotism is not a fad. It is a calling that ties us to those in the past, present and future, who value our organization, our uniform, and our chance to serve our nation. You are the patriots of today and the giants on whose shoulders others will stand on tomorrow.

Tasks:

- 1. Complete the end-of lesson online quiz.**
- 2. Complete the MANDATORY in-residence discussion with your PDO.**

Source: CAPP 50-5, *Introduction to Civil Air Patrol*

Block I: What We Value - Who We Are Today

Lesson Objective Discuss what CAP is today and the missions it performs.

Desired Learning Outcomes:

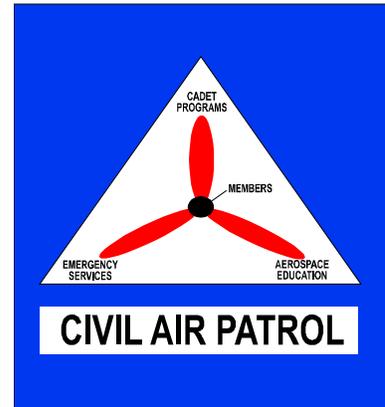
1. Explain CAP's three-fold mission by element.
2. Summarize CAP's demographics nationally and locally.
3. Describe why CAP uses a military-style structure.
4. Describe the purpose of CAP-USAF and the National HQ.

Introduction

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

1. CAP's three-fold mission

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



Each of the "blades" in CAP's propeller have several facets which will be described briefly below.

Aerospace Education

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

- Aerospace education in the Cadet Program combines book learning with hands-on activities and orientation flights: both powered and glider. There are a number of texts the cadets study and are tested on for each promotion. These are paired with hands-on educational projects to reinforce the material in the texts (model rocket launches, air shows, satellite imagery module, robotics module, model aircraft flights).

Cadets have an opportunity to travel locally and nationally to visit aerospace related sights (museums, airports, military bases, aircraft manufacturers, FAA Facilities, NASA launches) and participate in aerospace activities. These aerospace activities overlap the activities portion of the cadet program.

Cadets are eligible for nine orientation rides in CAP aircraft, military aircraft, and gliders. Each flight is a hands-on activity where cadets apply what they learn in their texts (control surfaces, weather, navigation, etc.). In a recent year, cadets completed 12,000 glider flights and 16,000 flight-hours in powered aircraft.

Aerospace has entered the cyber realm. CAP has partnered with the Air Force Association to support CyberPatriot, a youth activity designed to promote awareness about the dangers of cyber attack. In CyberPatriot, members from CAP, Junior ROTC and other youth groups form teams that compete to see who most effectively wards off a cyber attack. Teams compete locally, state-wide, region-wide and nationally.

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

- Aerospace education for Senior Members also provides challenging and interesting opportunities for adults to learn more about the aerospace environment. Members can complete study of the AE text and test for the Brigadier General Charles E. "Chuck" Yeager Award. For the creative side of the brain, senior members often participate or lead the AE hands on projects with the cadets. While seniors often go "as adult supervision" on cadet AE trips they have fun on the trip too. Beyond the cadet trips there are AE trips just for seniors, including AE schools and workshops for those members who are AE Officers and for those who are interested in AE.



- External Aerospace Education promotes AE to the general public, primarily teachers and like-minded aerospace organizations, primarily by providing educational materials. Often squadron members go to schools to provide hands on AE activities. CAP also provides workshops to prepare teachers to integrate AE into just about any subject. CAP can provide Teacher Orientation Program Flights (TOPFlight) to teachers where the teachers get hands on flying experience in CAP aircraft.

Cadet Program

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

- Aerospace Education – see Cadet Program Aerospace Education above.
- Leadership education and mentoring is an integral part of cadet development. Cadets use a series of texts from which they learn about leadership, CAP and drill and ceremonies. Cadets start with basic drill and followership, progress to leading small groups and finish with leadership theory and organizational management. Cadets apply what they have learned in their texts by serving on staffs at squadron, wing and region activities.
- Character Development lessons discuss moral and ethical issues faced by cadets so that they will



develop a code of conduct based upon the Core Values that they can use to guide themselves while in leadership positions and throughout life.

- Physical Fitness speaks to the idea of promoting a sound mind and sound body. Being in good physical condition helps cadets perform their leadership duties and perform at various activities. Cadets are expected to show improving physical condition before each promotion. This is tested by a combination of defined events.
- Finally, cadets are expected to participate in a range of activities. These may be related to aerospace, leadership development, emergency services or just for fun. Activities give cadets a chance to apply what they have learned in other facets of the program to hands-on situations.

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

Many wings run a ground rescue school where members can become qualified to be on ground rescue team. If the cadet would rather be in the air a glider encampment with the goal of soloing in a glider would be more to their taste.



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

National Cadet Special Activities are the pinnacle of cadet activities. Cadets are selected through a competitive process. About 5% of the cadet corps is selected each year to take part in over two dozen activities throughout the nation. These activities focus on leadership, aerospace careers, emergency services, military orientation and other topics. The premier activity is the International Air Cadet Exchange. It is a three week exchange of cadets with numerous countries around the world. (By the way all of these activities require senior member's participation as staff, chaperones and escorts).

Emergency Services

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

- Search and Rescue (SAR) is what CAP became famous for after WW II. CAP performs over 90% of the SAR missions flown in the continental US (as tasked by the Air Force), flying between 2,000 and 3,000 hours a year as well as thousands of hours in ground search. Today, because of advancements in



technology, SAR accounts for about 15% of our real-world missions. Air crews, ground rescue teams and mission base personnel are needed. Ask your instructor for a more detailed description of SAR activities in your wing and how you can become involved.

- Disaster Relief (DR) is a growing portion of our missions encompassing both air and ground operations. Typical tasks include: airlift of vital supplies (equipment, blood) and personnel, aerial damage assessment (including live transmission of photos and video to government officials) ground damage assessment, evacuation and other tasks. Think about any major disaster seen on television (9/11, Deepwater Horizon, Hurricane Sandy, etc) and chances are we have supported the relief efforts. Ask your instructor for a more detailed description of DR activities in your wing and how you can become involved.
- Counterdrug Operations (CD) participation varies widely between wings but generally CAP flies thousands of hours a year nationwide in the hunt for illegal drugs. Missions include reconnaissance (as opposed to surveillance) of border and coastal areas, reconnaissance of suspected areas of illegal crop growth and airlift of officials. *CAP has no law enforcement authority and does not participate in law enforcement operations.* Special clearance is required to participate in CD. Ask your instructor for a more detailed description of CD activities in your wing and how you can become involved.
- Homeland Security (HLS) missions have grown dramatically in the past decade. Typical tasks include reconnaissance of vital infrastructure (bridges, communication facilities, etc) during high-profile events (Olympics, national political conventions, shuttle launches, the Super Bowl), practice intercepts (we enter restricted air space and are intercepted by AF aircraft), USN ship escort and other similar activities. Special clearances are required to participate in this program. Ask your instructor for a more detailed description of HLS activities in your wing and how you can become involved.
- CAP also supplies support to local, state and federal government agencies. Missions are unique to each wing and participation varies widely between wings. Tasks include: fire watch (looking for forest fires), sundown patrol (looking for stranded boaters) tracking endangered species (wearing radio collars), low level route reconnaissance (flying low level military practice routes looking for dangerous obstructions), FAA equipment testing (such as radar and communications range and alignment), simulated light aircraft attack on military bases and providing a welcome home for troops. Ask your instructor for a more detailed description of these activities in your wing and how you can become involved.



Many of the skills needed to perform these tasks require enhanced training and qualification. It is a challenge, but one that the vast majority of our members embrace because they know the importance of the job and they relish the challenge that lies before them. Once qualified, they feel the immense pride of being part of a group that saves lives and shapes lives.

2. Demographics of CAP

As you will learn in other lessons, CAP operates nationwide and overseas. CAP is organized by Region (areas of the country), Wings (states), groups (a number of squadrons in an area) and squadrons. CAP operates in geographically large wings with small populations, small geographic wings with large populations and every other combination you can think of. While

your instructor can tell you about the demographics of your wing, we can talk about the “typical range” of things on the national level (2013 numbers).

- 61,000 members (26,000 cadets and 35,000 seniors)
- Over \$100 million in assets (aircraft, vehicles, equipment and other property)
- 3,500 Ground team members and 7,500 aircrew members
- Nearly 500 chaplains and over 300 character development instructors (largest volunteer chaplain corps in the nation)
- Over 1,500 units (ranging from 15 members to over 100)
- 530 powered aircraft, plus 42 gliders and 2 balloons (largest civil air fleet in the world)
- Over 950 vehicles of all types
- Over 4,500 mobile radios, 3100 portable radios, 2000 fixed radio stations (largest privately held radio network in the world)
- One of the safest flying rates in the nation



3. Why we use a military-style structure

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

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

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



So why do we use a military-style structure? It works for us and is a natural fit.

4. The Purpose of CAP-USAF and National Headquarters

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



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

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

The CAP-USAF staff is Air Force personnel that provide guidance, assistance and oversight to our Air Force-authorized missions. They also clarify Air Force policy and positions on issues pertaining to CAP. Finally they represent CAP to the rest of the Air Force. They do that with, through and with the cooperation of the NHQ Staff. As a new member you might ask, "Can you say that without all the AF jargon?" and the answer is, "Sure."

The CAP-USAF staff might advise on better ways to allocate aircraft or other assets if asked. They also conduct Search and Rescue Observed Training Exercises and make recommendations on how we might conduct them more efficiently. They also conduct Staff Assistance Visits (practice inspections) to help us evaluate how well we implement our programs and perform our administrative duties as well as perform inspections at the wing level.

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

Lesson Summary and Closure

Who are we today? Civil Air Patrol is 60,000 plus patriotic Americans using an efficient military style structure to perform our Aerospace, Emergency Services and Cadet Program missions with our Air Force partners.

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. This lesson has an OPTIONAL in-residence discussion.***

Level I Orientation Block II Introduction

This photo shows members wearing CAP's uniform during World War II. Except for minor changes to the pins, ribbons, trim and patches it is the same coat worn by thousands of US Army Air Force officers during the same period.



The uniform CAP members wear today and shown in the photo beneath the World War II photo, can be traced directly back to the uniform worn at our founding. Today's uniform, with minor changes, is the same uniform worn by members of the United States Air Force. We wear this uniform signifying our status as the auxiliary of the USAF. The grade that we wear, the customs we practice, the courtesies we render to each other are all part of CAP's culture; a culture that has endured for over 70 years.

In this block of instruction, titled simply: Our Culture, you'll learn more about the symbols of Civil Air Patrol, what makes us who we are. You'll learn about our uniform, why we wear it, how we wear it, and why it is such a powerful symbol. You'll learn about the different customs and courtesies we render to each other and to members of the military. You'll learn about the symbols of grade that we use to signify achievement and position within CAP.



You'll also learn about the important role safety plays in our culture. Risk is a natural by-product of the work we do. Doing our work well requires professionalism, skill and a commitment to ensuring that we operate as safely as possible, wherever we are.

Culture can also be described as identity. Take a few minutes to learn more about ours.

Block II: Our Culture: Introduction to Safety

Lesson Objective: Summarize CAP's safety program.

Desired Learning Outcomes:

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

Introduction

Civil Air Patrol is an enormously rewarding organization: its missions of emergency services, aerospace education and cadet programs translate directly to saving lives and shaping lives. To be a part of such an undertaking is testimony to your commitment to service.

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



CAP's safety program

CAP's safety program has been an organic part of the culture since CAP's inception in 1941. While using different titles and taking several forms throughout the years, its purpose has remained to safeguard people from injury and property from loss. More specifically, as stated in CAPR 62-1, *Civil Air Patrol Safety Program Responsibilities and Procedures*, "The overarching goal of any safety program is to mitigate risks, control hazards and prevent mishaps. The primary goal of the CAP Safety Program is to protect both the membership and its assets in the performance of their volunteer duties."

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

These tools include:

- CAP Regulations: CAPR 62-1, *Civil Air Patrol Safety Program Responsibilities and Procedures*, and CAPR 62-2, *Mishap Reporting and Review*.
- CAP Online Safety Education: This tool provides online, "when you want, where you want" safety

Focus: Safety Tools

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

education for CAP members, CAP safety officers and CAP commanders. This is where you'll go every month to train and remain current.

- The Safety Beacon: CAP's online safety newsletter.
- CAP Online Mishap reporting: this tool not only allows members to report mishaps, accidents, and near misses, but also allows commanders and safety officers gather trend data to help prevent future mishaps.
- CAP safety in professional development courses: CAP Safety has teamed with Professional Development to "spread the word" in many of its specialized commander and leadership education programs.
- CAP in-residence safety education: CAP safety education is offered in a variety of in-residence venues, from seminars at conferences to the CAP Safety Officer College.

While your unit commander is ultimately responsible for the safety program within your unit (as she/he's ultimately responsible for everything), you will learn that everyone plays an important role in keeping the unit safe.

2. Common safety-related terms

Before getting further into the program, it's important to understand some of the more common terms used within the safety program:

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

Note the difference between a mishap classified as a safety deviation, for instance, and a mishap classified as an incident. They all refer to a break down in the safety environment. A safety deviation occurs when someone does something that is incompatible with CAP policy or with the law. It doesn't have to result in actual injury or damage. A good example would be if you drove home so fatigued you were afraid you'd fall asleep at the wheel, but continued; or if

you skated through the landing checklist of the aircraft and missed an important step like flap extension. Nothing might happen, but you've opened the door to a potential injury or damage to property.

An incident is, if you will, a step higher. You drove home fatigued and fell asleep at the wheel. In doing so you went off the shoulder and skidded a tire against the sidewalk. It sure woke you up, but it also damaged the tire. In the aircraft example, because you skated through the landing checklist you forgot to lower the flaps completely and landed long... so long that you applied excessive braking resulting in a main landing gear tire blow-out and wheel damage. There is damage, but it is not classified as major.

In an accident, serious damage to you or the equipment. In the examples above, when you fell asleep at the wheel you hit a tree. In the aircraft example, you had to brake excessively, but you ended up going off the end of the runway through a fence and into the trees. Think it can't happen, especially in CAP when there are usually other people with you? Each of these things has happened, and no one was alone. This is part of the reason why safety is **everyone's** responsibility, even if the people are only peripherally involved. Sometimes others can see what you can't, and vice versa.

3. The steps of the RM process

It's "safe" to say that we don't consciously plan to be unsafe or to do something that cause the loss of property or injures ourselves or fellow members. Most often, there are issues because we don't think or plan ahead. This is where RM comes in.

As stated above, RM is a process to examine an event or task to determine what potential risks exist and measure those risks against the benefit to the mission if the event or task is performed. RM is required within Civil Air Patrol and must be briefed before every activity, mission or training event.



There are four basic principles of RM:

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

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

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

4. Member responsibilities in maintaining a safe CAP environment.

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

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

Focus: Risk Management Process

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

Focus: Member Safety Responsibilities

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



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

Lesson summary and closure

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

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. Complete the MANDATORY in-residence discussion with your PDO.***

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

Block II: Our Culture - Civil Air Patrol Customs & Courtesies

Lesson Objective: Comprehend CAP customs and courtesies.

Desired learning Outcomes:

1. Explain the purpose of customs and courtesies within Civil Air Patrol.
2. Demonstrate the proper execution of defined CAP customs and courtesies.
3. Explain the special considerations to keep in mind when visiting a military installation.

Introduction

CAP essentially follows the same customs and courtesies practiced by the United States Air Force, and does so for the same reasons: to build morale and esprit de corps, to promote discipline and to enhance mission effectiveness. This lesson will introduce you to the concept of CAP customs and courtesies as well as teach you the ones that you will most likely use on a regular basis during this phase of your membership.

1. The purpose of customs and courtesies within Civil Air Patrol

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

Customs and courtesies in society

Every society has certain customs it follows and renders certain courtesies to members of society based on one's "rank" within the society. This rank can be derived from one's age, job, social status, official position within the community or family group, etc. These terms have very specific meanings when used in this context.

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



As an example, it is custom in most places in American society for two people meeting for the first time to shake hands and introduce themselves. If there is a third person present who knows them both, that person typically introduces the senior member of the two to the junior member of

the two. It's a simple custom, but extremely important to building and strengthening the social network. Likewise, it is custom when two people are walking together for the junior person to walk to the senior person's left.

Customs and courtesies are simply a way for members of a group to render recognition and respect to other members of a group.

Customs and courtesies in a general military context

This basic premise holds true in a military environment, though its meaning takes on more significance and there is decidedly more structure to it. The important thing to remember is that customs and courtesies are rooted in politeness and respect. It's not about one person "being" superior to another. When applied correctly, the use of customs and courtesies build morale and esprit de corps, promote discipline and enhance mission effectiveness. They make us all fit together and get us going in the same direction.

Customs and courtesies in CAP

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

The practice of our customs and the rendering of our courtesies reinforce our organizational structure and our chain of command. For instance, we salute officers senior to us as a sign of respect, and they return the salute to us as a return sign of respect and recognition of that member's inclusion into the group. When that interaction happens it reinforces the structure.



2. Demonstration of defined CAP customs and courtesies

CAP members render a variety of customs and courtesies (these are discussed in more detail in CAP Pamphlet 151, *Respect on Display*). This lesson will focus on the more common ones with which you should be familiar.

Manners of address

CAP distinguishes between adult members in the group by their CAP grade (Lieutenant, Major, etc) and cadets by either referring to their grade or using the title "Cadet." This mirrors the military's method of addressing its members. Members of the military do not normally refer to each other by their first names, titles are always used. Even in social situations, a junior member always refers to the senior by their grade and title (Colonel Gloyd, for instance). It is a reflection of respect for the accomplishments of both members of the conversation: both the senior and junior member and reflects the formality of the work environment.

General Principle: Address superior officers as "Sir" or "Ma'am." Senior ranking officers address juniors by their grade and last name.

Finer Points:

- Cadets address fellow cadet airmen and NCOs by grade and last name (ie: Airman Curry, Sergeant Arnold).
- Cadets address cadet officers and senior members by grade or as “Sir” or “Ma’am.”
- Senior members may address cadets by grade or simply by the noble title, “Cadet.”
- Air Force and senior member non-commissioned officers and airmen are addressed by grade and last name (ie: Sergeant Levitow).
- Chaplains are commonly referred to by title and last name (ie: Chaplain Baldwin).

	ABBREV.	GRADE	TERMS OF ADDRESS	
CADETS	C/AB	Cadet Airman Basic	Airman	Cadet
	C/Amn	Cadet Airman	Airman	Cadet
	C/A1C	Cadet Airman First Class	Airman	Cadet
	C/SrA	Cadet Senior Airman	Airman	Cadet
	C/SSgt	Cadet Staff Sergeant	Sergeant	Cadet
	C/TSgt	Cadet Technical Sergeant	Sergeant	Cadet
	C/MSgt	Cadet Master Sergeant	Sergeant	Cadet
	C/SMSgt	Cadet Senior Master Sergeant	Sergeant	Cadet
	C/CMSgt	Cadet Chief Master Sergeant	Chief	Cadet
	C/2d Lt	Cadet Second Lieutenant	Lieutenant	Cadet
	C/1st Lt	Cadet First Lieutenant	Lieutenant	Cadet
	C/Capt	Cadet Captain	Captain	Cadet
	C/Maj	Cadet Major	Major	Cadet
	C/Lt Col	Cadet Lieutenant Colonel	Colonel	Cadet
	C/Col	Cadet Colonel	Colonel	Cadet
SENIOR MEMBERS	SM	Senior Member	Senior Member	
	FO	Flight Officer	Flight Officer	
	TFO	Technical Flight Officer	Flight Officer	
	SFO	Senior Flight Officer	Flight Officer	
	2d Lt	Second Lieutenant	Lieutenant	
	1st Lt	First Lieutenant	Lieutenant	
	Capt	Captain	Captain	
	Maj	Major	Major	
	Lt Col	Lieutenant Colonel	Colonel	
	Col	Colonel	Colonel	
	Brig Gen	Brigadier General	General	
Maj Gen	Major General	General		

Making introductions

It may seem elementary, but many people have forgotten how to formally introduce others within a group. This is also true in CAP, as sometimes familiarity along all members of a group gathered is taken for granted. When making introductions, there is an etiquette and flow to the process.

General Principle: The junior person is introduced to the senior.

Finer Points:

- Cadets are introduced to senior members.
- CAP members are introduced to distinguished visitors.
- Lower ranking officers are introduced to higher ranking officers.
- Men are introduced to women.
- Younger people are introduced to older people.
- Offer a firm handshake when meeting someone new.



Standing at Attention

The position of “Attention” is the base from which all other drill movements and courtesies are derived. Very simply, it is the act of standing attentively, respectfully and quietly while being absolutely focused on the activity or person around which you are standing. Not surprisingly the posture and form in which one stands is standardized.

General Principle: It is customary for all members to come to attention when the commander enters the room.

Finer Points:

- If an officer who is higher ranking than anyone present enters the room, the first person to notice commands, “Room, ATTENTION.” If only senior members or officers are present, the first to notice the commander uses the more cordial, “Ladies and gentlemen, the commander” instead.
- In a classroom, conference setting, or work environment, these customs are usually relaxed.
- “Attention” is the basic position used when standing in formation. When called to formation, immediately stand at Attention when you reach your place.



To stand at Attention:

- Stand straight with knees slightly bent (to prevent fainting).
- Feet should have heels together with toe-side pointing out at a 45-degree angle.
- Arms should hang naturally at one’s sides with the thumb and forefinger touching the side-seam of the trouser (or at one’s side if wearing the skirt).
- Hands should be in a gentle fist with thumbs exposed and facing down to the floor.

Parade Rest

The position of “Parade Rest” is the most formal of the rest positions. In this position members have a slightly more relaxed posture, but remain silent. It is used both in formations and when speaking to a superior officer as directed.

To stand at Parade Rest:

- On “REST,” raise left foot slightly from hip and move smartly to the left.
- Heels 12-inches apart and on line; legs straight, but not stiff.
- As left foot moves brings arms, fully extended to back of body.
- Extend and join fingers, pointing them to ground with palms facing outward; right hand in palm of left, forming an “X”.
- Head and eyes straight ahead.
- Remain silent and still.



The salute

The salute originated in the age of chivalry. Etiquette dictated that when two knights met, each would raise his helmet visor, show his face and greet the other. By using the right (sword) hand, each knight was also offering a sign of trust. Even after firearms made armor obsolete, the right handed salute continued to serve as the proper greeting between soldiers. The salute remains a sign of friendship and respect.

General Principle: When outdoors and in Air Force-style uniform, senior members salute military officers and other CAP officers higher in rank than themselves.



Finer Points:

- Salutes are normally exchanged only outdoors. Indoors, salute officers only when formally reporting (i.e. when called forward to receive an award).
 - The junior person initiates the salute a fair distance from the senior person such that the senior has time to return the salute.
 - Offer a greeting such as, "Good morning, ma'am," when exchanging salutes.
 - When in formation, do not salute unless commanded to present arms. The commander salutes for the unit if an officer approaches.
 - When in uniform, salute officers upon recognition, regardless of what the officer is wearing. For example, uniformed cadets salute their squadron commander even if that commander is in civilian attire. In such instances, the commander typically would verbally acknowledge the salute, but not return it.
- On some installations, such as Maxwell AFB, home of CAP National Headquarters, it is common to see military officers from friendly nations. It is customary for CAP members to salute these international officers as a sign of goodwill.
 - Members of the United States Armed Forces and other foreign nations may, but are NOT required to salute CAP members.
 - When in doubt, salute. Anyone may render a salute at any time if they believe one is warranted.

To salute:

- Stand at attention. The right hand moves up to the head, parallel to the center of torso with the right arm bent at the elbow in a straight line, elbow to fingertips.
- The middle finger touches outside corner of right eyebrow, hat visor or glasses, with palm titled slightly toward the face.
- The upper arm is parallel with ground.



The place of honor

You might think that the place of honor is an outdated tradition rarely, if ever used. It's used more often than you think. Take a few minutes to notice how the place of honor is used in daily life: if at a town meeting, observe how members of the council are lined up and perhaps walk in to be seated. When watching the evening news, notice how the most senior news anchor normally speaks first at the top of the newscast and says the last word at the end. When looking at the President of the United States, note how other members walking with him walk to the left. It's no accident.

It's custom in many societies to reserve the place of honor (most desired place) for the member of the group who carries the highest or most senior rank. Rank, in this context, can be many things: age, position in the organization, grade (in the case of the military or CAP), social status or other measure. (NOTE: It's important to distinguish the term "senior" for rank and "senior member" in CAP. Senior rank means highest rank and all other members of the group are junior to this person; while "senior member" is a type of member classification in CAP to distinguish adult members from cadets).

How is this done in CAP? Well, the senior ranking member of the group occupies the most desirable place, walks in front and to the right of everyone else when walking in a group; enters the room first, exits the car last, or is seated at the most desirable place at a head table at a banquet.

General Principle: The junior walks on the senior's left.

Finer Points:

- The right is the place of honor. This stems from antiquity when warriors carried swords, usually on their right side. Being positioned on the right of the juniors, the senior would be able to draw a sword and defend the formation.
- During uniform inspections, the senior walks on the left. This positions the senior closest to the troops, with the best vantage point for conducting the inspection.



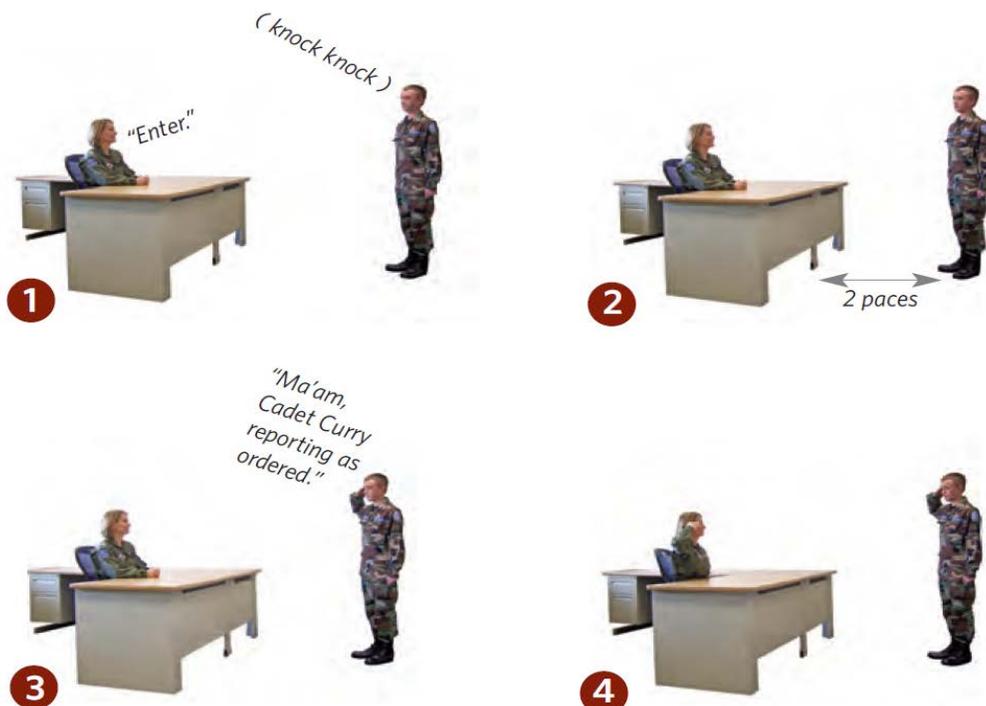
Reporting to a superior officer

Reporting to a superior officer is a custom that simply reflects the recognition that when doing official business with someone of higher rank, their rank is recognized and they are given control of the conversation (after all, as the person of higher rank, they do control the conversation).

The custom itself in CAP is really no different than it is anywhere else (if called to see the boss at work you knock on the door, wait for permission to enter, give a greeting and wait to be asked to be seated. After conducting the business at hand, he/she will dismiss you and you'll leave). The difference in CAP is that it's just a little more formal.

General Principle: When directed to formally report to an officer, follow these steps...

1. In an office setting, knock on the commander's door and wait for permission to enter.
2. Walk toward the commander and halt 2 paces in front of them.
3. Salute and report, "Sir / Ma'am, (Grade) (Name) reporting as ordered."
4. Wait for the officer to return the salute.
5. Remain at attention, unless instructed otherwise.
6. When the meeting is over, the officer will say, "Dismissed."
7. Come to attention (if not already), and take one step backward.
8. Salute and wait for the officer to return the salute.
9. Perform an about face and exit the area.





Rendering the Pledge of Allegiance

The United States is unique among nations because its citizens do not pledge allegiance to its head of state. Instead,

***“I pledge allegiance to the Flag of the United States of America;
And to the Republic for which it stands;
One nation under God;
Indivisible;
With liberty, and justice for all.”...***

...we pledge allegiance to our nation.

Rendering the Pledge while in CAP uniform can be a little different than doing so in normal civilian clothing, depending on the uniform being worn at the time. Wearing the CAP distinctive uniforms really don't have any difference. When wearing the Air Force-style uniform, allowances are made. The photo below depicts the Pledge being recited indoors.



General Principle: When in civilian attire, the CAP golf shirt or blazer/aviator-shirt combination, stand at attention and place your right hand over your heart while reciting the pledge. When in the Air Force-style uniform indoors, stand at attention and remain silent. When outdoors, salute.

Finer Points:

- If outdoors in civilian attire, remove your hat when reciting the pledge.
- The pledge is not normally recited by CAP members in formation. Reciting the pledge when in military-style uniform, let alone when assembled in a formation, is somewhat redundant – the uniform and all the other trappings of national service are themselves symbols of a special devotion to America.

Honors to The Colors (The uncased United States Flag)

CAP also renders honors to the Colors (the uncased United States Flag) at meetings, during ceremonies and when participating in military or other official events.

General Principle: The table below outlines basic rules for honoring the colors when the National Anthem or To the Colors plays. The photo below depicts this event outdoors.

	MILITARY-STYLE UNIFORM	CIVILIAN ATTIRE
INDOORS	Face the flag or music and stand at attention	Face the flag or music, stand at attention, place right hand over heart
OUTDOORS	Face the flag or music and salute	Face the flag or music, stand at attention, place right hand over heart



Finer Points:

- If the colors march by, stand at attention and salute, when wearing a military-style uniform. If wearing civilian attire, stand at attention and place your right hand over your heart.
- It is not customary to salute stationary flagstaves, except when the National Anthem or To the Colors plays.
- When driving a vehicle on a military base, halt the car as a sign of respect when Retreat, the National Anthem, or To the Colors plays.
- When arranging flags in a headquarters or conference setting, place the American flag to the audience's left. Place the CAP, state, or local flag to the audience's right. (Another way of describing this arrangement is to say the U.S. flag is always to its own right.)

3. Special considerations when visiting a military installation

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

Active duty and reserve duty military personnel are governed by their own set of rules. These are known as the "uniform code of military justice" (UCMJ). Basically it's the law for military personnel. While Civil Air Patrol members are not governed by this set of laws, we need to conduct ourselves in a manner that reflects honorably upon our organization and our membership.

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

One thing of note is knowing what to do if a General Officer's car passes by you and you are in uniform: stand at attention and salute the vehicle. You'll know because there will either be a general's flag on the bumper or installed as the front license plate.

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

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

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

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

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

Members **may not** at any time:

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

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

Lesson Summary and Closure

The USAF and Civil Air Patrol keep its traditions alive and promote the integrity of their organizations through the keeping of their varied customs and courtesies. Members adhering to CAP's customs and courtesies feel an enhanced sense of belonging to the group as well as contribute to the effectiveness of the group in general. Customs and courtesies build morale and esprit de corps, promote discipline and enhance mission effectiveness. They make us all fit together and get us going in the same direction.

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. Complete the MANDATORY in-residence discussion with your PDO.***

Sources:

1. CAP Pamphlet 151, *Respect on Display*.
2. *Learn to Lead: Personal Leadership*, Volume 1

Block II: Our Culture - The CAP Uniform

Lesson Objective: Demonstrate the proper wear of defined CAP uniform combinations.

Desired Learning Outcomes:

1. Discuss the purposes and symbolism of the CAP uniform.
2. Explain CAP's weight and grooming standards and its relationship to the wear of CAP's uniforms.
3. Correctly demonstrate the proper wear of given uniform combinations.

Introduction

Organizations with focused purposes and missions often adopt specific attire for their members. Think about it... how do you typically identify a police officer or a FedEx driver? How do you differentiate between these two individuals? The answer is the same: the uniforms they wear. Civil Air Patrol also has a series of uniforms for member wear. Uniforms are designed and worn based on the task to be performed, the environment in which the task is completed, and the degree to which the member conforms to defined standards. While there are many uniform combinations authorized for wear, this lesson will focus on three of the most common general types:

- **The Air Force-style blue-shirt combination.**
- **The white aviator-shirt combination.**
- **Field uniforms (navy blue and woodland camouflage BDU).**

1. Purposes and symbolism of CAP's uniform

CAP has a series of uniforms which identify us as members of the organization; celebrate our ties to the United States Air Force; allow us to perform specialized missions more safely and comfortably than when wearing other clothing; allow us to identify each other; and finally to promote our organization to the public. Let's take a look at each of these purposes in turn:

- **Identify us as members of its organization:** CAP has chosen to strengthen our ties together through the adoption of uniforms we can all share. This promotes teamwork and esprit because it's a visible symbol that we are all working as one to complete the mission: whether we are from Massachusetts or Hawaii.
- **Celebrate our ties to the United States Air Force:** Our ties to the United States Air Force reach back to 1948, and the uniform we wear is an expression of that relationship. Even further, our uniform has ties to the Army Air Corps uniform of 1941, the year we were founded. We perform missions for the United States Air Force on a daily basis and hold the cherished status of "Auxiliary of the United States Air Force" when performing those missions.
- **Allow us to perform specialized missions more safely and comfortably than when wearing other clothing:** CAP has adopted specific uniforms for specific tasks. For instance the CAP flight suit (either blue or green) can be purchased with a special fabric and coating that is fire resistant. One can see how this uniform (when properly maintained) might reduce injury in the unfortunate event of an aircraft accident. Another

example would be the field uniform (either navy blue or BDU) that has additional pockets to carry equipment, can be made of tear resistant fabric, and are worn with boots which can be useful when navigating woodland environments.

- **Allow us to identify each other:** The CAP uniform allows us to readily identify each other, display our name, show our grade, and depict in a limited way our levels of qualification and experience. The uniform in this way is our résumé.
- **Promote our organization to the public:** our uniform is a wonderful way to advertise ourselves; it turns us into walking billboards. When worn properly it provides for a positive impression of the organization and is a potential source opportunity to answer questions about who we are and what CAP represents. But when not worn well, it provides an equally powerful though negative message. Our ability to promote ourselves well is dependent on how well we represent ourselves through wearing the uniform.

Origins of the military uniform

Uniforms have been worn by armies for thousands of years. Their basic purpose was to identify friendly (and enemy) soldiers on the battlefield. As time went on the uniforms' purpose expanded to provide for specific missions and tasks (such as the identification of field leaders), with the adoption of different fabrics, accouterments and trims.

Origins and symbolism of the CAP uniform

CAP's uniform can be traced to the US Army uniform worn during World War II. Our original uniform was essentially that of the US Army Air Corps, with the substitution of red epaulets, red officer braid and different pins and badges. When CAP became the Army Air Forces Auxiliary in 1943 (the Army changed its name to "Forces"), the ties to the uniform became even stronger.



When the United States Air Force was established in 1947, it began to design distinctive uniforms befitting its mission and new status as a separate military department equal in stature with the Departments of Army and Navy. This process continued as CAP was made an official auxiliary of the USAF in 1948 through the remainder of the decade. As the USAF rolled out new uniforms, it eventually allowed CAP to wear many of those items with the stipulation that CAP made changes to prominently show that CAP while tied to the USAF, WAS NOT the USAF. This is why our wings, epaulet sleeves, ribbons, badges and other items are different.

As time went on, it became apparent that not all CAP members wished to wear the Air Force-style uniform, or could not wear the uniform due to weight and grooming issues (the USAF requires that CAP members wearing the Air Force-style uniform conform to specific standards to be discussed later in this lesson). So CAP developed a series of distinctive uniform combinations that would roughly equal the purpose and composition of the Air Force-style while providing a distinctly CAP flavor.

Whether the uniform worn is the Air Force-style or a CAP distinctive style, there is a symbolism common to both and a tie to the USAF and to aviation. This is accomplished through the military-style accouterments (such as grade), pins and badges; all of which have an aviation and/or military-type design. Taken together, the garments and accouterments provide a pleasing and

professional appearance reflecting our commitment to the mission and to our neighbors as servants to our communities.

By now it should be apparent that the proper wear of CAP's uniform is critical to its effectiveness both as a work tool and as a reflection of CAP's professionalism in general and yours in particular. It really is both. Uniforms are work tools, they provide shelter from the elements and have features designed to help the person wearing the garments do their job more effectively and comfortably, as we discussed. The aviator shirt combination is a good office uniform providing comfort as well as a level of formality befitting the office environment. The field uniform has extra pockets and is made of tougher materials to stand up to weather and field work.

When discussing professionalism, consider this: who would you rather have work on the inside of your car: Mechanic Ted wearing a clean set of coveralls or uniform, well-groomed, with clean hands, or Mechanic Steve who was wearing tattered, dirty coveralls with hands greasy from the last customer? One could bet that you would want Ted... why? Perhaps because Ted looked more professional with a clean uniform. His clothing and appearance served as a quick résumé from which you made a judgment. Someone with a well-cared for, well-worn uniform with everything in its place signals attention to detail, pride in oneself and in the organization in which they serve and perhaps even competence.

It's the same when we wear our uniforms: people make judgments about the quality of our work and even commitment to the organization based on our selection and wear of our uniforms. Select the right uniform for the right environment and wear it correctly and the impression we make is likely positive.

Practical symbolism: When to wear the uniform and when not to

Wearing the CAP uniform is encouraged during all CAP activities, meetings and events and can be worn to military social functions. It is required when working with cadets and when flying in corporate aircraft. One can wear the uniform when traveling to/from CAP activities, and for short stops while on the way such as to a restaurant for a break, when fueling the vehicle, etc. It can be worn on military installations when on base for a CAP purpose. There are some instances; however, when the uniform is not to be worn.

For instance, it cannot be worn to a public demonstration or event not authorized by the Air Force; it must not be worn when engaged in private employment or when sponsoring or advertising a commercial interest. It must not be worn to any meeting or demonstration of a group that advocates illegal acts or violence against the government or other groups. The uniform will not be worn in foreign countries except when participating in official exchange programs or other sanctioned international events (see CAPM 39-1, *CAP Uniform Manual*, for more guidance).

2. Weight and grooming standards and its relationship to the wear of CAP's uniforms

As we alluded to above, CAP has adopted weight and grooming standards for members to follow when selecting and wearing its uniforms. In exchange for being granted the *privilege* of access to USAF uniforms for wear, CAP promises that the members who select these uniforms will conform to agreed upon weight and grooming standards. These standards are discussed in detail in CAP Manual 39-1, *CAP Uniform Manual*. For this lesson however, this is what you need to know.

Basic weight and grooming standards when wearing the Air Force-style uniforms (found in CAPM 39-1, The CAP Uniform Manual)

CAP's height and weight standards

HEIGHT	MEN		WOMEN	
	Air Force Standard (Maximum Allowable Weight)	CAP standard (Maximum Allowable Weight)	Air Force Standard (Maximum Allowable Weight)	CAP Standard (Maximum allowable Weight)
4'10"	149	164	132	145
4'11"	151	166	134	147
5'	153	168	136	150
5'1"	155	171	138	152
5'2"	158	174	141	155
5'3"	160	176	142	156
5'4"	164	180	146	161
5'5"	169	186	150	165
5'6"	174	191	155	170
5'7"	179	197	159	175
5'8"	184	202	164	180
5'9"	189	208	168	185
5'10"	194	213	173	190
5'11"	199	219	177	195
6'	205	225	182	200
6'1"	211	232	188	207
6'2"	218	240	194	213
6'3"	224	246	199	219
6'4"	230	253	205	226
6'5"	236	260	210	231
6'6"	242	266	215	237
6'7"	248	273	221	243
6'8"	254	279	226	249

- NOTES:**
1. Senior members and cadets who are 18 and older must meet CAP weight standards in order to wear the AF-style uniform.
 2. A weight allowance of up to 5 pounds for clothing (excluding footwear) is authorized.
 3. Height measurements do not include footwear.
 4. Round up to the nearest inch.

CAP's grooming standards

CAP GROOMING STANDARDS

MALE



Haircut—
Tapered appearance. Hair must not touch the ears or the collar. "Block" style authorized as long as a tapered appearance is maintained.

Bangs—
Not below eyebrows and not exposed when headgear is worn.

Sideburns—
Neatly trimmed, not flared and will end with a clean, shaven horizontal line.

Maximum length—
Seniors: not below lowest part of exterior ear opening.
Cadets: Not below the bottom of the ear lobe.

Mustache—
Must be neatly trimmed. Must not extend downward beyond the lip line of the upper lip or extend sideways beyond a vertical line drawn upward from the corner of the mouth.

Beards and Goatees—
Forbidden for all members wearing any of the Air Force-style uniforms.

FEMALE



Hair—
Will be neatly arranged and shaped to present a conservative feminine appearance. Hair styles that prevent the proper wearing of the service hat are not appropriate.

Barrettes, ribbons and other ornaments —
except inconspicuous pins and combs, will not be worn in the hair when the uniform is worn.

Hair in the back may touch, but not fall below, the bottom edge of the collar.

Accessory wear for the Air Force style-uniforms

Certain accessories and cosmetics/personal care items may be worn with the Air Force-style uniforms:

- **Cosmetics/nail polish:** these will be conservative and in good taste.
- **Jewelry:** one watch is worn and is of conservative design. A maximum of three rings is allowed for wear. One bracelet may be worn if it is conservative, presents a proper military image, is no wider than 1 inch and doesn't subject the wearer to potential injury (examples would include an ID bracelet or medical alert bracelet).
- **Earrings:** Women may wear small conservative diamond, gold, white pearl or silver spherical pierced or clip earrings with all uniforms unless wear of the earrings would be unsafe. Only one earring per ear is worn and the ear rings must be attached to the ear lobe.
- **Eyeglasses and other ornaments:** conservative eyeglass frames may be worn as needed and when not prohibited by safety regulations. Ornaments on the head, visible ornaments around the neck, and ornamentation on eyeglass lenses or frames are not acceptable in the Air Force-style uniform.

- Religious apparel: While in uniform, members may wear certain visible items of religious apparel. CAP Manual 39-1 defines religious apparel as “articles of clothing or dress which are part of the doctrine of traditional observance of the religious faith practiced by the member.” Hair and grooming practices are *not* included in the meaning of religious apparel.
 - Jewelry of a religious nature must conform to the standards set forth in CAP Manual 39-1 for wear of nonreligious jewelry.
 - Religious head coverings are authorized only when military head gear is not authorized. Head coverings must be plain dark blue or black without adornment. Also, they may be worn underneath military headgear if they do not interfere with the proper fit or appearance of the headgear. For example, Jewish yarmulkes meet this requirement when they do not exceed 6 inches in diameter.

It should be noted that any CAP member can wear any of CAP’s distinctive uniforms, such as the aviator shirt combination or navy blue flight suit or field uniform, regardless of their ability or desire to conform to the weight and grooming standards. However, these standards are to be followed when wearing any of the Air Force-style uniforms, such as the USAF blue uniform, the green flight suit or the BDUs.

It should also be noted, and this is important, that there is no stigma tied to the wear of the CAP distinctive uniforms, they are just as professional and just as important to CAP’s culture as wear of the Air Force-style uniform.

3. Demonstrating the proper wear of given uniform combinations

NOTE: The information in this section **must** be supplemented with a uniform inspection given by your professional development officer. One of the uniform combinations discussed in this section should be selected for this inspection (ideally it will be the one you will regularly wear during this phase of your membership).

Regardless of the uniform chosen, CAP intends that its members present a positive, professional image. To that end, uniforms will be clean, properly fit, in good repair, and be worn with all required items attached and worn correctly. As a general rule, if you don’t have all the proper items for the uniform, wear something else until you do. CAP uniforms must be complete when worn. CAP Manual 39-1 makes provision for the wear of comparable civilian clothing if one doesn’t have a uniform available. To pass Level I you must wear a CAP uniform combination correctly.

Uniform types chosen for this lesson

The uniform types chosen for this lesson were selected because they represent the most common types of uniforms worn by the membership. In the cases of the Air Force-style blue shirt and white aviator-shirt combinations, they represent dress uniforms that are the most economical to purchase and wear (dress coats, ribbons, and other items optional). In the cases of the flight suits and the field uniforms, while their colors are different, placement of items on the uniforms are the same for each color.

Air Force-style blue shirt combination (male)

VARIATIONS ARE NOT SHOWN. FOR DETAILS ABOUT UNIFORMS, USE THE UNIFORM MANUAL (CAPM 39-1).



CAP Insignia

Seniors without grade wear centered 1" from edge on both collars.



Grade Insignia

Senior Member Officers wear embroidered gray epaulet.



Name Tag

Gray 3-line centered on right breast, resting on but not over, top edge of pocket.



Badges and Ribbons

Specialty badges are worn centered below left pocket flap; aviation badges and specialty insignia are worn 1/2" above ribbons or pocket; ribbons are worn 3 or 4 across, resting on, but not over pocket.



Flight Cap/Hat Device

Senior Member Officers wear flight cap with blue and silver braid, with hat device centered on left side 1 1/2" from edge.



Belt Buckle

Silver tip of belt extends to the wearer's left; no blue fabric should show.



Pants

Front of pant leg should rest on front of shoe; slight break in crease, 7/8" longer on back side; do not blouse.

A few notes for wearing the male version of this Air Force-style uniform:

- You must meet weight and grooming standards to wear this uniform.
- The name plate is the gray three-line, and worn centered over the right breast pocket flap.
- Don't worry about the ribbons and badges just yet. The paperwork authorizing you to wear them won't be done until you are finished with this level.

- The Air-Force blue tie is worn with the long-sleeve shirt and is optional with the short-sleeve shirt.
- A white, v-neck t-shirt is worn with this combination. Crew necks are not worn.
- The shoulder marks (incorrectly called epaulets) are the gray sleeves that slide over the epaulets (the blue tab on the shoulder) that display your grade (lieutenant, captain, etc.). The “CAP” goes closest to your neck. Right now you do not wear any shoulder marks, so you would wear the metal CAP cutouts on your collar as shown above.
- There is a correct length for trousers. It is not the same as the general public. See the poster for details.
- Wear polished (or corfam or patent leather), plain toed black dress shoes. Black socks are worn.
- The easiest hat to use is the flight cap. Officers wear one with the silver edge braid and senior members without grade, NCOs and cadets wear the blue edge braid. There is a difference between the male and female flight caps. The male cap has a more rectangular appearance. Flight caps require a cap device (check the poster for placement).
- The belt is blue and has only one type of buckle: a polished chrome rectangular buckle. The metal tip on the belt has the edge facing the same direction as the material covering the zipper on your trousers.
- If this uniform is worn and an outer garment is required, it must be an approved Air Force outer garment as specified in CAP Manual 39-1 (you are not expected to be inspected wearing an outer garment).
- If you are not sure you are wearing the uniform correctly check the poster or arrive at your meeting a little early and ask an experienced (cadet) officer for help.

FOCUS: Obtaining CAP uniforms

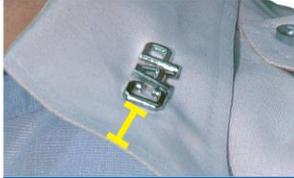
CAP uniforms and accessories can be purchased through various sources depending on the type of uniform item and whether the item is normally available commercially.

Air Force-style uniform garments, boots and shoes are typically available through two primary outlets: Army and Air Force Exchange Service (AAFES) Military Clothing stores (located on Air Force bases) as well as through CAP’s dedicated uniform outlet, Vanguard Industries. Vanguard accepts orders online or by phone 24 hours a day, 7 days per week. (A quick search online will give you the current web address and phone number.) Additionally, used uniform garments might also be purchased through local army-navy stores and thrift stores/consignment shops, however this method is riskier in terms of availability and quality of merchandise.

CAP distinctive uniform garments, as well as CAP-specific accessories, grade, pins, badges, ribbons and other items are available exclusively through Vanguard Industries. White aviator shirts are available through Vanguard and through pilot supply stores. Gray slacks and skirts are available through many department store chains as they are widely available commercially. Black shoes may also be purchased through commercial sources if they adhere to the design guidelines set out in CAP Manual 39-1.

Air Force-style blue shirt combination (female)

VARIATIONS ARE NOT SHOWN. FOR DETAILS ABOUT UNIFORMS, USE THE UNIFORM MANUAL (CAPM 39-1).



CAP Insignia

Seniors without grade wear centered 1" from edge on both collars.



Grade Insignia

Senior Member Officers wear embroidered gray epaulet.



Name Tag

Gray 3-line for senior members. Centered on right breast even with or up to 1 1/2" higher or lower than first exposed button, parallel to ground and even with bottom row of ribbons.



Badges and Ribbons

Aviation badges, specialty insignia and specialty badges are worn 1/2" above the ribbons. Ribbons are worn centered on left side, parallel to ground. Align bottom row of ribbons with name tag.



Flight Cap/Hat Device

Senior Member Officers wear flight cap with blue and silver braid, with hat device centered on left side 1 1/2" from edge.



skirt

AF blue skirt. Skirt length will be no longer than bottom of kneecap or shorter than top of kneecap.



Belt Buckle

Silver tip of belt extends to the wearer's right; no blue fabric should show.



Pants

Front of pant leg should rest on front of shoe; slight break in crease, 7/8" longer on back side; do not blouse.

A few notes for wearing the female version of this Air Force-style uniform:

- You must meet weight and grooming standards to wear this uniform.
- The name plate is the gray three-line, centered on right side even with or up to 1 1/2 inches higher or lower than the first exposed button and parallel with ground.

- Don't worry about the ribbons and badges just yet. The paperwork authorizing you to wear them won't be done until you are finished with this level.
- The Air-Force blue tie-tab is worn with the long-sleeve shirt and is optional with the short-sleeve shirt.
- The shoulder marks (incorrectly called epaulets) are the gray sleeves that slide over the epaulets (the blue tab on the shoulder) that displays your grade (lieutenant, captain, etc.). The "CAP" goes closest to your neck. Right now you do not wear any shoulder marks, so you would wear the metal CAP cutouts on your collar as shown above.
- There is a correct length for slacks. It is not the same as the general public. See the poster for details.
- You may also wear the Air Force-blue skirt. Length must be anywhere between the top of the knee cap to the bottom of the knee cap.
- Nylon, sheer, non-patterned hose in shades of neutral, brown, navy blue or black may be worn with both the slacks and the skirt. Black socks may be worn with the slacks as well.
- Wear polished (or corfam or patent leather), plain toed black dress shoes or dress pumps with a heel not higher than 2 ½ inches (no platforms, please).
- The easiest hat to use is the flight cap. Officers wear one with the silver edge braid and senior members without grade, NCOs and cadets wear the blue edge braid. There is a difference between the male and female flight caps. The female cap has a more curved and feminine appearance. Flight caps require a cap device (check the poster for an example and placement). Females may wear male or female flight cap.
- The belt is blue and has only one type of buckle: a polished chrome rectangular buckle. The metal tip on the belt has the edge facing the same direction as the material covering the zipper on your trousers.
- If this uniform is worn and an outer garment is required, it must be an approved Air Force outer garment as specified in CAP Manual 39-1 (you are not expected to be inspected wearing an outer garment).
- If you are not sure you are wearing the uniform correctly check the poster or arrive at your meeting a little early and ask an experienced (cadet) officer for help.

The white aviator shirt combination (male and female)

VARIATIONS ARE NOT SHOWN. FOR DETAILS ABOUT UNIFORMS, USE THE UNIFORM MANUAL (CAPM 39-1).



Grade Insignia

Senior member officers wear embroidered grade insignia. Senior members without grade do not wear epaulets.



Name Tag

Gray name tag centered on right side, resting on, but not over, top edge of pocket.



Badges and Ribbons

Aviation badges are worn 1/2" above pocket or ribbons if worn; bottom row of ribbons rest on, but not over top of pocket. Only CAP ribbons may be worn.



Belt

Any type black belt with conservative buckle.



Pants and Shoes

Any type medium gray dress pants or slacks may be worn with any type plain black shoe.



Skirt

Any type medium gray skirt may be worn. Skirt length will be no longer than bottom of kneecap or shorter than top of kneecap.



Female Floppy Bow

Required with long-sleeve aviator shirt for females. Men must wear AF blue tie with long-sleeved shirt.

A few notes for wearing the male version of the aviator-shirt uniform:

- The name plate is the gray three-line, and worn centered over the right breast pocket flap.

- The shirt is an “aviator-style” white shirt with epaulets and breast pockets with button flaps.
- Don’t worry about the ribbons and badges just yet. The paperwork authorizing you to wear them won’t be done until you are finished with this level.
- The Air-Force blue tie is worn with the long-sleeve shirt and is optional with the short-sleeve shirt.
- A white, v-neck t-shirt or a crew-neck t-shirt is worn with this uniform.
- The shoulder marks (incorrectly called epaulets) are the gray sleeves that slide over the epaulets (the white tab on the shoulder) that display your grade (lieutenant, captain, etc.). The “CAP” goes closest to your neck. Right now as a senior member without grade, you do not wear any shoulder marks.
- The trousers are commercial dress trousers of medium gray flannel, tropical worsted, or similar commercial blend, full cut, straight hanging, with or without pleats, with or without cuffs. (No jeans or casual trousers made of cotton or twill fabric.) Front of trouser legs rests on the front of shoe or boot. No bunching at waist or sagging at seat. Trousers must be worn at natural waist.
- Wear black dress shoes or dress boots (plain, without ornamentation). Black or dark blue socks are worn.
- No hat is required with this uniform combination.
- The belt is black and of plain design with a silver or gold buckle. The Air Force-style belt is not worn.
- Any civilian outer garment may be worn with this uniform combination.
- If you are not sure you are wearing the uniform correctly check the poster or arrive at your meeting a little early and ask an experienced (cadet) officer for help.

A few notes for wearing the female version of the aviator-shirt uniform:

- The name plate is the gray three-line, and worn centered over the right breast pocket flap.
- The shirt is an “aviator-style” white shirt with epaulets and breast pockets with button flaps.
- Don’t worry about the ribbons and badges just yet. The paperwork authorizing you to wear them won’t be done until you are finished with this level.
- The Air-Force blue tie-tab or CAP floppy bow is worn with the long-sleeve shirt and is optional with the short-sleeve shirt.
- The shoulder marks (incorrectly called epaulets) are the gray sleeves that slide over the epaulets (the white tab on the shoulder) that display your grade (lieutenant, captain, etc.). The “CAP” goes closest to your neck. As a senior member without grade you do not wear any shoulder marks.
- The slacks are commercial dress slacks of medium gray flannel, tropical worsted, or similar commercial blend, full cut, straight hanging, with or without pleats, with or without cuffs. (No jeans or casual slacks made of cotton or twill fabric.) Front of slack legs rests

on the front of shoe or boot. No bunching at waist or sagging at seat. Slacks must be worn at natural waist.

- The skirt is a commercial dress skirt of gray flannel, tropical worsted, or similar commercial blend. The length of skirt is anywhere from the top of the knee cap to the bottom of the knee cap,
- Nylon, sheer, non-patterned hose in shades of neutral, brown, navy blue or black may be worn with both the slacks and the skirt. Black socks may be worn with the slacks as well.
- Wear plain toed black dress shoes (oxford, loafer or boot with a heel not higher than 2 ½ inches) or dress pumps (no platforms, please). Pumps or shoes are worn with the skirt.
- No hat is required with this uniform combination.
- The belt is black and of plain design with a silver or gold buckle. The Air Force-style belt is not worn. Belt is worn only if slacks or skirt have belt loops.
- Any civilian outer garment may be worn with this uniform combination.
- If you are not sure you are wearing the uniform correctly check the poster or arrive at your meeting a little early and ask an experienced (cadet) officer for help.

SPOTLIGHT: Evolution of the USAF Service Dress Uniform

The United States Air Force is unique in that, unlike the Army, Navy and Marine Corps, it was spun off from another service, in this case, the United States Army. As you learned in previous lessons, the USAF was made its own service on 14 September 1947 as part of the Defense Reorganization Act. On that date all members who were to be assigned to the USAF were transferred from the Army. However, they kept their Army dress uniforms, rank and other insignia. There just wasn't time to develop a new and distinctive uniform and distribute it in the time available.

As a stop-gap measure, the new USAF issued distinctive USAF buttons and enlisted collar and hat insignia for wear on the army dress uniform; and these were worn until about 1950. During that time, the USAF, while adopting the Army's general style of 4-pocket coats and other attire, changed lapel designs, pocket types and in its most noticeable change, the color of the uniform: in winter a palette of light and dark blues and during the summer a light color known as a "silver tan." In addition, enlisted grade patches changed from the army's chevrons and rockers to airman's stripes.

Though the "silver tans" were phased out in the 1960s and 70s, the basic look of the dress uniform remained the same until 1993, when a more business-look 3-button service coat was developed. At first, officer grade was removed from the shoulders and replaced with lower-sleeve braids not unlike those worn by the Navy or the airlines and the "US" insignia pins worn on the coat lapels were deleted. After much debate, both the shoulder grade and the "US" insignia were restored to the 3-button coat. This coat is still worn today by USAF members and CAP members (using CAP distinctive insignia) meeting weight and grooming criteria.

*Source: USAF Historical Research Agency, Maxwell AFB, AL

CAP field uniforms (navy blue field or woodland BDU, also known as “cammies”) (woodland BDU is shown)

MALES AND FEMALES WEAR THE UNIFORM IN THE SAME MANNER. FOR DETAILS ABOUT UNIFORMS, USE THE UNIFORM MANUAL (CAPM 39-1).



CAP Insignia

Senior Members without grade wear embroidered ultramarine blue and white CAP centered on both collars.



Grade Insignia

Senior Member Officers wear embroidered ultramarine blue and white grade insignia centered on both collars, 1” from bottom edge.



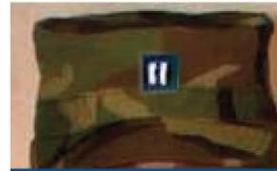
Name Tag

Centered on right breast, resting on, but not over, top edge of pocket.



CAP Tape

Centered on left breast, resting on, but not over, top edge of pocket.



Hat Insignia

Senior members without grade do not wear any device on the BDU hat. Officers wear grade insignia centered 1/2” above visor. Hat will not be worn rolled or crushed.



American Flag

Reverse American Flag is worn on right shoulder, 1/2” below sleeve seam, centered.



Sleeves

When up, sleeve material must touch or come within 1” of forearm when bent at 90-degree angle.



Pants

Pants must be bloused over combat boots.

A few more notes for wearing the CAP field uniform:

- This uniform is common to both male and female members.
- This uniform is normally worn when executing field duties where dress uniforms can be easily soiled.
- Senior members opting to wear the woodland BDU must meet CAP weight and grooming standards. Any senior member can wear the navy blue field uniform.

- In general, patches, badges and grade are worn in the same way on each uniform pattern.
- Head gear is worn with each uniform pattern. Members wearing the BDU will wear the woodland camouflage BDU cap, or woodland camouflage ball cap or squadron ball cap. Members wearing the navy blue field uniform will wear the navy blue BDU cap or the CAP baseball cap. CAP grade is only worn on the BDU-type caps, regardless of whether the woodland camouflage or navy pattern and is worn ½” up and centered. Grade is not worn on baseball caps.
- Embroidered nametapes listing last name only is worn over the right breast pocket. The edges of the nametape must meet but not exceed the edge of the pocket (hint: the nametapes will be longer than the width of the pocket, fold the edges back, DON'T cut them back, as they will fray).
- Embroidered “CIVIL AIR PATROL” tape is worn over the left breast pocket. The edges of the tape must meet but not exceed the edge of the pocket (hint: the tapes will be longer than the width of the pocket, fold the edges back, DON'T cut them back, as they will fray).
- Grade is worn 1” from the edge and centered on each collar (see photo). Members without grade will wear the embroidered CAP cutouts.
- Both patterns of field uniforms require the reverse patters American Flag (2” x 3 ½” with gold border) with the field of blue facing forward be worn on the right shoulder, ½” below shoulder seam.
- Black leather field or “combat” boots are worn with the woodland BDU. Trousers will be bloused inside of the boots with the woodland BDU. Any black shoe or boot may be worn with the Navy blue field uniform and boots do not have to be bloused. Tan or green field boots ARE NOT AUTHORIZED with any uniform.
- A blue web field belt with black field buckle is worn with both uniform patterns.
- Black or white crew-neck t-shirts are worn with the navy blue field uniform. Brown or black crew-neck t-shirts are worn with the woodland BDU.
- If you are not sure you are wearing the uniform correctly check the poster or arrive at your meeting a little early and ask an experienced (cadet) officer for help.

Lesson Summary and Closure

The CAP uniform performs basic and important functions. It identifies who we are: among ourselves in a group and to the public we serve. It provides comfort and protection as we perform our many and specialized tasks. It promotes teamwork and spirit. Wearing our uniform well is as important, perhaps even more important, than the uniform itself. It signals our professionalism, our commitment, our attention to detail. It is our résumé. It is our symbol. It reflects our

Task: Choose which uniform combination that you and the unit plan for you to wear regularly. Concentrate on obtaining the required items and learning proper wear.

As you progress in your membership you will likely obtain additional uniforms and expand the types of uniform combinations to wear. For now, just focus on the one type chosen. Ask your PDO or squadron commander for advice on the proper uniform combination to choose for your local needs

organization. Wear it with pride.

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. Complete the MANDATORY in-residence discussion with your PDO, which will include a uniform inspection.***

Source: CAP Manual 39-1, *CAP Uniform Manual*

Block II: Our Culture - CAP Grade

Lesson Objective: Explain CAP's grade structure.

Desired learning Outcomes:

1. Explain the purpose of grade.
2. Identify all CAP grades.
3. Describe why CAP grade is an important symbol in CAP culture.
4. Explain how one properly uses grade.

Introduction

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

1. The purpose of grade

In the military, an individual's "grade" (incorrectly called "rank") determines their status and authority in comparison to other military personnel. Simply stated, grade is what one wears, rank is where one stands in relation to everyone else. The US Department of Defense establishes a pay and authority level that is consistent throughout the military; however each service has its own titles and symbols. The terms and symbols of grade as stated above, are different depending on the branch of Service. CAP models the USAF's structure, and this lesson will teach this structure.

Civil Air Patrol also uses grade, though its purpose is slightly different. CAP grade is based on three things:

1. **The membership category of the individual:** members from the ages of 12-18 are cadets, and can only wear the grade of a cadet. Members between the ages of 18-20 who remain cadets may continue in the cadet program and gain grade through their cadet achievements. Senior members between the ages of 18-20 wear a special grade called "Flight Officer." This is because they may not wear full officer grade until they are 21 years old. Senior members over the age of 21 may wear enlisted grade they acquired through their military service or may wear officer grade.
2. **The individual's skill level, progression in professional development and length of service:** Though there are exceptions for things like military service or professional qualifications, typically a member's grade is based on their skill level in the staff position they hold, their progression in the CAP professional development (PD) program (which you'll learn more about later in the course), combined with their length of service in CAP.
3. **Their desire to hold grade:** holding grade in CAP (for senior members) is a choice. While most members choose to hold grade because it is such an important symbol within our culture, some choose not to. They may also decide to stop acquiring grade after a certain point. It should be noted however, that certain courses, such as National Staff College and Air Force professional military education inside and outside of CAP require grade to participate.

It's important to understand that just as the grade we hold is honorary and customary within CAP, our grade is not backed by law. It's true that we have regulatory guidance, and these rules guide our behavior and actions within CAP; but they don't have the legal force of the Uniformed Code of Military Justice. In short, we are not commissioned officers of the United States government.

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

Grade in CAP, with the exception region and wing commanders and certain corporate assignments, is not based on position. This is an important distinction. This allows for instances where a squadron commander holding a lower grade still has "positional authority" over members in the unit with a higher grade. This is why you may have seen a captain who may be your commander issue orders to a lieutenant colonel who is the squadron commander's operations officer (a lesser staff position).

2. CAP grade structure.

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

Insignia								
Title	Second Lieutenant	First Lieutenant	Captain	Major	Lieutenant Colonel	Colonel	Brigadier General	Major General
Abbreviation	2d Lt	1st Lt	Capt	Maj	Lt Col	Col	Brig Gen	Maj Gen
No periods are used in actual grade abbreviation, only in press releases to conform with AP standards.								

The entry level to CAP for an adult is Senior Member, however after completing Level I and 6 months in the program, you will be eligible to become a Second Lieutenant. As you progress through the levels of Professional Development by completing the various educational objectives and attain time in grade, you will be eligible for advancement in grade. You'll learn more about this in Block III: Your Future.

For those CAP members who were enlisted in the military and are or were noncommissioned officers, they may transfer their grade to CAP and wear the stripes of an enlisted member. It

should be noted however that these members may not be promoted within the enlisted ranks, and are restricted from command assignments. The grade structure is shown below:

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

Cadets are essentially the youth members of CAP, however their grades include both enlisted and officer grades. They progress through the enlisted and officer grades in their own program.

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

			Cadet Company Grade Officers
Cadet Second Lieutenant	Cadet First Lieutenant	Cadet Captain	
			Cadet Field Grade Officers
Cadet Major	Cadet Lieutenant Colonel	Cadet Colonel	

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

			Cadet Airmen
Cadet Airman	Cadet Airman First Class	Cadet Senior Airman	
			
			
Cadet Staff Sergeant	Cadet Technical Sergeant	Cadet Master Sergeant	
Cadet Senior Master Sergeant	Cadet Chief Master Sergeant		

3. Why CAP grade is an important symbol in CAP culture.

CAP grade is important to our culture for several reasons. First, because it ties us to our roots as an auxiliary of the United States Air Force, and before that, our service with the US Army Air Corps. It is a living symbol of our proud history, just as our uniform is.

Second, as we stated at the beginning, it's important because it serves as a functional expression of our status and experience within the CAP organization. At one glance we can tell whether one is a cadet or senior, and have a reasonable understanding of one's experience within the organization.

Third, it provides structure. There are customs and courtesies associated with grade, because it represents one's standing within the group. Normally, one defers to the member with the highest grade; this is the reason why the Lieutenant salutes the Captain and the Captain salutes the Major (but we'll save that for another lesson). It also provides a basis for order when a group is formed without a formal leader. The senior fills the role until a formal leader is selected. It's really no different than what happens in family or work: it is only the symbols and titles that change.

4. Properly using grade.

Grade is an expression and a tool. It's not an excuse to run roughshod over other people. This is a blunt statement to be sure, but please consider the message. You'll likely not run into anyone who abuses their grade: claims an unfair advantage because they are senior, makes cadets or junior officers run unnecessary errands or otherwise hazes them, or uses their CAP grade to coerce "respect" or compliance from others. But it does happen rarely. It can happen because of ignorance about what grade is supposed to represent, frustration, lack of understanding about how to use authority, poor self-esteem or self-awareness or other behavior.

Abusing grade takes many forms, as demonstrated in the examples above. It is particularly harmful to CAP because it not only diminishes the offending member in the eyes of his/her peers; because it's normally done in uniform (our most important and visible symbol of who we are), it also embarrasses the organization.

The best way not to abuse grade is to understand what it's designed to do, as we've explained. It's also important to understand what it *doesn't* do: it doesn't connote military authority. A CAP noncommissioned officer or officer holds absolutely no authority over **any** member of the United States military. One way to express this relationship is to say that while we in CAP pay the courtesy of saluting each other, no military member is ever required to salute us.

Using grade properly means understanding its use as a tool and as a symbol. It means not only valuing your own grade and place in CAP but also that of your fellow members. It means knowing the difference between the authority grade grants as a symbol and the positional authority that a commander or other important position holds.

Lesson Summary and Closure

CAP's grade system is an integral part of who we are as an organization. We use it to help define our place as individual members and use it to honor our status as the Air Force Auxiliary.

Properly understood and used, the CAP's grade system provides a measure of structure and context to our work.

Tasks:

- 1. Complete the end-of lesson online quiz.**
- 2. This lesson has an OPTIONAL in-residence discussion.**

Works Cited/References:

1. CAPR 20-1, *Organization of Civil Air Patrol*
2. CAPR 35-5, *CAP Officer and NCO Appointments and Promotions*
3. CAPR 50-17, *CAP Senior Member Professional Development Program*
4. CAPR 52-16, *Cadet Program Management*
5. <http://www.af.mil/art/mediagallery.asp?galleryID=102>

Block II: Our Culture - Organizational Structure and Chain of Command

Lesson Objective: Describe CAP's organizational structure and chain of command.

Desired Learning Outcomes:

1. Describe CAP's organizational structure from national to squadron levels.
2. Summarize the role of CAP's governing and advisory bodies.
3. Describe your local squadron organization.
4. Demonstrate proper etiquette when using the chain of command (why it is used, how it is used, staff v. command functions).

Introduction

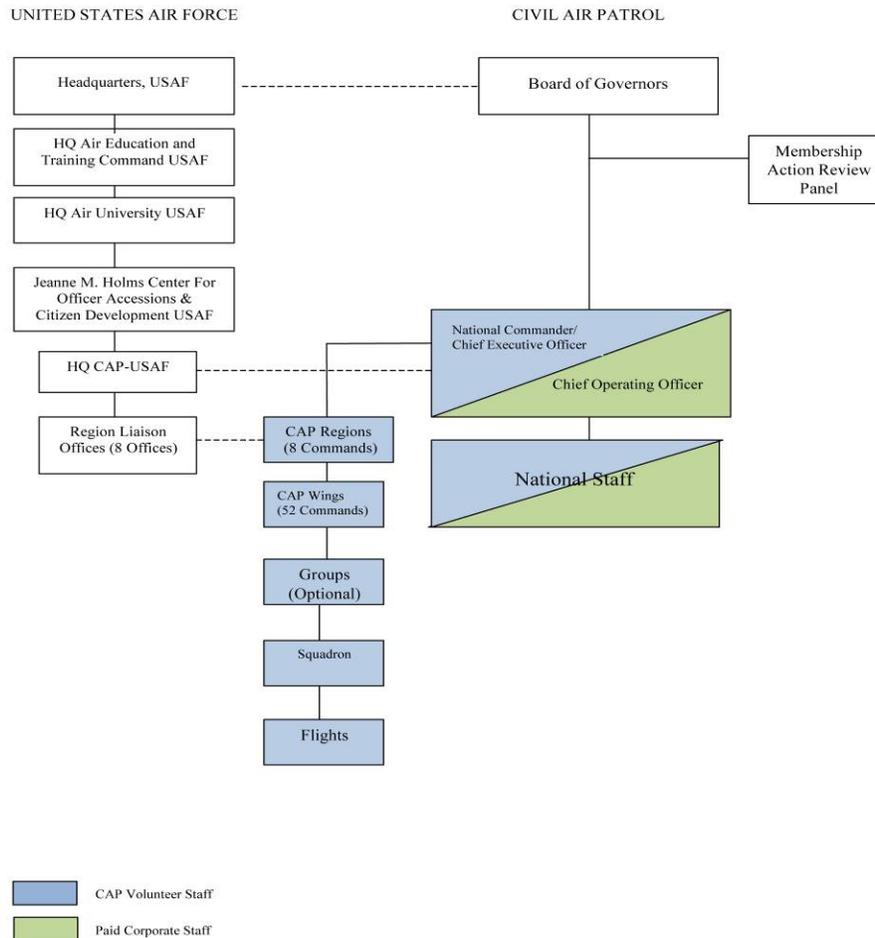
As you learned earlier, CAP uses a military-style organization and chain of command. This system goes back to our founding and while it has been tweaked over the years the basic structure has remained the same. You may hear the terms "organizational structure" and "chain of command" used interchangeably as you progress in your membership. In fact, these terms represent different things as they perform different functions. Organizational structure describes the entities (like squadrons) that make and implement CAP policy: its governance and administration. The chain of command, in contrast, is represented by the people in charge of those entities, like squadron commanders. Some positions within CAP, such as commanders, have roles both in the organizational structure and chain of command. It's not necessary that you are an expert in these as a new member; but merely that you know the difference between the two and can describe them briefly.

1. CAP's organizational structure

CAP's organizational structure is comprised of many levels, or echelons. Like any national-level corporation, multiple levels are required to ensure that the mission of CAP is efficiently and effectively accomplished. Policy is created and priorities established at the top level, and these are translated into programs to be implemented at the more local levels.

As you'll note from the figure on the next page, CAP's organizational structure is complex, comprised of elements from the USAF organizational structure on one side, and CAP's corporate structure on the other side. For the purpose of this lesson, all you need to know about the Air Force side of the organization chart is that it exists and that it provides guidance, assistance and oversight to the Civil Air Patrol. The focus of study will be on the CAP side of the chart.

CAP Organizational Structure



National structure

CAP's national organization consists of several entities which work together to form and implement national policy.

- Board of Governors (BoG):** The BoG is the primary governing body of Civil Air Patrol, and as such shall “govern, direct and manage the affairs of the Corporation.” Simply stated, they write the rules, prioritize CAP’s myriad programs on a national scale and determine how to allocate CAP’s budget. The BoG consists of 11 members, 4 selected by the Secretary of the Air Force, 4 selected by Civil Air Patrol, and 3 selected jointly by the Secretary of the Air Force and the Civil Air Patrol National Commander. Additionally, the CAP National Commander serves as an advisor to the BoG. Please refer to the lesson “What We Value: How We Got Here,” for more details about the BoG’s responsibilities.
- CAP Senior Advisory Group (CSAG):** The CSAG advises the National Commander and recommends policy and proposes Constitution and Bylaws changes to the BoG. Additionally, the CSAG can be tasked by the BoG or National Commander to tackle

issues. It is comprised of the National Commander, the National Vice-Commander, the National Chief of Staff, the 8 region commanders, as well as two non-voting members, the Chief Operating Officer and the Commander of CAP-USAF. Since this is an advisory body it is not in the organizational chain or the chain of command.

- **CAP Command Council:** The Command Council advises the National Commander on operational issues. It consists of the National Commander, National Vice-Commander, National Chief of Staff, the 8 region commanders and the 52 wing commanders. Again, this is an advisory body and not in the organizational structure or chain of command.
- **CAP National Headquarters:** The National Headquarters consists of the National Commander (who functions here as the Chief Executive Officer, or CEO), the Chief Operating Officer, or CO (who oversees the paid professional staff component located at Maxwell AFB, AL), the National Staff (paid and volunteer member) and NHQ chartered units. The CEO is responsible for the overall control of the organization. The CO administers the day-to-day affairs of CAP. More information on how this works can be found in CAPR 20-1, *Organization of Civil Air Patrol*.

Focus: Did you know...

CAP's regional structure is based on the US Army's domestic field structure during WW II?

Organizational structure below the national level

The organizational structure below the national level is pretty straight-forward. CAP is organized into 8 geographic regions, each consisting of several wings (states). The number of wings is dependent on the region. Each wing contains a number of squadrons, which is the basic organizational element of CAP, because it is the community-level organization of CAP. This is where the mission is done on a daily basis. Some wings bundle squadrons into an intermediate organizational structure called a group; and this tends to be a feature of larger wings. In some cases, wings also have entities called flights, which are used to give CAP a presence in areas where there aren't enough members to form a squadron.

Types of squadrons

The squadron to which you belong is one of three basic types:

- **Senior Squadron:** A squadron comprised entirely of senior member officers and NCOs.
- **Cadet Squadron:** A squadron comprised primarily of cadets with a few senior members providing supervisory, administrative and training support to the cadet program within the unit.
- **Composite Squadron:** A squadron comprised of both seniors and cadets, with full cadet and senior training and development programs. This is by far the most common type of squadron.

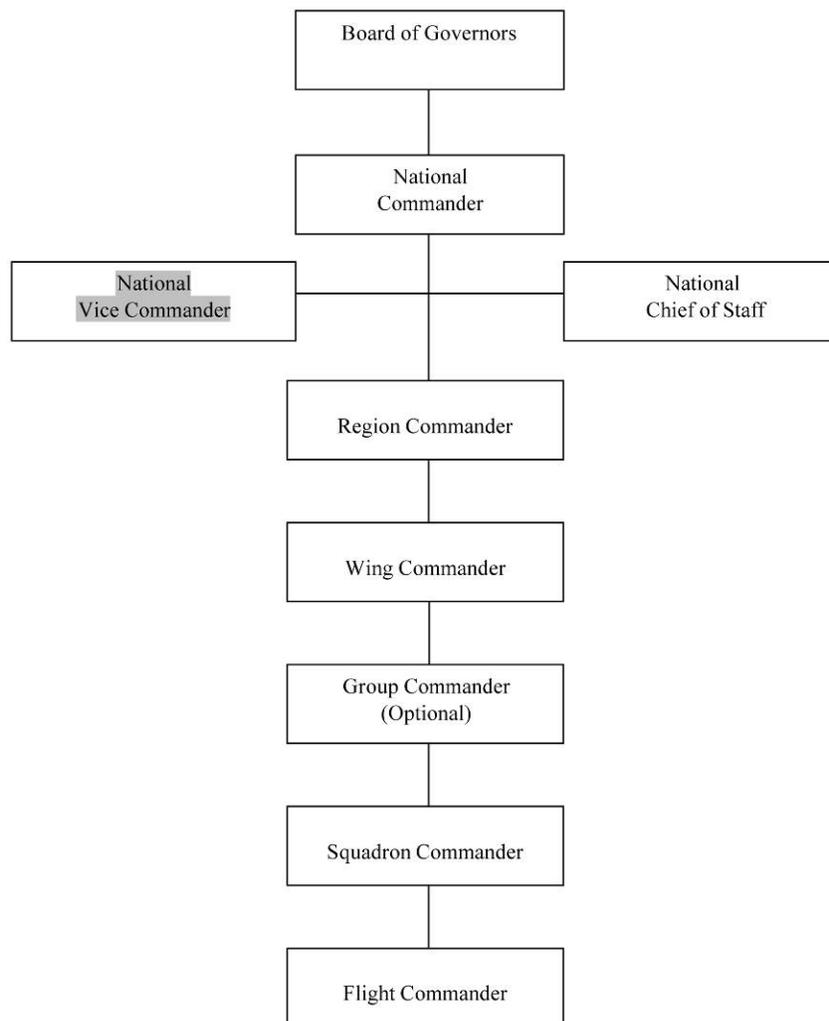
Task: Ask your Professional Development Officer (PDO) to help you learn about your local squadron's structure. After, be able to summarize the structure to another member in the PDO's presence to see if you can correctly describe it.

2. CAP's Chain of Command

As we discussed above, the chain of command is a different animal than an organizational structure. The chain of command defines a vertical progression of leadership, management and oversight of CAP's units and members. In short, the organizational structure defines how things are done and who does them; the chain of command defines who the boss is at each level and how those levels progress.

The term "commander" is reserved for those specific members assigned to lead an organizational element of CAP: national, regional, wing, group, squadron or flight. A commander is ultimately responsible for everything that happens within their command as well as the authority to direct the actions of their command as well as the members assigned to their command (as CAP regulations permit). The commander, in short, is responsible for executing the mission within their command.

CAP Chain of Command



Command structure

While CAP Regulation 20-1, *Organization of Civil Air Patrol*, contains a comprehensive graphic (feel free to look at it), for the purpose of this lesson we'll simply summarize the chain of command below, beginning with the national commander:

- **National Commander:** Acts as the Chief Executive Officer for the CAP Corporation and as commander of all Civil Air Patrol. The National staff and the region commanders report to this officer.
- **Region Commander:** Is the commanding officer within the geographic region and exercises command over the region staff and the wings within the command. Wing Commanders report to this officer.
- **Wing Commander:** Is the commanding officer within the wing (state) and exercises command over all members of the wing. Group Commanders (when used) or squadron commanders report to this officer.
- **Group Commander:** is the commanding officer over all squadrons and members within the group. Squadron commanders report to this officer.
- **Squadron Commander:** is the commanding officer over all the members of the squadron. You report to this officer.

What does this mean practically? Well, it defines who members go to when they have a problem, when they wish to do something special or away from their unit, as well as from whom they take guidance and instruction. The general rule of thumb is that members first go to their squadron leadership with questions, concerns or requests. If the squadron leadership needs assistance, they go to the group (if applicable) or to the wing. The wing would go to the region, etc. It's best to try to get things done at the lowest level. You are expected follow the chain of command. If you go to the group or wing without the squadron commander's permission that is called "jumping the chain of command" and is always frowned upon. There are a few exceptions and they are specifically defined in the CAP regulations.

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

NATIONAL COMMANDER: _____

REGION COMMANDER: _____

WING COMMANDER: _____

GROUP COMMANDER*: _____

SQUADRON COMMANDER: _____

FLIGHT COMMANDER*: _____

* If applicable

NOTE: The National Vice-Commander and the National Chief of Staff do not have command authority. The Vice-Commander acts as the commander's second and focuses his/her efforts on the daily missions of the volunteer force of CAP. The Chief of Staff directs the commander's staff at the direction of the commander. This is true for all levels of command where these positions exist.

The difference between command and staff

Commanders have authority to tell members within their commands what and how things should be done. They have the basic power to run their unit, just as an owner would run his/her business. Staff, on the other hand (and on which you will eventually serve), assist the commander in executing the mission of the squadron, or keeping the business running, as it were. Staff officers work together to get the mission done and perform as directed by the commander.

Lesson Summary and Closure

Civil Air Patrol uses its organizational structure and chain of command to provide a framework to execute its missions. The organizational structure provides the framework and the chain of command provides the vehicle through which the mission is executed. The basic organizational unit and community-level representative of CAP is the squadron. The chain of command provides the leadership matrix for CAP, defining who the boss is for each organizational element. Commanders are responsible for executing the mission within their commands. Your role will be to help them perform the mission.

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. This lesson has an OPTIONAL in-residence discussion.***

Sources:

1. CAP Regulation 20-1, *Organization of Civil Air Patrol*
2. *Civil Air Patrol Constitution and Bylaws*

Level I Orientation Block 3 Introduction

The photo you see here shows the certificate of completion that you will receive at the conclusion of this Level I orientation course. It is accompanied by a ribbon that you can wear on your Air Force-style blue or aviator-shirt combination uniform.

This block of instruction, titled: Your Future, is all about you. It is here where you will really begin to work with your unit's Professional Development Officer and Commander to find the best place to contribute to the unit and to CAP as a whole.

You'll learn about what CAP expects of its new members: from the national level right down to your own unit. You'll have the chance to express your expectations of membership, and find a way to align those expectations with CAP's needs.

You'll learn about the CAP Professional Development program, how it teaches you the technical and leadership skills to perform the assignments given to you; as well as how CAP rewards you for achievement and performance.

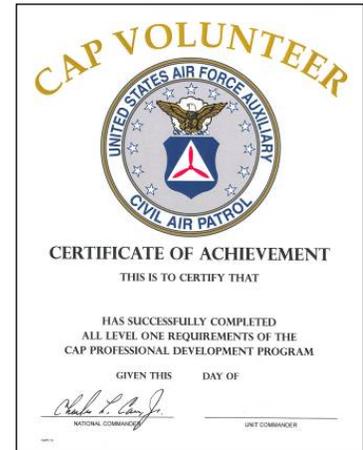
Finally, this block will give you the tools necessary to plan out the first few months of your CAP career.

Completing Level I demonstrates your commitment to service within CAP. It has given you a solid foundation upon which you will develop your skills in order to provide your services to your squadron and to the organization.

Your success depends on your commitment to Integrity, Excellence, Volunteer Service, and Respect. That commitment is expressed in the work that you do and how you work with your fellow members.

Completing Level I is only the beginning of your experience, and its completion opens doors to all avenues of participation in Civil Air Patrol –working towards piloting or crewing an aircraft, working with our youth, working with America's teachers – any one of dozens of jobs.

Congratulations on your achievements thus far and for your service to Civil Air Patrol. On behalf of all of CAP's members, welcome and good luck!



Block III: Your Future – Expectations

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

Desired Learning Outcomes:

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

Introduction:

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

1. CAP's expectations.

First and foremost CAP expects you to adhere to the core values of *Integrity, Volunteer Service, Excellence* and *Respect*. In Civil Air Patrol, core values are at the heart of a code of ethics that all members are expected to follow if they wish to participate in CAP activities.

Additionally, CAP expects you to adhere to its rules and regulations concerning member conduct, the execution of the mission, and all other associated functions in which you are part. Below are some of CAP's primary expectation areas:

Uniforms. Senior members who meet the prescribed height/weight standards may wear the Air Force-style uniform. All senior members may wear one of the distinctive CAP uniforms. Uniforms will be worn as prescribed in CAP Manual 39-1, *CAP Uniform Manual*. We outlined three of the most common uniform combinations for senior member officer/NCO wear earlier in this course.

Drill, Customs & Courtesies. CAP is the auxiliary of the United States Air Force. Because of our close ties to the Air Force, it is natural for drill and ceremonies to be included in our culture. While drill and ceremonies are not emphasized in the Senior Program like they are in the Cadet Program, you are expected to perform some basic drill commands such as "Attention," or "Present Arms," correctly. These basic drill movements have been covered in previous lessons. You are also expected to be knowledgeable of basic military/CAP customs and courtesies just as you are expected to perform social customs and courtesies in your civilian life. We do this not only to keep the tradition alive, but to instill the concept of teamwork, show respect for one another and build esprit de corps; which loosely translated means "team spirit." You will be exposed to drill and ceremonies in many venues such as the opening formation at your unit meetings, your Level I orientation, leadership schools sponsored by your unit or other units, and special schools such as CAP's Region Staff Colleges.

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

Development. There are two types of development: the advancement in grade, and professional development. The grade on one's uniform is one of the first things to catch the eye. After completing Level I and six-months membership you will be eligible for consideration for promotion from senior member to second lieutenant. Promotion after that is basically up to you. While grade isn't everything, it is a visible symbol of achievement and experience. Professional development also has two sub-types: progression in the formal Professional Development program, of which Level I is part, and development of mission-related skills, such as mission qualification.

2. Your expectations of CAP.

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

You also expect CAP, as an organization, to be honest with you about missions, requirements, costs, training opportunities at upper levels and other national-level issues. You expect CAP to be good stewards of your membership dues; and it is. The dues you pay to CAP (nationally, regionally, wing and squadron) are all budgeted through a rigorous process with stiff checks and balances built in to ensure that your money isn't wasted.

You can expect CAP to provide useful benefits, such as a variety of corporate discounts and incentives with partner organizations and companies. For a complete list of these benefits, go to http://www.gocivilairpatrol.com/member_benefits. Additionally, at least part of your expenses associated with CAP may be tax deductible.

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

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

3. Your expectations of your unit.

When you joined CAP you had a vision in your mind of what it would be like and what you wanted to do. Be sure to communicate this to your commander or supervisor. It may or may not

Task: Take a few minutes to think about what drew you to Civil Air Patrol and what you would like to do for CAP.

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

be realistic, and this discussion will prevent you from being disappointed. A good time to do this is when you are selecting a specialty track or being appointed to a staff position. (More about this in another lesson.)

First and foremost, it is reasonable to expect that all members of your unit, including you, will exhibit the core values of Respect, Integrity, Volunteer Service and Excellence. (More about this in another lesson.)

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

- Find out where the wing/group/squadron calendars are posted and read them regularly.
- If you want to do something on the calendar ask you mentor, supervisor or commander how you can get involved.
- Realize you will need education and training. Talk to your supervisor, mentor, or Professional Development Officer to find out how to get the necessary training.

We recruit individuals, but we retain families. Your family's concerns are of great importance for without their support you cannot contribute your volunteer time effectively. Help us communicate with your family and share you with them.

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

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

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

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

- If you are not given a mentor, ask questions of other members. They can put you in contact with the right people, show you where to find the things you need and show you how to get things done.

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

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

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

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

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

Lesson Summary and Closure

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

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. Complete the MANDATORY in-residence discussion with your PDO.***

Block III: Your Future - Professional Development

Lesson Objective: Explain the function of CAP's PD program.

Desired Learning Outcomes:

1. Describe the five levels of the CAP Professional Development Program for senior members.
2. Explain the concept of "followership" as it relates to service in CAP.
3. Summarize your personal responsibilities for participating in CAP's PD program.

Introduction

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

1. The five levels of Professional Development for senior members

CAP has created a comprehensive PD program to help senior members (Cadet Sponsor members do not participate) evolve into experts about CAP and about their chosen fields within CAP. PD contains five distinct levels of achievement, each with several components and each culminating in awards for successful completion. Additionally, progression in the PD program is a prerequisite for promotions within the program.

Within Civil Air Patrol there are five levels of Professional Development. They are defined in detail at CAPR 50-17, *CAP Senior Member Professional Development Program*. But for this course, briefly, the five levels are:

1. **Level I, Orientation.** This level gives the senior member tools in which they can be an active member in CAP. When the member joins CAP they are given access online to orientation materials that they are encouraged to study (what you are doing right now!). This level has three blocks that have both online and classroom components (classroom components are led by the unit Professional Development Officer). Once Level I is completed, senior members can begin to train in a variety of technical and/or mission-related skills. Additionally, they are typically eligible in six months for promotion to 2nd Lt.
2. **Level II, Technical Training.** Level II is the point at which the member really begins to learn where they fit into the unit and begins to acquire the skills necessary to become successful within the unit. The member chooses a specialty track based on his or her interests and unit needs and duty assignment, and will train to attain a technician rating in their specialty (at which time he or she receives the Leadership Award). Members also begin to receive unit leadership and management training so they can strive to achieve leadership positions within the unit. To assist members they are required to take Squadron Leadership School, designed as an in-residence introduction to unit

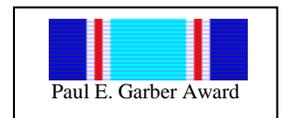


leadership and management as well as CAP squadron organization. Members also take the online CAP Officer Basic Course, which provides further leadership and organizational education. Once all requirements for Level II are complete the member receives the Benjamin O. Davis Award. Members are typically eligible for promotion to 1st Lt and Captain at this phase of their careers.

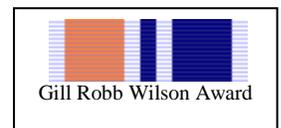
3. **Level III, Management.** Members who wish to expand their responsibilities and continue to master their specialty continue into Level III. The Corporate Learning Course is the in-residence keystone for Level III; in this course, members begin to learn about the larger organization and how staff functions work together on larger projects. Other requirements include attaining the Yeager Award, attaining the Senior Rating in the member's specialty track and attending wing-level or higher conferences. Once all requirements for Level III are complete the member receives the Grover Loening Aerospace Award. Members are typically eligible for promotion to Major at this phase of their careers.



4. **Level IV, Command and Staff.** Members training at this level are leaders in their units and typically have some exposure to the group and the wing. Many seek to hold higher office, such as group or wing command. It is this level that the member begins to see the "big picture" in the organization. As such, the requirements are more challenging and rewards greater. Members are required to complete the 1-week Region Staff College, which provides the leadership and management skills and abilities that are required of CAP leaders. Members must also attain the Master Rating in their specialty track, mentor and teach, as well as other requirements. Once all requirements for Level IV are complete the member receives the Paul E. Garber Award. Members are typically eligible for promotion to Lt Col at this phase of their careers.



5. **Level V, Executive.** Level V represents the pinnacle of professional development. This level concentrates on advanced leadership and management skills required of leaders at the wing, region, and national levels, whether they be in command or staff roles. The education and training provided is designed to help members succeed in large and/or multi-wing projects and policy-influencing roles. As such members move beyond the comfort of the squadron or group. Requirements include completion of the National Staff College at NHQ with fellow members from across the nation; demonstrated leadership, continued mentoring and teaching experience, etc. Those who complete this level are eligible for the Gill Robb Wilson Award. The Wilson is the highest CAP award for professional development, with less than 70 members receiving the award each year.



Professional development in CAP is a distance run, not a sprint. It takes a little time to figure out how everything comes together; so don't worry if you can't see where you'll be years from now. The unit PDO will work with you to design a program that will help you progress through the first 18 months of your membership (the next lesson, by the way). You'll find that at 18 months, you might be pretty close to getting the Davis Award and can plan further ahead into the future.

Before a member can lead in CAP he or she has to know how to follow, and the next section talks a little about this often-overlooked yet vital skill.

2. Followership

Followership is just as important to an organization as leadership. It is the art of being a good follower while, at the same time, learning to be a leader. Good followers do as instructed by their superiors to the best of their ability. They can be depended upon to complete the task at hand with minimal oversight. Members who are good followers also tend to be good learners... because they are more open to being taught and mentored. Good followers also work well with others to accomplish the mission. They are not satisfied with the minimum results, but strive for “excellence” in their work. Individuals who demonstrate followership are the ones who will be looked at for leadership roles in the future. They have learned what it takes to work with others.

New members in CAP are evaluated in large part on how they master followership... When good followers become leaders, they are more apt to demonstrate empathy towards their subordinates because they remember the challenges that followership can pose.

3. Individual Responsibilities for Professional Development

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

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

Lesson summary and closure

Each member is responsible for his/her own professional development. Successful members embrace the challenges and opportunities that professional development provides them as they work to contribute to their squadron and CAP throughout their membership.

Tasks:

- 1. Complete the end-of lesson online quiz.***
- 2. This lesson has an OPTIONAL in-residence discussion.***

Block III: Your Future – What’s Next?

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

Desired Learning Outcomes:

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

Introduction

This lesson is less of a class and more of a mentoring session, in fact there is no online quiz at the end of the lesson. It is designed to help you to create a training plan that will help you advance in CAP and be a valuable and contributing member of your squadron.

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

1. Selecting a specialty

As discussed in the last lesson, once you complete Level I training you automatically move to Level II. In addition to all the fun and exciting things you will do as a member of the squadron, you will begin to contribute to the success of the unit and help your fellow members by serving in a staff position in your unit (also called duty assignment). Being appointed to a duty position begins with a conversation among yourself, the Squadron Commander (CC) and the Professional Development Officer (PDO) to decide what role(s) you will play on the squadron staff. The Squadron Commander will provide you with a list of staff positions that need to be filled and express an opinion as to which one they would like you to take. This is your time to identify the positions in which you are interested and to also describe your talents and skills. The selection will be some combination of your desires and the needs of the unit. Sometimes, you will select both a position that the squadron needs and a position about which you have a particular interest.



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



SPOTLIGHT: Specialty Tracks

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

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

2. Continuing education and training

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

General Emergency Services qualification (optional)

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

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



The Brigadier General Charles E. "Chuck" Yeager Award (optional at Level II, required for Level III)

Aerospace Education (AE) is also a part of the three-fold mission of CAP. The public, and certainly the cadets expect all senior members to be knowledgeable in aerospace. The best way to develop this knowledge is through reading *Aerospace: The Journey of Flight*. Once you have completed your studies you'll complete the open-book test for the Yeager Award. The PDO will show you where to find the educational material and how to access the test. You will want to make note/download the information/links. You may need them for your training plan.



The CAP Officer Basic Course (required for Level II)

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

Squadron Leadership School (required for Level II)

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



Continuing Safety Education (required for active participation in CAP)

You are CAP's most valuable asset. The public has also entrusted us with millions of dollars in airplanes, vehicles and equipment. Most importantly, parents have entrusted us with their children. For this reason CAP commits itself to safety. You cannot participate in any activity (except the general safety briefing) unless you are "safety current."

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

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

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

Lesson Summary and Closure

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

Tasks:

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

New

Member

Plan of Action

Member Name:		Charter #:	Date:
Professional Development Officer's Name:			
Level I Date Complete:			
Current Occupation and Education			
Current Occupation:		Highest Level of Education completed and major studied (if any):	
General Areas of Interest for Participation			
I would like to train as an aircrew member: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
<input type="checkbox"/> Pilot (requires pilot license IAW CAPR 60-1) <input type="checkbox"/> Observer <input type="checkbox"/> Scanner			
I would like to train as a ground team member: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
I would like to train as a mission base staff member: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
Explain what you would like to do:			
<input type="checkbox"/>			
I would like to be a CAP chaplain: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
(requires current qualification as a minister In accordance with CAPR 265-1)			
<input type="checkbox"/>			
I would like to be a CAP Legal Officer: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
(requires current qualification as an attorney In accordance with CAPR 35-5)			
I would like to be a CAP Health Services Officer: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
(requires current licensure in a qualifying profession In accordance with CAPR 160-1)			
I would like to work with cadets: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
I would like to work in Aerospace Education: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe			
<input type="checkbox"/> With cadets <input type="checkbox"/> In schools			
I like to work with:		I like:	
<input type="checkbox"/> Computers <input type="checkbox"/> Numbers <input type="checkbox"/> Paperwork <input type="checkbox"/> Machines, and/or engines <input type="checkbox"/> People <input type="checkbox"/> Children <input type="checkbox"/> Adults		<input type="checkbox"/> Writing <input type="checkbox"/> Photography <input type="checkbox"/> History <input type="checkbox"/> Teaching <input type="checkbox"/> Flying <input type="checkbox"/> Organizing things <input type="checkbox"/> Hiking/Camping <input type="checkbox"/> Amateur radio	

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

Level I Orientation Course
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