

**CAPP 80-3**

**7 October 2019**

# **CHARACTER AND LEADERSHIP:**

## **APPLYING**

## **CORE VALUES**

## **FOR SENIOR MEMBERS**



**Integrity ♦ Volunteer Service ♦ Excellence ♦ Respect**

Supersedes: N/A

Distribution: National CAP website

OPR: CAP/HC

**INTRODUCTION TO “CHARACTER AND LEADERSHIP: APPLYING CORE VALUES FOR SENIOR MEMBERS”:**

Civil Air Patrol’s core values of Integrity, Volunteer Service, Excellence, and Respect were first instituted in 1999. Mirroring the core values articulated by the United States Air Force, 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. They reflect our organization’s institutional commitment—as well as our members’ personal commitment—to public service. (CAPP 50-2)

Civil Air Patrol culture is formed around its core values. To this end, CAP uses a three-pronged strategy for implementing core values. The first step is to educate all members so they understand core values and how these values support the mission. Secondly, commanders and supervisors must serve as the primary advocates in encouraging the implementation of core values as a part of daily routines. Lastly, the members must adopt and internalize core values.

1. The “Schoolhouse Weave:” Civil Air Patrol’s approach to weaving core values into training programs mirrors the approach taken by the Air Force. This approach involves integrating core values training into existing courses and into new courses as they are developed. Recommendations concerning the best ways to accomplish this are welcomed from all cadets and senior members and may be addressed to CAP Professional Development at [prodev@capnhq.gov](mailto:prodev@capnhq.gov).
2. Commander/Supervisory Involvement: In implementing core values, the responsibilities of commanders and supervisors go beyond merely articulating policy or encouraging core values discussions. These leaders must also serve as role models in the organization and show how core values can be practically demonstrated on a daily basis. At the higher levels of CAP, the senior leadership should continually examine all policies, procedures, and programs to ensure that an ethical climate is being nurtured in the organization. Additionally, commanders and supervisors must support, and contribute to, core values education within the organization.
3. Member Involvement: All cadets and senior members have a basic responsibility to integrate core values into the organization’s culture. Members should willingly adhere to core values in their daily activities. For example, as a minimum, this involves strict compliance with all CAP directives. CAP members, CAP senior leadership, and education and training specialists must maintain a constant dialogue on possible ways to weave core values into all CAP programs. This feedback process provides for an exchange of ideas on new and innovative ways to instill core values at the grassroots level of CAP. (CAPP 50-2)

This publication has been developed to assist implementing the third prong: engaging senior members in a meaningful learning experience through the use of case studies to apply the core values of Civil Air Patrol to both their personal and professional lives.

Each case study will be analyzed using the “Six Steps to Ethical Decision-making” and the “PLUS” Filter. A complete description of these two resources is offered here for the facilitator’s benefit. Condensed versions of the resources will be included with each case study for senior members to refer to.

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**INSTRUCTOR GUIDE:**

WELCOME TO *CHARACTER AND LEADERSHIP: APPLYING CORE VALUES FOR SENIOR MEMBERS*. These materials are designed to engage your senior members in a meaningful learning experience through the use of case studies. This curriculum is designed to allow senior members to examine their own ethical standards and values in the framework of a guided discussion. Senior members are encouraged to relate these standards and values to all phases of their Civil Air Patrol experience, especially when performing tasks that involve the use of authority over other senior members and making ethical decisions.

These core values briefings can be conducted by a commander, chaplain, or CDI. They are for the CAP senior members' personal and professional enrichment, providing them with resources for ethical decision-making.

There is no set time required for conducting the core values briefing (i.e. "a case study will be discussed once a month for a minimum of one hour). Rather, the squadron commander is given flexibility as to when and what time allotment to provide for a core values briefing.

Your commitment to provide an environment for personal reflection and your personal investment in the lives of your senior members is honorable and admirable. Hopefully, *Character and Leadership: Applying Core Values for Senior Members* will equip you with the tools you need to have a lifelong impact on the values of our members and those they serve. CAP appreciates you for your willingness to serve our senior members.

**EDUCATIONAL AIMS**

In keeping with Civil Air Patrol's overall program of character development, *Character and Leadership: Applying Core Values for Senior Members* incorporates the following educational aims:

1. Using universal truths embodied in CAP's core values as a starting point, senior members will develop skills in examining their present values and amending them as they choose.
2. Senior members will learn to analyze the ethical components of situations and problems.
3. Senior members will develop their ability to identify the core issues affecting a complex situation.
4. Senior members will increase their personal expression and group interaction skills.
5. Senior members will see the relevance of ethical decisions and behavior in all aspects of their public and private life.
6. Senior members will have a mechanism and a process that will enable them to see the changes in their values and perspectives resulting from maturity and experience.
7. Senior members will accept their responsibility to make ethical choices.

**Why Case Studies?**

Case studies are utilized in the framework of a guided discussion. According to *The Guidebook for Air Force Instructors*, "a guided discussion is an instructor-controlled group process in which students share information and experiences to achieve a learning objective. In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant" (AFMAN 36-2236).

The fuel for this guided discussion is the case study. Case studies are brief, real-life simulations, designed to challenge senior members to find ways of solving problems and perceiving numerous perspectives. The exploration of values, principles, and ethics is particularly suited to the case study approach for a number of reasons.

First, the relevance of the discussion is emphasized by the ability of the senior members to identify with the situation or challenge in the story. Much of the reflection will be the evaluation of past experience and choices as a way of making changes.

Second, case studies enable senior members from different age and educational levels to work together analyzing the stories and offering solutions to the problems. The senior members in a particular squadron are not usually the same age, occupational backgrounds, or gender. Case studies allow all senior members to contribute as they are able and as they desire.

Third, the use of case studies is compatible with the use of a guided discussion. Case studies provide a common frame of reference, enabling the group to have an exploratory conversation.

Fourth, in a problem-solving environment, the burden of learning and understanding is shifted to the students. Instructors facilitate the exploration of the ethical issues of each case, but the senior members also contribute to learning.

Finally, the use of case studies encourages behavioral change. Participation and contribution to the group process creates ownership of ideas and perspectives by the senior members. This clarifies their own standards of behavior and helps them see where they are deficient. “When students make a public commitment in a discussion, they are more apt to follow through with a change in behavior” (AFMAN 36-2236).

Overall, the role of the instructor is to guide the senior members in the discussion and solution of the case study as they apply the **PLUS** filter.

### **How to lead a case study**

Some suggested guidelines for conducting a case study include:

1. Prepare yourself to lead the session by completing the “Six Steps to Ethical Decision-Making” and applying the **PLUS** analysis (expanded in the next section):
2. Refrain from lecturing—take a student-centered approach.
3. Provide a copy of the case study for everyone, or have it displayed where all can easily see—the students will need to refer to the story often.
4. Encourage participation by all.
5. Moderate the “Six Steps to Ethical Decision-making” and the **PLUS** process, using open-ended questions to refocus the group if it becomes stalled.

For the most effective core values briefing, the instructor should be familiar with both the “Six Steps to Ethical Decision-Making” and the **PLUS** process as provided below. Students will need to have this information shared in an overall picture. This overview will give you more insight into the process so you can be prepared to offer assistance and guidance as the group works through the case studies.

## **Six Steps to Ethical Decision-making**

### **Step 1: Define the problem**

The most significant step in any decision-making process is describing why a decision is called for and identifying the most desired outcome(s) of the decision-making process.

One way of deciding if a problem exists is to couch the problem in terms of expectations—what one desired or expected vs. the actual situation. In this way a problem is defined as the difference between expected and/or desired outcomes and actual outcomes.

This careful attention to analyzing the situation in terms of outcomes allows one to clearly state the problem. This is a critical consideration because how one defines a problem determines how one defines causes and where one searches for solutions. How you define the problem determines where you go to look for alternatives/solutions, so define the problem carefully.

### **Step 2: Identify available alternative solutions to the problem**

The key to this step is to not limit yourself to obvious alternatives or what has worked in the past but to be open to new and better alternatives. How many alternatives should you identify? Ideally, all of them. Realistically, we teach that the decisionmaker should consider more than five in most cases, more than three at the barest minimum. This gets away from the trap of seeing "both sides of the situation" and limiting one's alternatives to two opposing choices; either this or that.

### **Step 3: Evaluate the identified alternatives**

As you evaluate each alternative, you should be looking at the likely positive and negative outcomes for each. It is unusual to find one alternative that would completely resolve the problem and is heads and shoulders better than all others. Differences in the "value" of respective alternatives are typically small, relative, and a function of the decisionmaker's personal perceptions, biases, and predispositions.

As you consider positive and negative aspects of the alternatives you must be careful to differentiate between what you know for a fact and what you believe might be the case.

The decisionmaker will only have all the facts in trivial cases. People always supplement what facts they have with assumptions and beliefs.

This distinction between fact-based evaluation and non-fact -based evaluation is included to assist the decisionmaker in developing a "confidence score" for each alternative. The decisionmaker needs to determine not just what results each alternative could yield, but how probable it is that those results will be realized. The more the evaluation is fact-based, the more confident he/she can be that the expected outcome will occur.

### **Step 4: Make the decision**

When acting alone this is the natural next step after selecting the best alternative. When the decisionmaker is working in a team environment, this is where a proposal is made to the team, complete with a clear definition of the problem, a clear list of the alternatives that were considered, and a clear rationale for the proposed solution.

**Step 5: Implement the decision**

While this might seem obvious, it is necessary to make the point that deciding on the best alternative is not the same as doing something. The action itself is the first real, tangible step in changing the situation. It is not enough to think about it or talk about it or even decide to do it. A decision only counts when it is implemented. As Lou Gerstner (CEO of IBM) said, "There are no more prizes for predicting rain. There are only prizes for building arks."

**Step 6: Evaluate the decision**

Every decision is intended to fix a problem. The final test of any decision is whether or not the problem was fixed. Did it go away? Did it change appreciably? Is it better now, or worse, or the same? What new problems did the solution create?

**USING THE PLUS MODEL FOR ETHICAL DECISION-MAKING**

Until now we have been discussing a generic decision model similar to those taught in every business school and management training program. But our concern is not just decision-making—it is ethical decision-making.

The ethical component of the decision-making process takes the form of a set of "filters." Their purpose is to separate the sought-after elements from their containing environment so they can be examined within an ethical framework.

At key steps in the process the decisionmaker can stop and run her/his considerations through these filters and thereby separate the ethical inclinations from the remainder of the decision. This ensures that the ethical issues embedded in the decision can be given consideration.

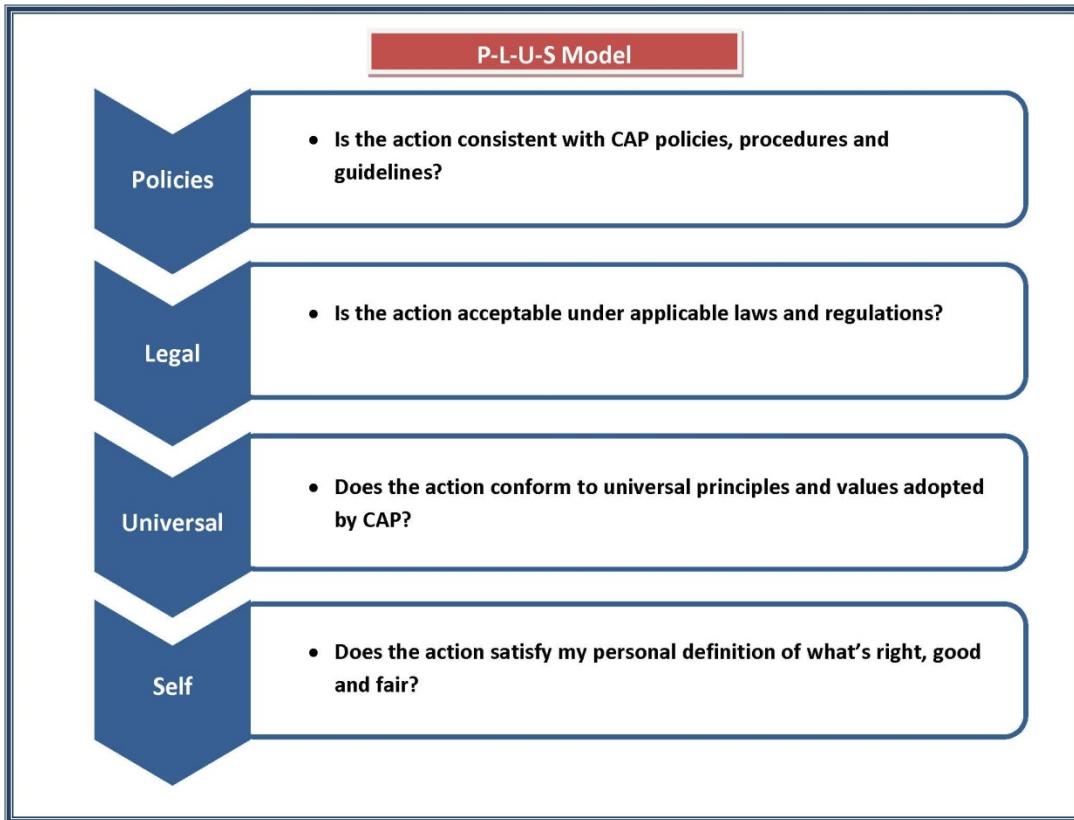
To make it easy to understand and apply these ethics filters we have adapted the mnemonic **PLUS**.

**P = Policies** - Is it consistent with CAP policies, procedures, and guidelines?

**L= Legal** - Is it acceptable under the applicable laws and regulations?

**U = Universal** - Does the action conform to the universal principles and values adopted by CAP?

**S= Self** - Does it satisfy my personal definition of right, good, and fair?



**PLUS** presumes effective communication with all members so there is a common understanding of:

- The organization's policies and procedures as they apply to the situation
- The applicable laws and regulations
- The agreed-upon set of "universal" values—in this case Integrity, Volunteer Service, Excellence, and Respect
- The individual's sense of right, fair, and good, springing from their personal values set

**PLUS** also presumes a formal mechanism, provided by the organization, to allow members access to a definitive interpretation of the policies, laws, and universal values when their own knowledge of these **PLUS** factors is insufficient for them to make the decision with a high level of confidence.

The **PLUS** filters work as an integral part of steps 1, 3, and 6 of the decision-making process. The decisionmaker applies the four **PLUS** filters to determine if the ethical component(s) of the decision are being surfaced/addressed/satisfied.

**Step 1:** Define the problem (Use the **PLUS** filters to surface the ethical issues). Does the existing situation violate any of the **PLUS** considerations?

**Step 2:** Identify available alternative solutions to the problem.

**Step 3:** Evaluate the identified alternatives (use **PLUS** to assess their ethical impact).

- Will the alternative I am considering resolve the **PLUS** violations?

- Will the alternative being considered create any new **PLUS** considerations?
- Are the ethical tradeoffs acceptable?

**Step 4:** Make the decision.

**Step 5:** Implement the decision.

**Step 6:** Evaluate the decision (use **PLUS** to surface any new or remaining ethical issues).

- Does the resulting situation resolve the earlier **PLUS** considerations?
- Are there any new **PLUS** considerations to be addressed?

The user should realize that the **PLUS** filters do not guarantee an ethical decision. They merely ensure that the ethical components of the situation will be surfaced so that they may be considered.

While **PLUS** suggests a process for assessing the ethical impact of a decision, ultimately whether or not the decision meets the ethical standards of the organization or the individual decisionmaker is a matter of personal responsibility. After all, ethics is about choices.

Hopefully, **Character and Leadership: Applying Core Values for Senior Members** will equip you with the tools to face the various situations that arise in CAP (and in life) and make meaningful decisions.

***“Every decision is a core values decision.”***

Chaplain, Col James “Jay” Hughes

(Lesson based on material produced by Ethics and Competence Initiative:  
<http://www.ethics.org/resource/plus-decision-making-process>)

# CASE STUDIES



**Character and Leadership:**  
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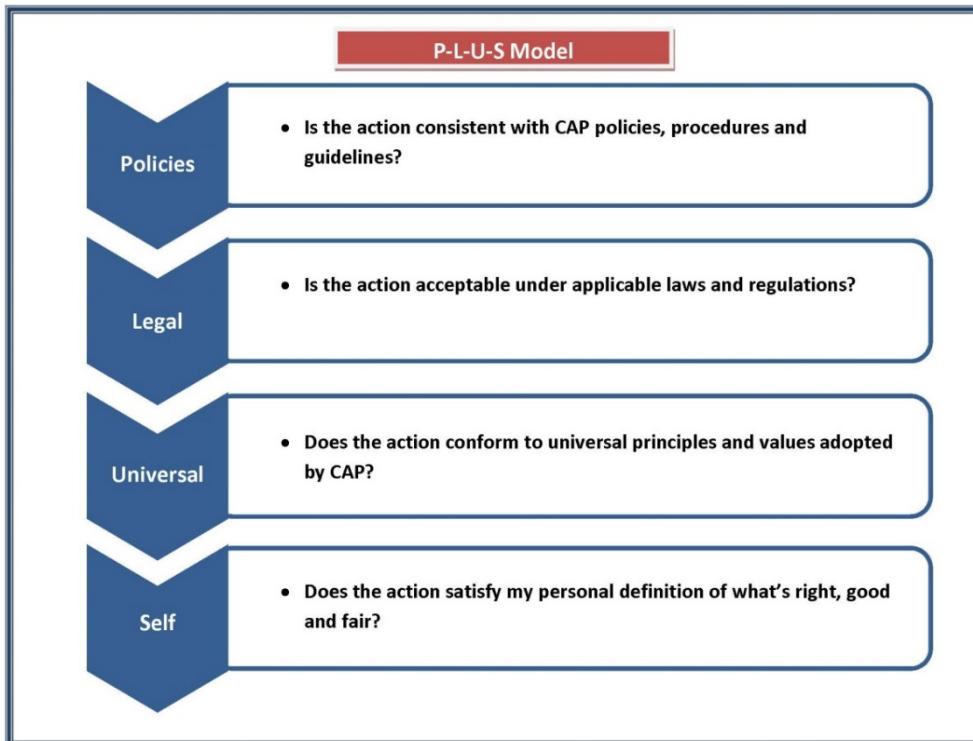
**CASE STUDY #1:**

MidAmerica Wing is getting ready for the wing SAR exercise. As is the custom, participants are on hand for the Friday briefing. Coming from their scattered corners of the wing, they meet at the hospitality room for a casual get-together with chips, soft drinks, and a maximum limit of two beers. After the briefing, the senior members proceeded to the restaurant for dinner. Upon returning to the hotel, two of the pilots make their way to the hotel lounge. These two pilots are from the same squadron and traveled together 3 hours to the exercise after their work day. As you conduct a room check of the senior members that arrived to serve as ground team members you observe the two pilots leaving the lounge at 2:00 in the morning in an intoxicated state.

**Six Steps to Ethical Decision-making:**

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The ethical component of the decision-making process takes the form of a set of “filters.” The “filter” we use will be “PLUS:”



**CASE STUDY #2:**

17-year-old C/Maj Brett Richards is the cadet commander of the Skybird Squadron. He has excelled in his training and has promoted consistently. He has applied for two events: a wing event (Encampment Commander) and for Cadet Officer School (COS). Both would give Cadet Richards significant exposure.

A couple of senior members in the Skybird Squadron approached the squadron commander and shared concerns about Cadet Richards' behavior outside the squadron; specifically, posts on MySpacebook. When the squadron commander looked at the posts, he was highly disappointed. The posts included a photo of Cadet Richards taken at a costume party. In the photo, Cadet Richards was wearing a pirate hat, drinking from a plastic cup, with a caption that read, "A Drunken Pirate." Other photos depicted Cadet Richards displaying highly questionable behavior. His MySpacebook page also included a post that could be interpreted as a negative comment about the squadron commander.

The squadron chaplain had presented a session on "Social Media" and had cautioned cadets to be mindful about the comments and photos on their web pages since these were viewable by others. The chaplain also shared that in addition to showing general bad judgment in posting questionable photos on MySpacebook, educational institutions and potential employers are known to look at the social media posts of applicants—guidelines that Cadet Richards ignored.

This development now has the squadron commander wondering what he should do regarding Cadet Richards' applications to these high-profile events.

**Six Steps to Ethical Decision-making:**

Step 1: Define the problem

Step 2: Identify available alternative solutions to the problem

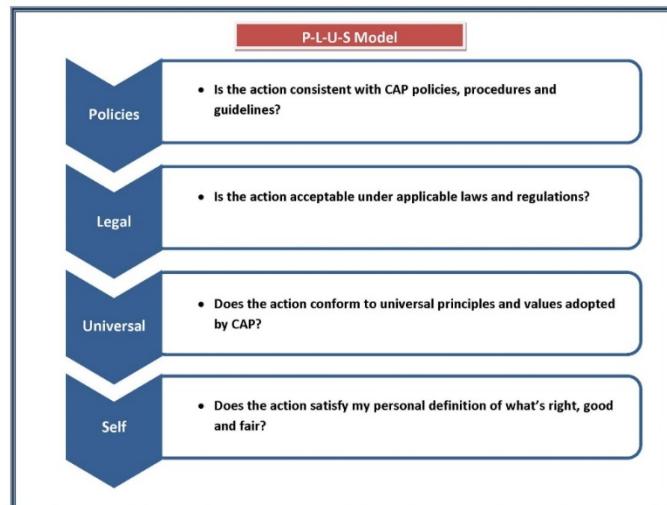
Step 3: Evaluate the identified alternatives

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**CASE #3:**

During the month of December, the local squadron is sponsoring its fourth annual “Helping Hands” outreach to the local community. Toys and clothes are being collected that will be distributed to poorer families in the community through recommendations from local churches and schools. You have been named the coordinator of the annual drive. You have requested a local discount retail store to contribute some items to the drive. Early one morning a truckload of items arrives from the local store. The shipment includes overstocked or “write-off” items of toys and clothes that would be perfect for the drive. Several senior members are helping unload the boxes. You notice two members sorting through the boxes and setting some items aside. One member is a single parent and the other is the Deputy Commander who has been part of the squadron for the past twelve years.

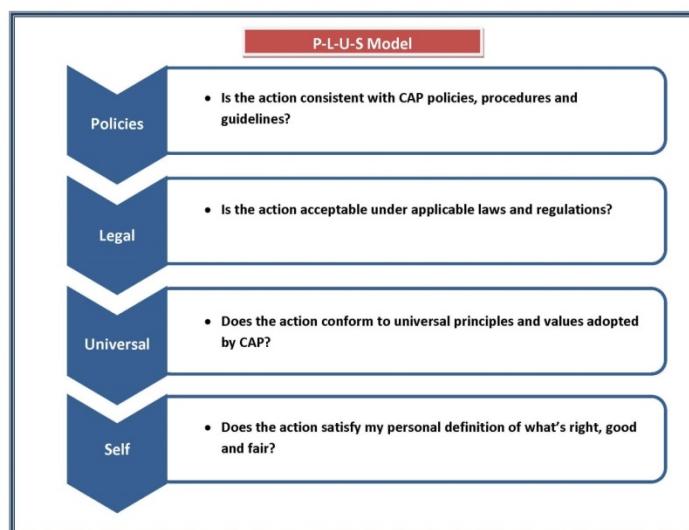
When you approach the staff members and ask why they were separating some items from the delivery the single parent says nothing but the Deputy Commander states: “Charity begins at home. These goods were meant for the needy in our community. This member is a single parent and needs clothes and toys for her children just as much as anyone in our community and I think my dozen years of service in this squadron entitles me to a few benefits.”

You are concerned that the local store gave the items in support of the outreach drive, but you also know that squadron member’s family has needs as well. You discuss this with the senior member who coordinated the drive for the past two years for some guidance. He tells you “There is nothing to worry about. The local store doesn’t care where that stuff ends up. They are just happy to get it out of their storage area.”

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**CASE #4:**

C/2d Lt Martin is summoned to the unit commander's office and informed of the commander's decision to nominate her for a local volunteer award at the end of the next quarter. "This should give you enough time to study the awards packages of past winners to figure out what the board wants," says the commander. "Think seriously about volunteering a few extra hours in the community to beef that package up."

Martin does as the commander suggests and, at the appropriate time, provides to the Commander a list of accomplishments for the quarter. A week later, she is again summoned to the commander's office and given the awards package to read. "Piece of cake," says the commander. "I think you have more than a fighting chance to bring home the bacon!" At first the commander's enthusiasm is unavoidably infectious, but then Martin begins to look closely at the specific points made in the awards package. There is no doubt the commander has "massaged" the truth on some of the bullet statements and, in one or two cases, the truth has been stretched to the ripping point. She points out these problems to the commander, and he assures her "everything will be taken care of."

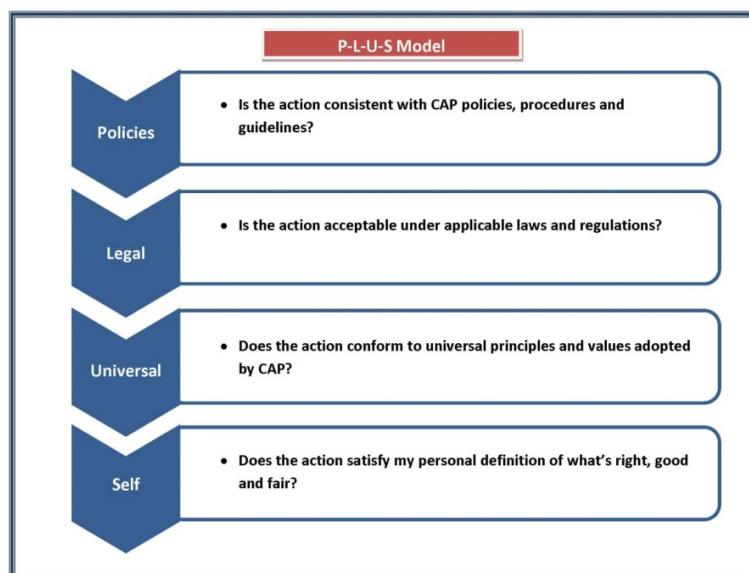
Martin goes into the interview for the local volunteer award believing the commander has cleaned up the problems in the nomination package, but that belief is quickly destroyed when one of the board members asks her a question based on one of the problematic bullet statements. After the interview, Martin reports this persistent problem to the commander, who again promises to "take care of it." Two days later, the commander relays the information that Martin won at the local level and will compete, the following week, at the state level. "Good luck," he says to Martin, "it's all up to you now."

The next week, Martin wins at the state level, but this time it is impossible to tell from the questions whether or not the package still contains the problematic bullet statements. She comes to the chaplain and seeks counsel on whether or not to accept the award because of the commander's actions.

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**CASE #5:**

Lt Col Otto Jones is a long-time member of the Skycloud squadron. He is known for his countless hours of volunteer work for the squadron and his financial contributions to the squadron's projects—especially those impacting the cadet programs. As the Superbowl approaches, he plans a Superbowl party to which co-workers, friends, and members of the squadron would be invited to attend. Since he doesn't have a large screen TV, he thinks of a way that he can enlarge the view. He knows that there are no upcoming squadron events that would require the use of its projector, so he borrows it for the weekend. Everything is fine until the 3rd quarter of the game when the bulb blows. Lt Col Jones returns the projector the next time the squadron meets.

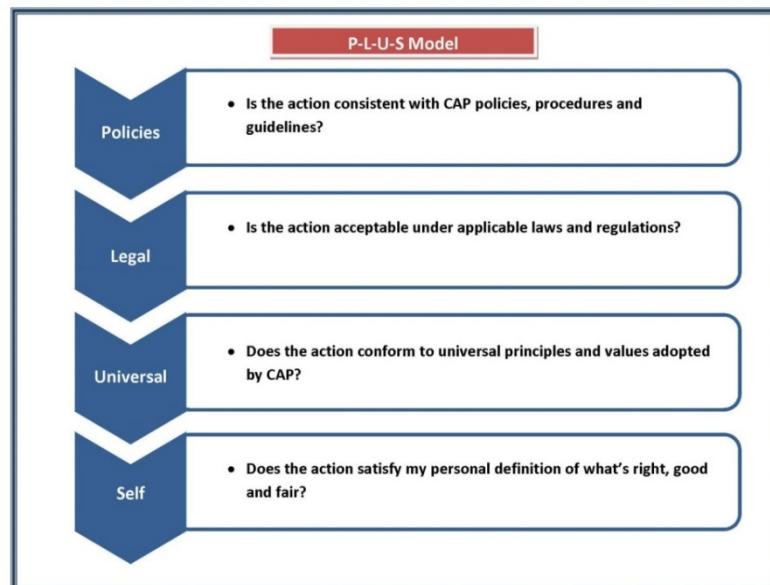
Two weeks later, the squadron has a guest speaker giving a presentation for Aerospace Education. When they set up the equipment for the presentation, the projector doesn't work. The presentation—which includes video clips—has to be given without use of the audio/visual equipment. A replacement lamp has to be purchased at the cost of \$465.00

A couple of weeks later, Lt Col Jones sheepishly admits to the squadron commander that he had borrowed the projector for the Superbowl party and that the lamp had blown while in his possession. He apologizes for any inconvenience caused to the squadron during the guest speaker's visit/presentation and offers to pay for the replacement of the projector bulb.

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**CASE #6:**

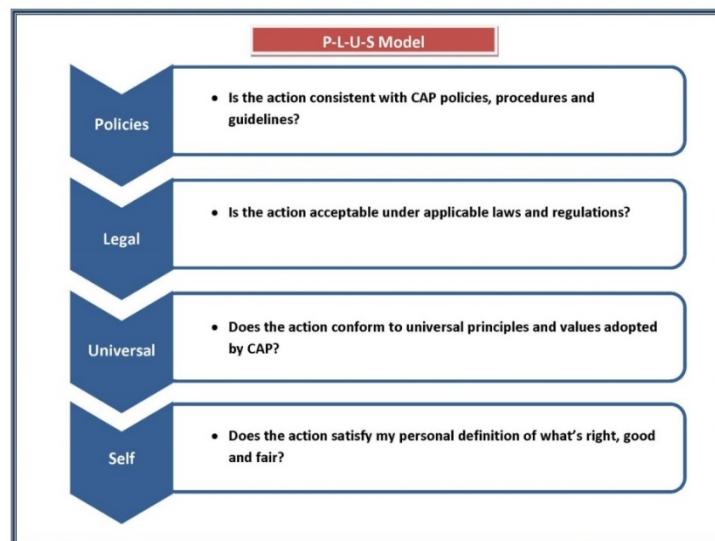
The cadets in Penlight Cadet Squadron have been working very hard for two years to increase their membership. The cadet membership has more than tripled in just over 24 months, and the cadet officer corps has grown from 2 cadets to 15. Several cadets have recruited their parents as members to help on the senior member side. Even the parents who aren't members are often tapped as volunteers to drive and chaperone the busy unit activity schedule, with monthly activities such as model rocket launches, new cadet orientation classes, field training exercises, search and rescue exercises, special tours, and air shows. The cadet color guard holds weekly practices outside regular meetings, and they perform an average of 3-4 ceremonies per month in the local community. This has really increased the public's awareness of CAP and has brought in sizeable financial donations to the squadron from fraternal organizations in town. The cadets are also committed to community service projects, with a squadron goal for each cadet to earn a volunteer service ribbon. Just over 50% of the squadron's cadets have already donated the required 60 hours of service outside of CAP to earn this award. For the past two summers in a row, the squadron's ground team has taken top honors at the wing-wide search and rescue competition.

At wing conference this spring, Penlight Cadet Squadron received the Squadron of the Year award. The squadron commander accepted the award and made a speech at the awards ceremony. His picture and bio were published later in the wing newsletter with the award announcement, and he was interviewed on the local radio station's morning news program, where he took credit for the squadron's success. The cadets in the squadron were happy about receiving the award, but the cadets and their parents were never mentioned or given any credit for their hard work. Lately, the squadron commander has been talking at meetings about his chances of being promoted to group commander now that he has received this squadron award.

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**CASE #7:**

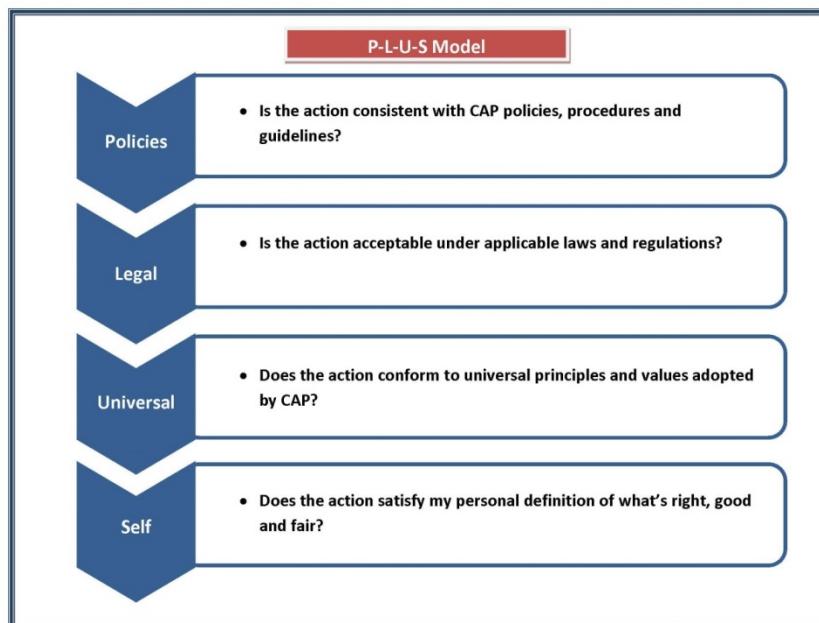
You are a squadron commander and your two teens, a son and daughter, are members of Civil Air Patrol. You receive a text message from your wife that she was contacted by a family friend who is a teen female, age 16 and non-CAP member. The family friend reported that someone had gotten ahold of your daughter's cell phone and was sending text messages of a sexual nature and she was very uncomfortable with the messages.

You learn from your daughter that her older brother and a male friend from the squadron had taken her phone without her permission and had been sending text messages to this young lady. Neither of the two male cadets denied their involvement in taking the phone or sending the text messages. Both considered what they did to be nothing more than a joke to which they thought the young lady would be receptive.

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## CASE STUDY #8

Mike, a high school senior, has just been accepted to a college that has an Air Force ROTC program. The college recruiter tells him that if he earns his Spaatz Award prior to the fall, he will be advanced into the 4<sup>th</sup> semester ROTC classes right away. This would fast track him into a leadership role by his sophomore year. Mike believes this will advance his Air Force career goals and save him thousands of dollars in tuition, so he studies hard to prepare for his Spaatz exam.

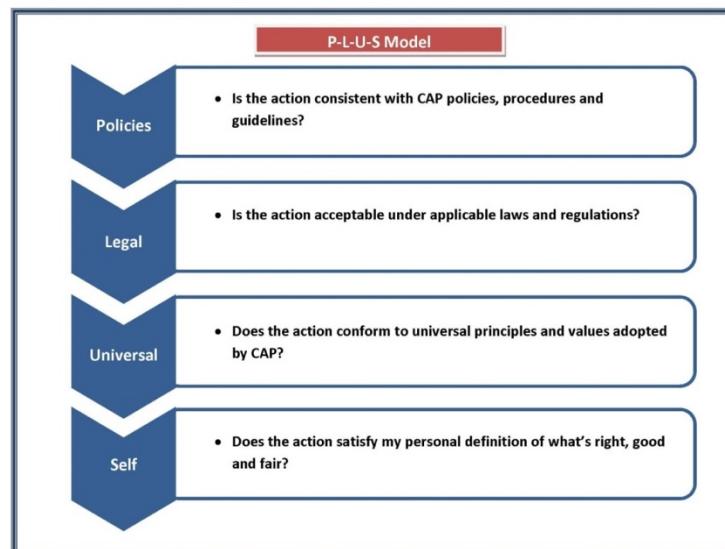
Mike has been in CAP for five years. He has served in most leadership positions in his squadron, including cadet commander. This year, Mike has been working a lot of hours at his afterschool job to earn money for school. His busy work schedule means he only gets to attend CAP meetings about once a month, and he hasn't been able to attend any other wing or unit activities. The squadron's promotion policy includes the requirement that cadet members attend 75% of meetings and 50% of unit activities. In the past 12 months, Mike has promoted once, to cadet lieutenant colonel.

When Mike calls the unit's testing officer to request a Spaatz exam date right after graduation, the testing officer brings the paperwork to the squadron commander for signature. The squadron commander, who is new to the job, isn't sure if she should approve the request. She knows Mike is a hard-working cadet who has a long history of squadron leadership roles, but Mike doesn't meet the squadron requirements for promotion. The testing officer argues that other cadets haven't been held to the same standard: last year a cadet was allowed to take the Mitchell exam even though the commander didn't feel she was mature enough to be a cadet officer, because her parents insisted she be allowed to test prior to enlisting in the Air Force. And both the squadron and wing commanders had previously approved the IACE application for another cadet, who often missed meetings or was an hour late for the meetings he did attend.

### Six Steps to Ethical Decision-making:

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The ethical component of the decision-making process takes the form of a set of "filters." The "filter" we use will be "PLUS:"



### CASE STUDY #9

John and Frank have been good friends for several years. They have coached sports teams their children have been involved in. They are members of the same community service organization. Their families have vacationed together. When their teen-aged children joined CAP, they also joined the same CAP squadron as Senior Members. They attended meetings and activities together. For the first few years they were on parallel professional development tracks and were promoted to Captain at the same time.

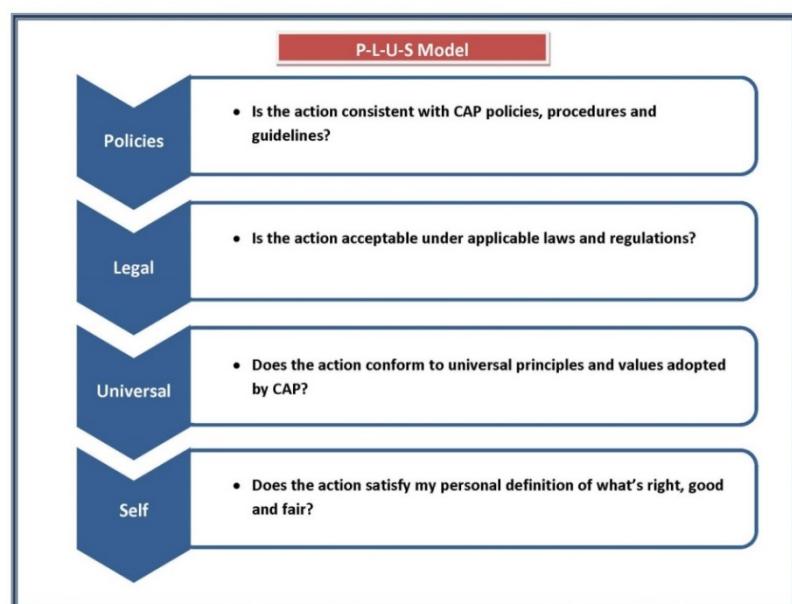
Over the course of time John has completed Level IV, promoted to Major, and was recently appointed as Squadron Commander. Due to work obligations which have him traveling quite a bit of the time, Frank hasn't been able to participate in squadron meetings or activities on a regular basis, but he has expressed his desire to serve as John's Deputy Commander since he and John are good friends and have served together in other organizations.

John needs to select his staff and faces a tough choice for the Deputy Commander. Since they are good friends, Frank expects John to give him the position and promises to become more active in the squadron again if he gets the job. John knows Frank is well-liked by the squadron members and would make a fantastic squadron commander down the road. But there are three other capable officers who attend every meeting, have completed their Level III training, and are emerging as good leaders. They could be upset if they don't receive a staff job that someone less qualified is chosen to fill. John is torn between choosing a friend and choosing a more qualified leader.

#### Six Steps to Ethical Decision-making:

- Step 1: Define the problem
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- Step 4: Make the decision
- Step 5: Implement the decision
- Step 6: Evaluate the decision

The ethical component of the decision-making process takes the form of a set of "filters." The "filter" we use will be "PLUS:"



**CASE STUDY #10**

You are the chair of a wing-level review board that is evaluating four cadets who have applied for the International Air Cadet Exchange. Your wing has 2 green lights to use for exceptional cadets, as well as standard approvals for NCSA applicant slotting. Each of the four cadet applicants is a Cadet Major.

C/Maj Andrew is 19 years old and a college freshman at a state university. He has been in CAP for 3 years. He is a solo glider pilot and the Cadet Executive Officer of his unit. C/Maj Andrew has very little money, so he relies heavily on scholarships to attend CAP events and his university. He is majoring in Art History.

C/Maj Bethany is 20 years old. She is a paramedic working for a local fire department and has been in CAP for 7 years. She is a qualified Ground Team Leader but doesn't hold any staff position in her unit. She and C/Maj Deshaun are from the same unit and used to date.

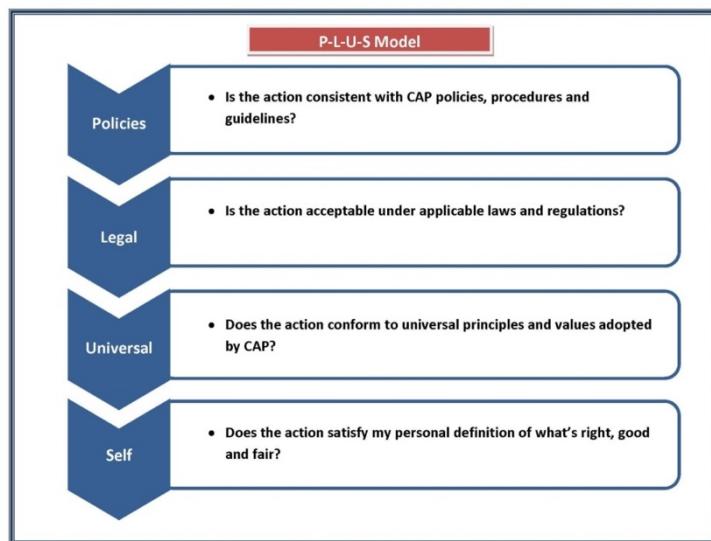
C/Maj Takeshi is 17 years old. He is a high school junior who is trying to earn an ROTC scholarship to a local state college. He has been in CAP for 4 years and is a qualified Ground Team Member and private pilot. He is currently the Cadet Commander of his squadron and will be serving as the Cadet Commander of the wing's encampment this year.

C/Maj Deshaun is 17 years old. He is a high school senior who will be enlisting in the Marine Corps upon graduation. He's been in CAP for 5 years. He is currently the Cadet Deputy Commander of his squadron and will be a squadron commander at this year's encampment. C/Maj Deshaun is originally from a large city.

**Six Steps to Ethical Decision-making:**

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The ethical component of the decision-making process takes the form of a set of "filters." The "filter" we use will be "PLUS:"



**CASE STUDY #11**

C/SMSSgt Sergeant Brittney Wade's father has moved his family from another state to your town in order to get a better paying job. She is 16 years old and was an honor student in her old high school. Cadet Wade wants to go to the Air Force Academy, and she believes being a CAP cadet would help her chances. Her old squadron had over seventy active cadets and she was the first sergeant. She received a Commanders Commendation Award because of the great job she did as first sergeant. She also received a second Commendation Award for the job she did as the flight sergeant of the honor flight at last year's wing encampment.

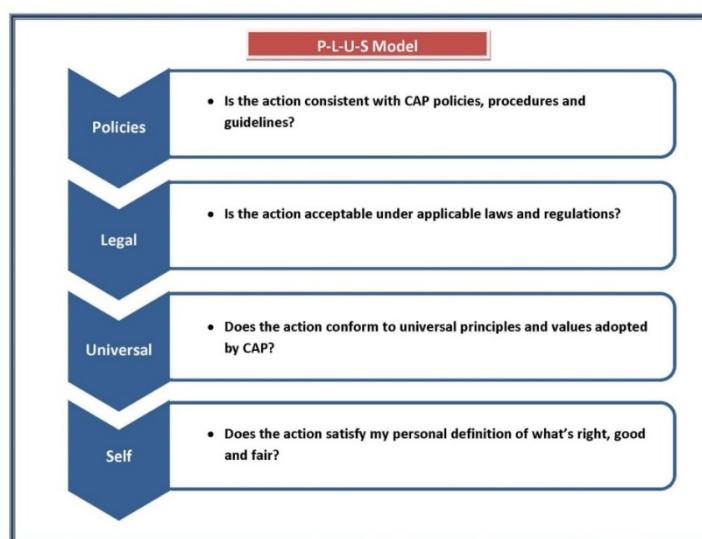
This past summer, Sergeant Wade attended the CAP National Flight Academy and earned her solo wings. Her transfer to the Alton Cadet Squadron has been initiated. The Alton Cadet Squadron has fifteen cadets enrolled but only about a dozen of them regularly attend meetings. Cadet Captain Jeremy Martin is the Cadet Commander and the only cadet officer in the squadron. He plans to join the military when he graduates from high school.

Jude Orr is the next ranking cadet. He has been a Cadet Technical Sergeant for over a year, and he is currently the training NCO. His athletic commitments cause him to miss meetings and not be able to attend encampments. Lately, he has been bragging about how he expects to be the next Cadet Commander. Major John Franks, the Alton Cadet Squadron Commander, now must decide where Cadet Wade will fit in the rank structure of the squadron.

**Six Steps to Ethical Decision-making:**

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## CASE STUDY #12

Capt Scott Johnson had been the commander of Andover Composite Squadron for over ten years, after having received waivers to continue. The squadron never had more than twenty-five members at one time. Usually, there were five senior members and six cadets at any given meeting. Because the squadron was located in an isolated portion of the state, the wing had decided to base an airplane at the Andover Airport.

Scott had taken advantage of his squadron's freedom from oversight by the wing to do things as he saw fit. He allowed the senior members to berate the cadets and the cadets to haze one another. He liked the idea of seeing CAP as a para-military youth group. He had said many times that his squadron functioned better than any ROTC program and that the toughness of the program made the cadets better Americans.

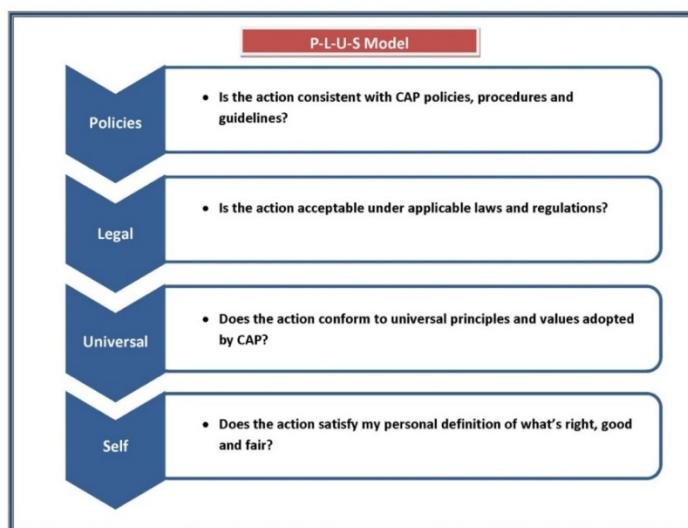
The airplane was flown regularly by officers who were not qualified and sometimes for their personal use. Anyone who disagreed or complained was removed from the program, whether they were cadets or officers. No one had ever been hurt—at least there had never been a report of cadet injuries. The wing had never questioned or disciplined Capt Johnson for any reason. The parents of the active cadets seemed content to let Scott lead the squadron as he wanted.

Captain Cynthia Anderson, a mission pilot, and her son Michael, a Cadet Master Sergeant, transferred to the squadron when her family moved to Andover. After four years as a member in another successful squadron in the same wing, Cynthia was looking forward to continuing her involvement and advancing her professional development in CAP. The Andover Composite Squadron did not function like the CAP that she and her son, Michael, had come to know and appreciate.

### Six Steps to Ethical Decision-making:

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### CASE STUDY #13

Major Fred Bell is the commander of Malard Cadet Squadron. He needs to appoint a new Cadet Commander because the previous commander left to attend college in a different state. He wants to make the best and most ethical choice he can. The following cadet members are the best candidates, and each has expressed an interest in the position.

His highest-ranking cadet is 16-year-old C/1st Lt Emily Wyner, the current cadet administrative officer. She makes excellent grades and is hard working. She is short, thin and has difficulty with the PT tests. Cadet Wyner is timid and has a high squeaky voice making her difficult to understand. In the past she has had a hard time making decisions and taking action.

The second ranking cadet is 17-year-old C/2d Lt Brad Hunter, who is Alpha Flight Leader. He is tall, good looking, and the cadets are drawn to him. Cadet Hunter is bright but doesn't like to study so he just gets by on his tests. He is a thrill seeker who takes chances and plays practical jokes on people. He does a good job if he is well supervised.

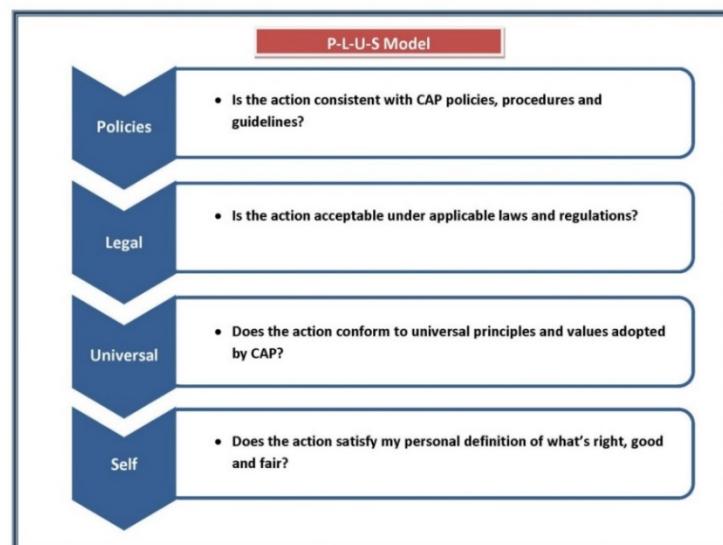
The third ranking cadet is 17-year-old C/2d Lt Ira Means, who is the Leadership Officer. He is a defensive guard on his school football team, and he is on the wrestling team. His size and booming voice make him an imposing figure. Cadet Means has to study very hard to make passing grades. He is a strict disciplinarian and wants to join the Marines.

The fourth possibility is 16-year-old C/MSgt John Wade, the squadron first sergeant. He is of average height and build. Cadet Wade is a reliable worker and is respected by both cadets and seniors. He makes good grades and will test for his Mitchell Award next month. Wade takes the initiative when the need arises. He shows mature judgment in the accomplishment of his tasks.

#### Six Steps to Ethical Decision-making:

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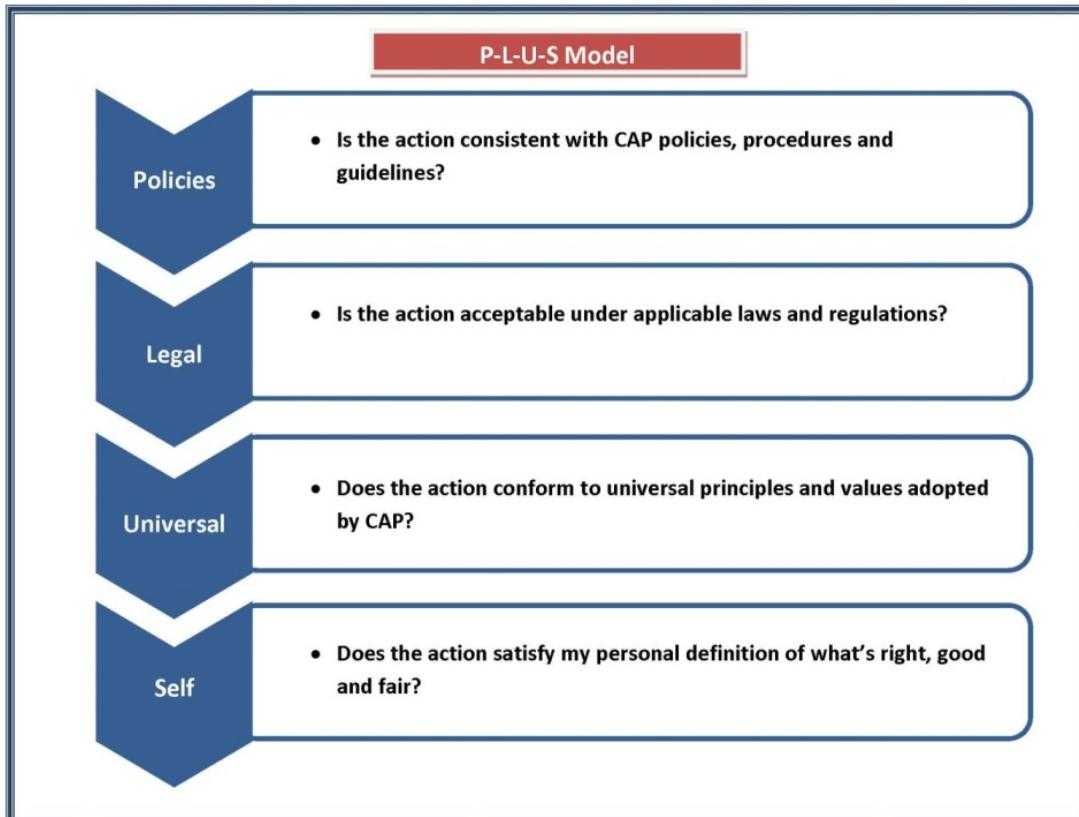
**CASE STUDY #14**

You learn that a couple in your squadron are living together...a 22-year-old former cadet turned senior member and his girlfriend, a 19-year-old who is working on completing her Spaatz Award. They share a P.O. Box address, travel to and from meetings together, and have made no secret about it to members of the cadet staff. When confronted about the situation, they share that their parents are aware of their relationship and approve, that they plan to marry in a couple of years when he graduates from college, and basically inform you that, "It really isn't any of your business."

**Six Steps to Ethical Decision-making:**

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**CASE STUDY #15**

You are the squadron commander of a composite squadron with 35 cadets and 15 senior members. You have received a phone call from one of your female cadets' mother with the following issue.

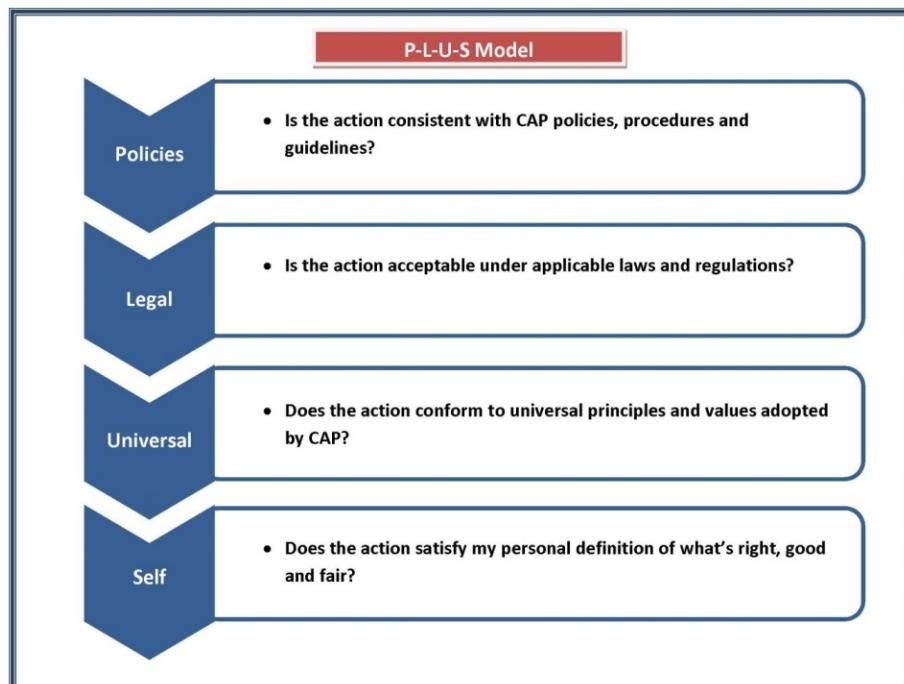
She claims her 15-year old cadet daughter has been sexually threatened and possibly assaulted by a 23-year old senior member she met at your squadron meetings. The mother claims the young man has allegedly been stalking the young lady, calling her at very late hours and on one occasion tried breaking into their house while the parents were gone, and the young lady was home alone.

The mother says she will not allow her daughter to attend any more functions unless you, the commander, assure her that this young man is banned from CAP and you also guarantee her daughter's safety.

**Six Steps to Ethical Decision-making:**

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### CASE STUDY #16

Captain Martin Jones has been in CAP for 32 years and has always been helpful and active in the Flyhigh Squadron. As a former squadron commander, “Captain Marty” as he is known by all, has been a great source of assistance to you, the current squadron commander. As a former mission and O-ride pilot, he has had to step down because of rapidly failing health and now primarily assists in the cadet program. He is a beloved figure in the squadron, group, wing and region.

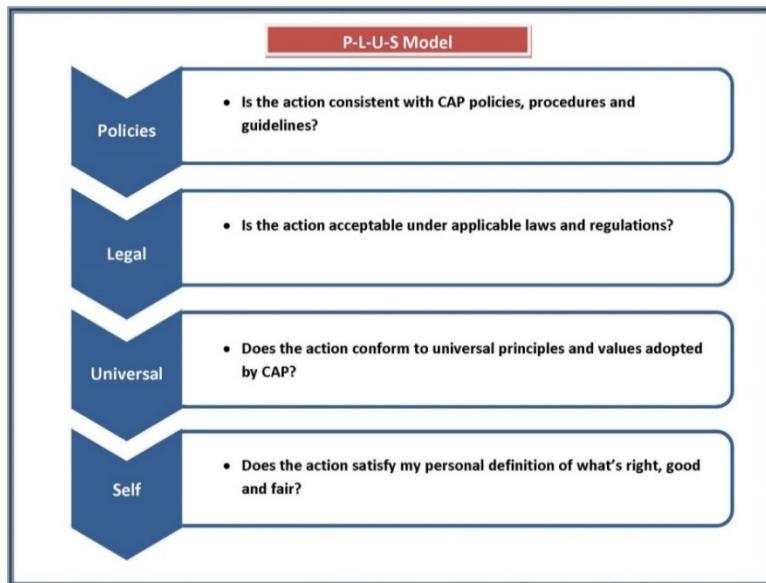
The squadron professional development and personnel officers have presented a request for your endorsement of a promotion waiver to bump Captain Marty to Lt Col.

Captain Marty has only completed Level II without meeting the training requirements for promotion to Major or Lt Col. These officers request the promotion waiver based on Captain Marty’s declining health and years of exemplary service.

#### Six Steps to Ethical Decision-making:

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**CASE STUDY #17**

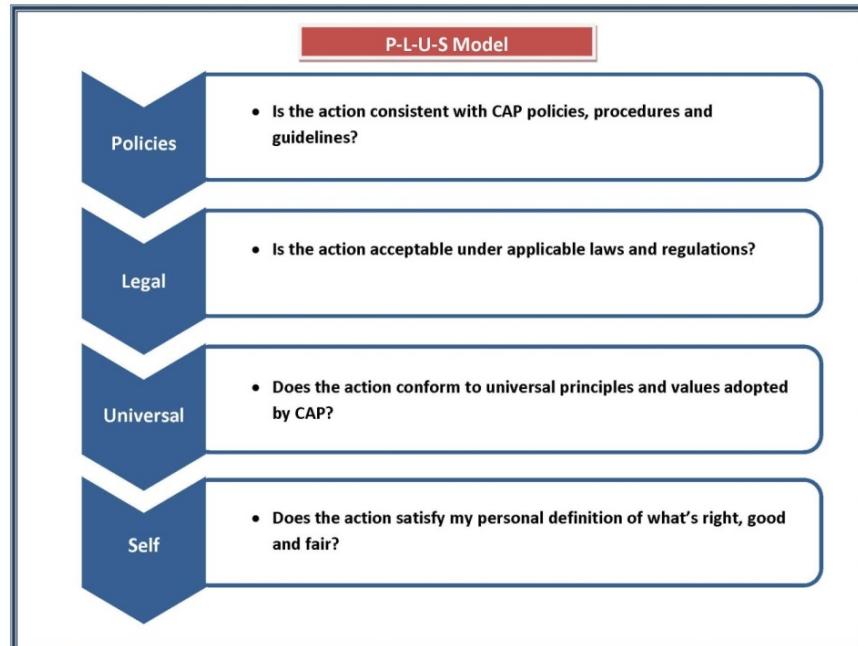
You are a member of a large cadet squadron. Several months ago, a highly motivated senior member joined the squadron and has already recruited over 10 cadets. He has completed the Cadet Protection Policy Training and Training Leaders of Cadets courses. He is extremely liked and well-accepted by the cadets in the squadron.

The cadets are being transported in several CAP vans to a model rocketry event. As one of the van drivers, you learn from another driver that en route to the event this senior member, who was an escort, suggested to the cadets in their van that they “moon” the van following them. The driver of the van did stop the cadets from following through on this suggestion.

**Six Steps to Ethical Decision-making:**

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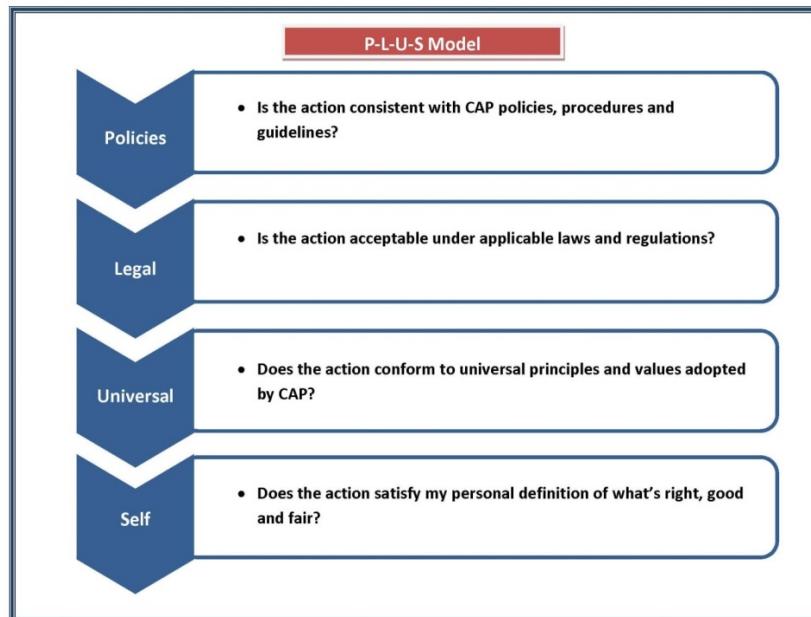
**CASE STUDY #18**

The new commander has been in place for several months. Since she took command the unit has lacked direction, senior members have been less productive, and activities have tapered off. Cadet morale is sufficiently low that for the first time some have talked openly to the Deputy Commander for Cadets about not renewing. Reporting is non-existent and the unit airplane only moves for funded ES activities. At the most recent meeting the commander spent the entire evening closeted in the aircraft manager's office and conducted no visible activity with the rest of the unit. You have talked with the commander a number of times about the issues—and documented those conversations—but the commander sees nothing wrong.

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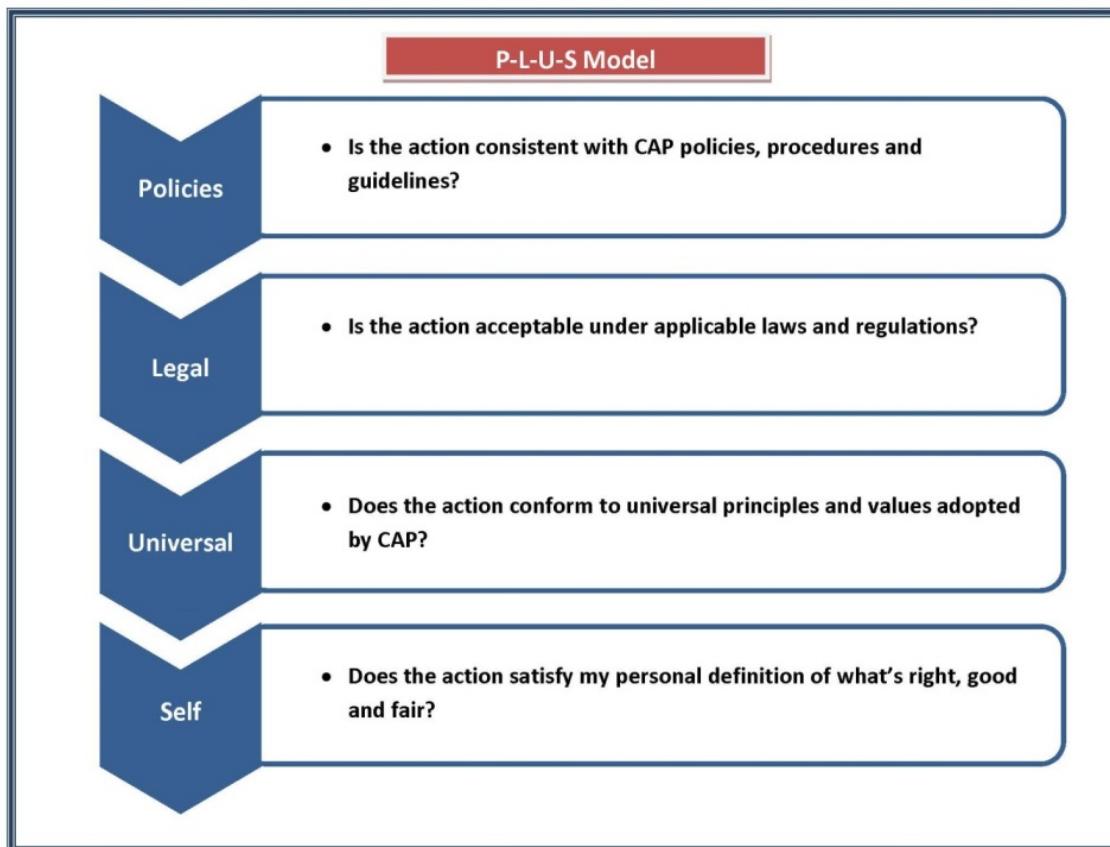
**CASE STUDY #19**

The Airwing Squadron meets at a local airport. One of the squadron's more mature senior members has reported to your chaplain that he had a problem. When prodded by the chaplain, the senior member shared that he had inadvertently discovered two senior members in a compromising position in the airport's unisex restroom. He was not sure who they were due to the light level in the restroom at the time, only that he had seen two pair of bare legs.

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## CASE STUDY #20

Civil Air Patrol Chaplain Henry Knowlton has been privileged to serve the CAP for more than 30 years and loves his responsibilities. Chaplain Knowlton has never served in the military, although he tried. He joined the Navy at 17 but failed the physical because he had rheumatic fever as a child, and neither the Navy nor any other branch would accept him.

One of the ministries that Chaplain Knowlton enjoys is the ministry of helping grieving families, especially those of military veterans. He has taken training and on occasion officiates at military funerals as the chaplain.

Almost without exception, at some time during the funeral he will be asked in which branch of the military he served. When he responds that he did not serve, there is a sudden chill. On several occasions the honor guard has gone to the funeral directors and told them not to use this chaplain, because he is not military.

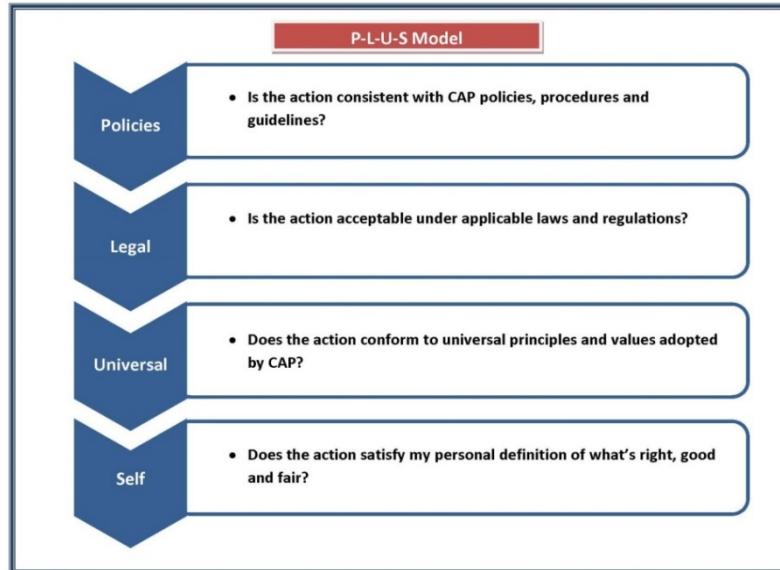
While telling another Chaplain about this, he was advised just to say that he had been in the Air Force, or at least not to correct an assumption that he had served. He was told that, if he did this, he would be used by local funeral directors and veterans organizations. He was counseled that no one need be the wiser.

Should our chaplain allow others to think he has served? He did try to enter the military, so it's not a total untruth.

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**Facilitator's Note on Case Study #20**

In resolving this case study please be aware of this official written correspondence from the Air Force Chief of Chaplains office dated July 5, 2018:

"Referring to AFI10-2701, para 1.2.4., we support the use of CAP chaplains to provide local mission support as long as they meet the same educational and ecclesiastical requirements as Air Force chaplains (e.g. performing similar duties as Air Force chaplains, like military honors at funerals, graveside services). Also, CAP members are authorized to wear Air Force-style uniforms as long as they maintain appearance and grooming standards (see para 1.3.3.)."

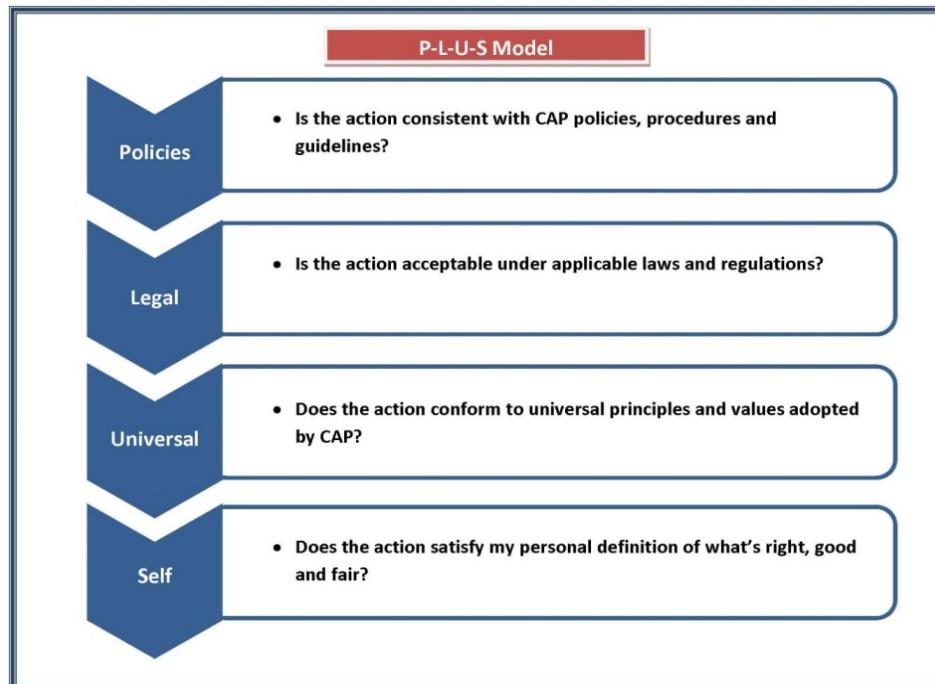
## CASE STUDY #21

The Squadron Cadet Commander (C/1st Lt) challenged the Character Development Instructor's credentials to present a character development forum. The Cadet Commander also stated that while he knew the CDI would present a lesson from authorized material accessed through the online Cadet Library Character page, he could present something the cadets would find more enjoyable. When the CDI refused to allow the Cadet Commander to teach the improvised character development session, the Cadet Commander left the room, and did not attend the character forum.

### Six Steps to Ethical Decision-making:

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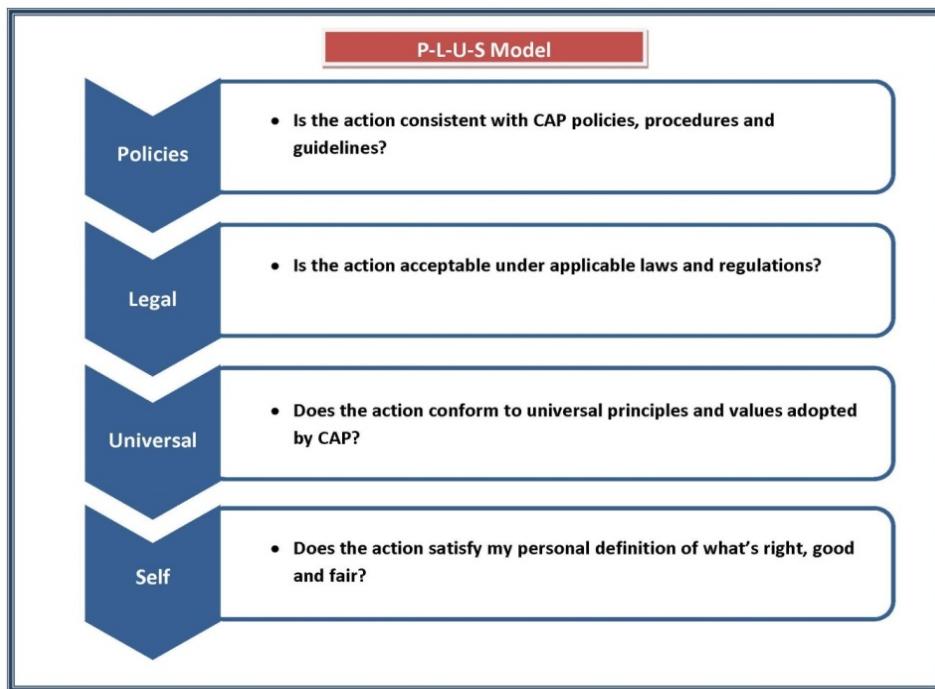
## CASE STUDY #22

Some of the cadet NCOs have been significantly ramping up the intensity level in field training and the classroom. At least one young female cadet was reduced to tears during a class. When two different mothers complained, the Squadron Commander said they were being whiney.

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### CASE STUDY #23

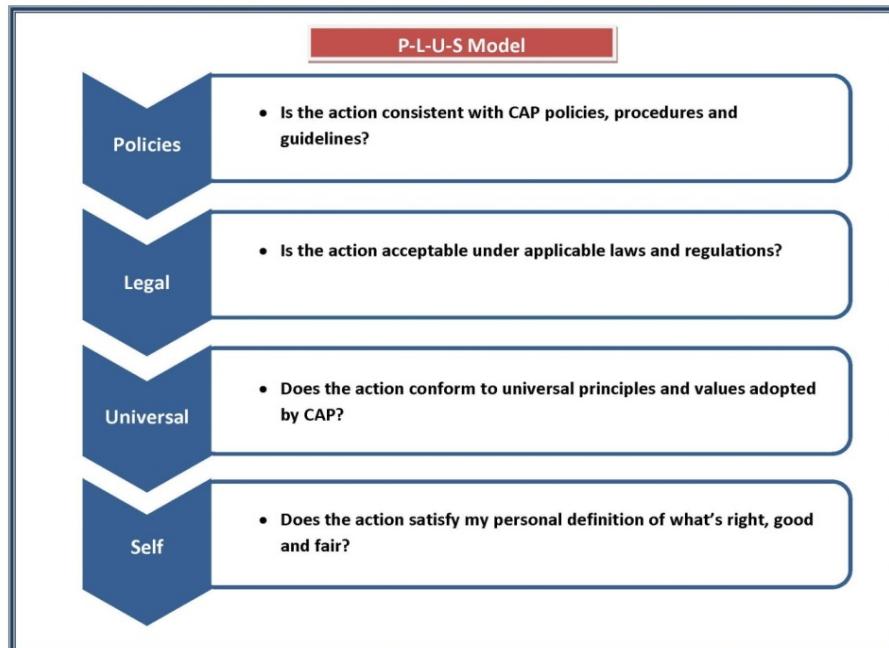
Cadets from the Sparrow and Malard Squadrons were being transported together in a van to summer encampment. The van was being driven by a male senior member from Sparrow Squadron. Some of the male cadets from Sparrow Squadron began to tell some “off color” jokes. Both a female and a male cadet from Malard Squadron objected to the nature of the jokes, asking the senior member to have them stop. Instead, the senior member told a very sexually explicit joke.

The female cadet reported this to the Malard Squadron chaplain. After filing the appropriate complaint per CAPR 60-2 and CAPR 20-2, the chaplain spoke to the Malard Squadron commander. The commander’s response was, “We really failed her. We should have been toughening her up because hearing those jokes is what happens in the real world.” He went on to state he saw no reason that a complaint needed to be filed.

### Six Steps to Ethical Decision-making:

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**CASE STUDY #24**

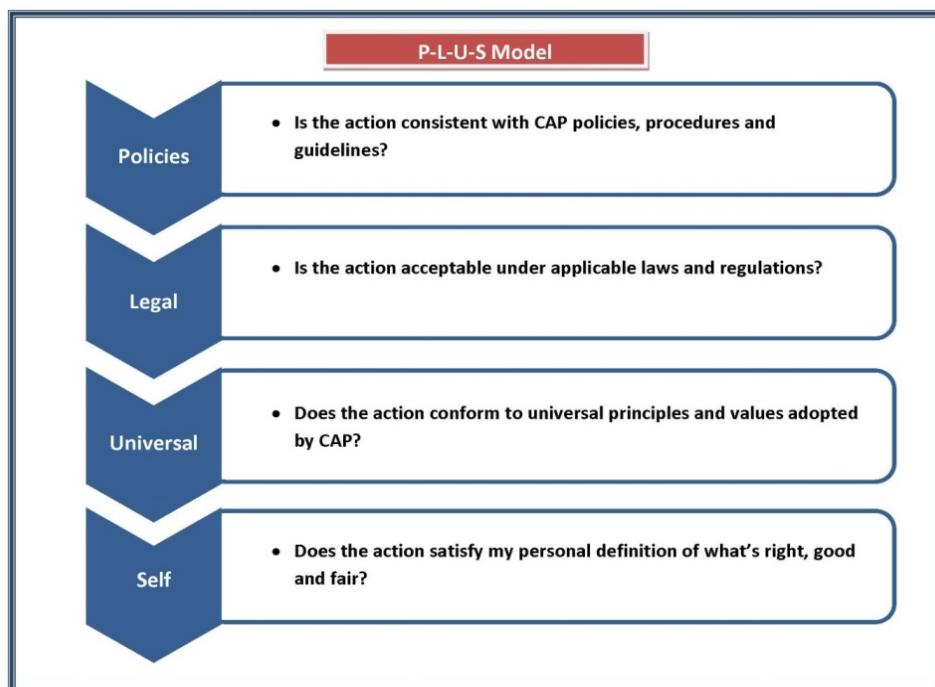
C/SRA Andrew Johnson has refused to promote or do what is required to promote in the last 14 months. The squadron commander has attempted to work with the cadet, but it has gotten to the point that the cadet is causing a growing number of other issues in the unit.

The cadet is blatantly disrespectful to the senior members and the cadets that have promoted ahead of him. His attitude is starting to rub off on the younger cadets that look up to him. The squadron commander is not sure what course of action needs to be taken before the cadet degrades the unit's cadet program any further. As a member of her staff, she asks you and a couple of the other staff members to provide input.

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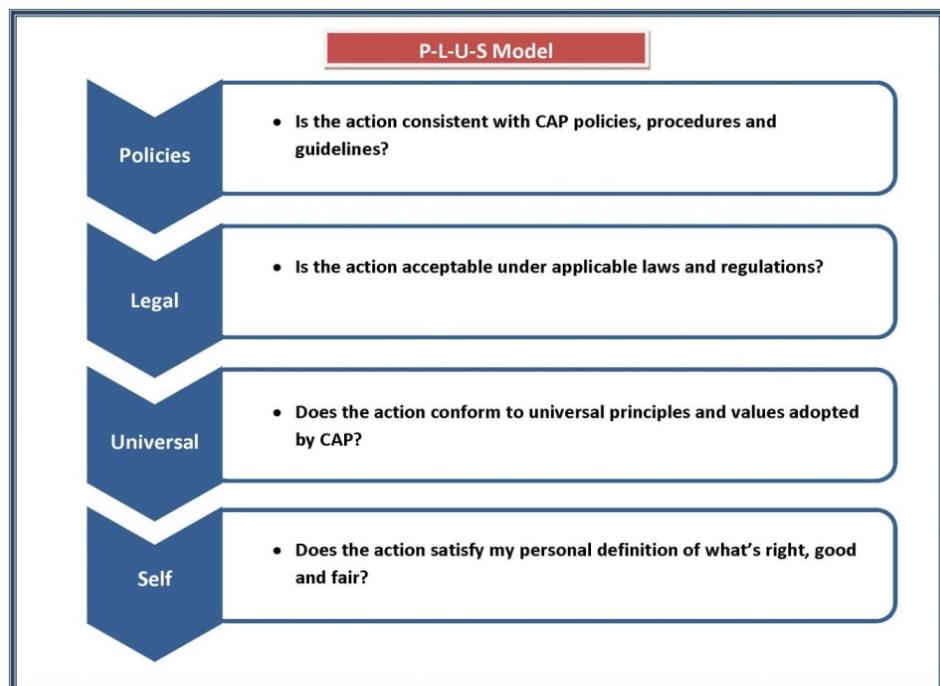
**CASE STUDY #25**

A flight crew from the Blue Skies Senior Squadron has just landed at their home airport following a day of participating in a SAREX. As they taxi toward their tiedown, they notice a large crowd out on the tarmac near the entrance to the airfield. After securing the plane, the three men make their way to the entrance. As they near the crowd, one of men notices signs and banners with the name of a candidate running for a state office. As he points this out to his fellow crew members, a discussion about the candidate begins. It is apparent that the three do not hold the candidate in high regard. The candidate is speaking as the crew passes behind the crowd. As they exit the tarmac area, two of the men turn and flip off the crowd and candidate. They leave the airport. After giving some thought to their actions for a few days, they decide to share with their commander what they did at the airport.

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**CASE STUDY #26**

Skyview Composite Squadron has scheduled a Saturday outing to an aviation museum. On Tuesday evening Capt John Torvold takes the squadron van home so it can be serviced and staged for the early Saturday morning rendezvous point.

On Friday evening you go to the mall and see Capt Torvold and his family exiting the squadron van and heading into the theater.

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