

# REQUIRED STAFF TRAINING

## STUDENT GUIDE

A positive approach to leadership

CAP PAMPHLET 60-72 Volume 2 May 2022



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CAP Pamphlet 60-72 Volume 2  
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CAPP 60-72 provides materials for instructors and students of the Required Staff Training course. Completion of this course is required for staff members (both cadets and senior members) at certain cadet activities, as referenced in CAPR 60-1, *Cadet Program Management*. With time for ORM analysis, group discussion, and 2-3 case studies, the estimated time to complete this course is 75-90 minutes.

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## Course Overview

According to CAPR 60-1, *Cadet Program Management*, the key traits of CAP cadet life are the uniform, aerospace theme, opportunity to lead, challenge, and fun. Many leaders of cadets are eager to embrace the “challenge” aspect of the Cadet Program, but are unsure of the most effective way of doing it.

The Required Staff Training (RST) program is designed to equip leaders of cadets to administer and oversee the Cadet Program in a way that challenges cadet to achieve more while ensuring an environment that is safe—physically, mentally, and emotionally—in order to maximize training value.

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

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

## Introduction: First, Do No Harm

Some leaders of cadets feel that the Cadet Protection Policy (CPP) limits their ability to conduct training, “dumbing down” the Cadet Program and making it too easy for cadets. This attitude misses the point of the CPP—not to mention leadership—entirely.

The CPP is not about making the Cadet Program “soft.” It’s about promoting good leadership while accomplishing goals more effectively. The CPP is designed to protect cadets, not to limit leaders. In fact, your primary responsibility as a leader is to take care of your followers. You aren’t taking care of your followers if you’re allowing abuse or hazing to occur. Therefore, a leader’s primary responsibility is to *First, Do No Harm*.

### ***First, Do No Harm.***

***Primum Non Nocere*** is a Latin phrase that means “First, do no harm”. It is an important concept in the field of medical ethics that drives the decisions made by doctors as they determine the best way to treat their patients.

Similarly, if a leader’s primary responsibility is to take care of his or her followers, they must make a commitment to *First, Do No Harm*.

Worded differently, it's really not a matter of "How far is too far?" to see what we can get away with under the CPP. It's a matter of doing what's right and taking care of your followers. CAP expects a high standard of professionalism from all of its members, but this is especially true for those trusted to lead cadets.

## Cadet Protection Paradigm

The primary purpose of the Cadet Protection Policy is to:

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The Air Force Officer Accession and Training Schools (AFOATS) Training Guide, complete with a Five-Step Leadership Development Process, was written to standardize the training paradigm for all USAF commissioning sources—the Air Force Academy, Air Force Reserve Officer Training Corps, and Officer Training School. The Five-Step Leadership Development Process is based on creating a culture of mutual trust and respect between instructor and trainee.

To maximize performance and training effectiveness, good leaders strive to earn the trust and respect of their followers. In order to truly trust and respect their leaders, there must be no shadow of a doubt in the followers' minds that their leaders truly care about them. This is the very heart of servant leadership, and it is the reasoning behind the AFOATS training model—and, subsequently, the Air Force training paradigm.

CAP leaders may refer to the AFOATS Five-Step Leadership Development Process, in conjunction with CAPR 60-2, *CAP Cadet Protection Policy*, to determine appropriate training practices within the CAP Cadet Program.

### AFOATS Five-Step Leadership Development Process



## Appropriate Intensity Levels

As previously mentioned, the key traits of CAP cadet life are the uniform, aerospace theme, opportunity to lead, challenge, and fun. It is important to note that while “challenge” and “fun” are not mutually exclusive, challenges are not always fun in the moment. In order to balance the Cadet Program goals of providing training experiences that are both challenging and fun, leaders must identify the appropriate intensity level for a given activity.

Depending on the type of activity, leaders have different options at their disposal for increasing and decreasing the level of intensity. However, it’s important to remember to *First, Do No Harm*.

Leaders need to maintain a high level of awareness regarding the stress levels of each individual follower for two primary reasons. First, this social awareness equips the leader to take care of her followers. Second, it allows the leader to more effectively evaluate training progress.

Increasing the level of intensity for individual followers—especially in the use of time restraints—is typically most effective when used together with an increased emphasis on teamwork. In this way, cadets learn to support and rely on one another while working together to accomplish the assigned tasks.

It’s important to note that what’s slightly stressful for one cadet might completely overwhelm another. This is not to say that hazing is completely subjective, based entirely on whether or not an individual cadet can “take it;” rather, it means that leaders need to be aware of how different people respond to pressure. The best leaders spend time getting to know each individual follower so they can identify individual “pressure points” and help their followers with stress management.

(Note: See CAPP 60-15, Cadet Protection Policy Implementation Guide, for more information.)

### Emotional Arousal

There’s a difference between being nervous and being scared. It’s natural to feel nervous when you want to meet tough expectations, when you’re out of your comfort zone, when you’re asked to perform under pressure, or when you want to earn the respect of your leaders. But followers should never dread the consequences of failing to meet their leader’s expectations, and they should never fear for their safety when they let their leaders down.

Being nervous increases ability to perform. Being scared decreases ability to perform.



## INTENSITY WATCH-OUT LIST

CAP VA 60-111 November 2019

Hard copies may be available from NHQ. See [GoCivilAirPatrol.com/60-111](http://GoCivilAirPatrol.com/60-111).

Use the Watch-Out List to spot behaviors associated with excessive military intensity at encampments and similar activities. Remember that encampment is intended to be a challenging and regimented experience and that cadet cadre are still learning leadership, and may err from time to time. Leaders observing these behaviors should counsel and mentor cadre members to ensure students are treated appropriately and with respect. See CAPPs 60-70 & 60-15 for further guidance.

1. **Swarming.** Multiple cadre intensively engaging simultaneously with students, often with contradictory or confusing commands.
2. **Out of Bounds.** Level 1 intensity used when not authorized or otherwise inappropriate. Examples: Before Honor Agreement signed (at encampment), during an academic class, during Personal Time, or in non-CAP spaces such as the medical clinic or Base Exchange.
3. **Personal Space Violation.** Raised voice directed at a student within arm's length.
4. **Punishing Success.** Cadre continues to use Level 1 intensity despite successful completion of an assigned task. Example: Repeatedly yelling "Again!!" after student successfully recites memory work.

CONTINUED ON REVERSE

5. **Terrorizing.** Continued use of Level 1 intensity when a student is displaying obvious signs of excessive stress. Examples: Cadets who are tearful or crying, unable to respond verbally, or are vapor locked.

6. **Embroidment.** Use of Level 1 Intensity by cadre when upset or angry.

7. **Intensity Without Training Value.** Cadre must be able to articulate the reasons for use of Level 1 intensity that are related to legitimate training objectives. Intensity used to amuse cadre or others is inappropriate.

8. **Loud Noise Without Training Value.** Use of loud repeated or sustained noise solely to increase intensity without an articulable training value. Includes drumming, loud recordings, horns, whistles, etc.

9. **Resistance to Supervision.** Attempting to minimize supervision and oversight by more senior cadre or senior members. Examples: Discouraging seniors from being present during Level 1 intensity activities, moving students out of sight or hearing of more senior cadre or seniors in order to minimize effective supervision, or not accepting and/or undermining guidance concerning intensity and training methods provided by more senior cadre and senior members.

### AND FOR BOTH CADRE AND SENIORS:

10. **Reluctance to Supervise.** Failure to be present, supervise, and actively intervene as necessary to ensure compliance with encampment guidance.

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## Definition of Abuse

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

The Cadet Protection Policy asserts that there is no place for physical, sexual, or emotional abuse in any of its programs. This definition, found in CAPR 60-2, *CAP Cadet Protection Policy*, is from federal law (42 USC §5101).

## Definition of Hazing

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

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

While CAP has adopted the DoD definition of “hazing”, it’s important to note that CAP interprets the definition differently because the Cadet Program has different training goals. CAPR 52-10 *Cadet Protection Policy* provides more specific guidance on some of these differences.

## Definition of Boundary Concern

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

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

## The Spirit and the Letter

When interpreting rules and regulations, a leader must consider two paradigms: the letter of the law and the spirit of the law. The *letter* is the words and their literal meaning; the *spirit* is the underlying meaning or the big picture behind those words.

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

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Instructors who are tasked with training cadets have a variety of roles that they must fill. Part of leadership is determining which situations call for which role.

Roles of an Instructor
Sometimes you need to be a strong—but caring and compassionate— <b>LEADER</b> who can get them to follow you.
Sometimes you need to be an organized, resourceful <b>MANAGER</b> to know what to do with them once they are following you.
Sometimes you need to be an effective, efficient <b>BRIEFER</b> to make them responsible for information.
Sometimes you need to be a good <b>TEACHER</b> , to convey knowledge.
Sometimes you need to be a hard <b>TRAINER</b> , to get them to act decisively in hard times.

It's important to note that not every incident of the wrong role in the wrong situation is a CPP violation. It's easy to be a bad leader without hazing anyone.

When it comes to the CPP, it's not enough to just memorize the letter of the law. The best leaders understand and embrace the spirit of the law. The Rule of St. Benedict provides a good overview of the spirit of cadet protection:

*“Arrange everything so that the \_\_\_\_\_ have something to \_\_\_\_\_, and the \_\_\_\_\_ nothing to \_\_\_\_\_.”*

This means striving to create an atmosphere where the cadets who are already performing well still seek to do better, but the cadets who need a little more help are not afraid and do not dread continued failure to perform well.



## Reporting Procedures

When leaders of cadets witness or suspect a violation of the CPP, they are responsible to do two things. First, if possible, they need to intervene to stop the abuse if it is still happening. Second, they are responsible for reporting the incident to a higher authority. This is where the chain of command comes in.

Sometimes it's impractical (or even impossible) for a leader to intervene personally when they become aware of a CPP violation. The best thing to do in these situations is to report the incident as soon as possible, so the situation can be handled appropriately.

### *If not you, who?*

The **Bystander Effect** refers to a psychological phenomenon in which the average person is less likely to intervene in a situation when they think that others will respond. The most famous example is the story of *Kitty Genovese*, who was brutally murdered in 1964. She screamed throughout the 45-minute attack, but no one tried to stop the man who was killing her. Later, 12 people reported that they had actually witnessed the murder, but they all chose not to call the police because they assumed that somebody else would. Up to 38 people heard her screams and did nothing.

***Leaders stand up for what's right, even when everyone else around them is content to keep right on sitting.***

In the past, many of the CPP violations that have occurred were a direct result of a good leader making a bad decision in the heat of the moment. If you realize that you've crossed the line, it's important to take responsibility and do what you can to make things right. There might still be consequences, but the best leaders always take responsibility for their behavior.

It's also important to note that leaders must report CPP violations even if no one "feels" as though they've been hazed. For instance, even if a cadet or

group of cadets state that they don't mind incentive physical training, it's still a violation of the CPP.

Who are some of the people you can report potential CPP violations to during this activity?

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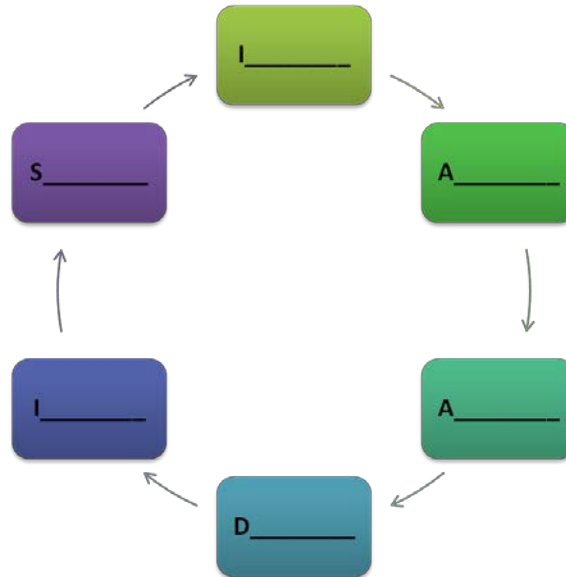
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## Planning Ahead

If the primary responsibility of a leader is to take care of his followers, then leaders must remain vigilant to ensure the safety of each follower. CPP- related risks are always present. Operational Risk Management (ORM) is a standard process used by all CAP members to identify potential risks and design a plan to help minimize the likelihood that these risks will actually happen.

## Operational Risk Management



Use this section of your Student Guide to take notes on the actual ORM you conduct on the risks for hazing and other CPP violations during this activity.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Case Studies

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

As you consider the situations presented by these case studies, it might be helpful to refer to the principles of hazing analysis presented in CAPP 60-15, *Cadet Protection Policy Implementation Guide*:

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

By actively engaging in the analysis of these situations, leaders of cadets will be better equipped to identify and respond appropriately to similar situations they might encounter.

## The Bottom Line

The best leaders inspire their teams to get the job done by taking care of their followers while living the Core Values of Integrity, Respect, Excellence, and Volunteer Service.



If leaders embrace this attitude, the normal risks for hazing and other CPP violations will naturally decrease without lowering the expectations of a fun, challenging Cadet Program that encourages leadership development through overcoming personal and team-based challenges.