



# CIVIL AIR PATROL

2.3

Progressive Discipline

TRAINING LEADERS *of* CADETS INTERMEDIATE COURSE

1/27

Can discipline be a learning experience?



A line of Civil Air Patrol cadets in blue uniforms standing at attention. The cadets are wearing blue uniforms with white belts and caps. They are standing in a line on a paved surface, with trees and a building in the background.

## CORE VALUES

The Core Values are the four basic qualities CAP expects all members to display at all times: Integrity First, Volunteer Service, Excellence in All We Do, and Respect.

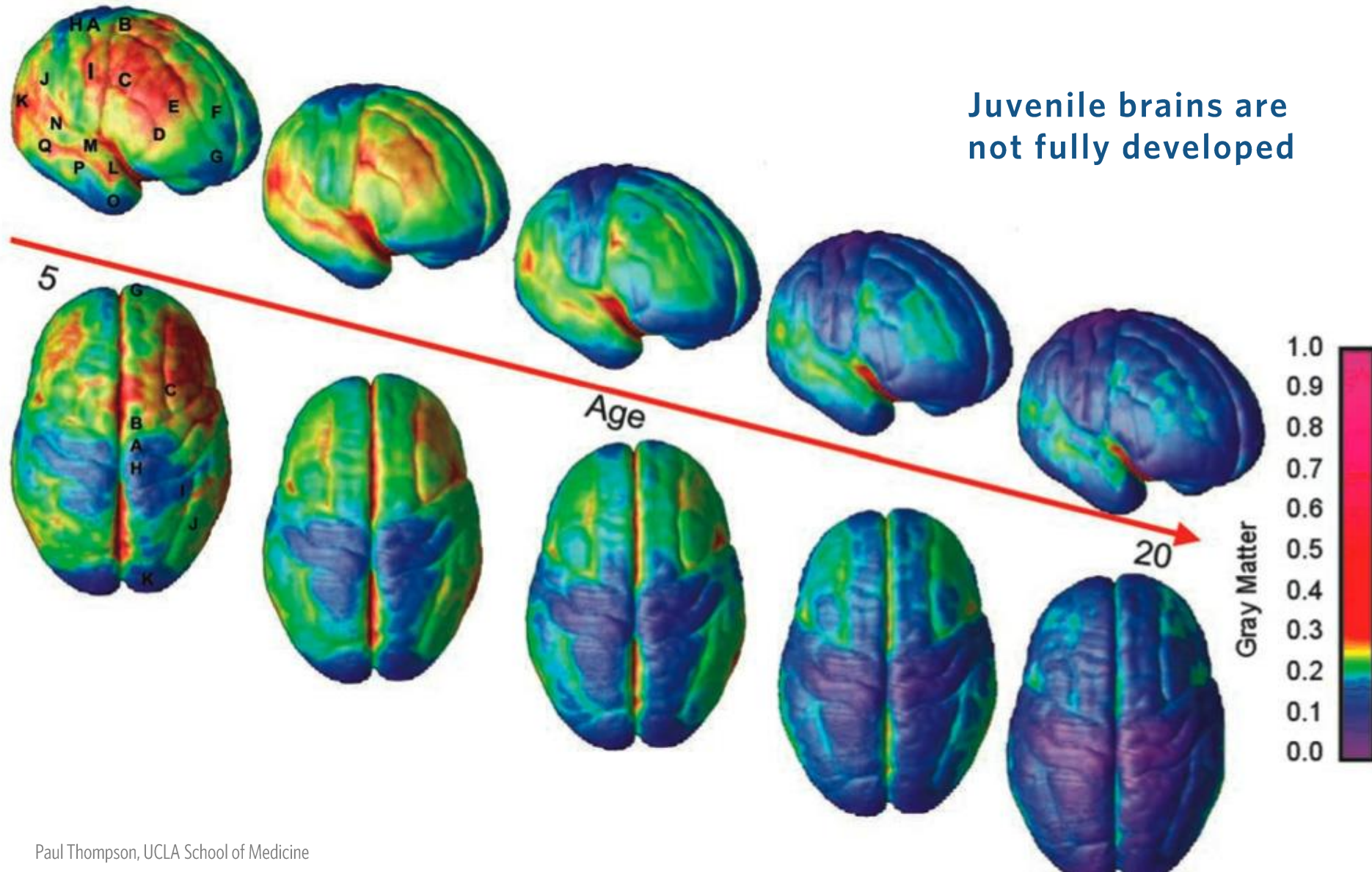
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## CADET OATH

I pledge that I will serve faithfully in the Civil Air Patrol Cadet Program, and that I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my uniform properly, and advance my education and training rapidly to prepare myself to be of service to my community, state, and nation.



## THE ADOLESCENT BRAIN



## TRANSFORMATIONAL LEADERSHIP

*Knowing* about morality isn't good enough; cadet's need to embody the core moral values.

Cadets must actively want to hold and display those traits.





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## INTENTIONAL INTERVENTIONS



Cadets should grow and learn from discipline

Adults must determine:

HOW we want the cadet to grow

WHAT we want them to learn  
through the process

Once we determine the actual lesson we want a cadet to learn, then we can select an intervention that would best accomplish that.

## LOGICAL CONSEQUENCES

- Related:** Relevant to the transgression;  
the consequence makes sense give the situation
- Respectful:** Consider the cadet's dignity;  
we are not here to humiliate or make an example  
of the cadet
- Reasonable:** Not overly harsh or unjustified

*The goal of a consequence is to redirect behavior and help a cadet grow*

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## SAFE PLACE TO FAIL





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## A CONTINUUM *of* INTERVENTIONS

SOFT

MODERATE

HEAVY

FINAL

OPTIONS

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## A CONTINUUM *of* INTERVENTIONS

**SOFT**

**MODERATE**

**HEAVY**

**FINAL**

OPTIONS

Soft verbal reminder  
(public or private)

Closer supervision

Direct, close mentoring

Verbal praise & encouragement  
(catch 'em doing things right)

Granting of special privileges for  
meeting the standard

Repeats of the above

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## A CONTINUUM *of* INTERVENTIONS

**SOFT**

**MODERATE**

**HEAVY**

**FINAL**

Soft verbal reminder  
(public or private)

Verbal warning

Closer supervision

Verbal reprimand

Direct, close mentoring

Behavior contract

Verbal praise & encouragement  
(catch 'em doing things right)

Written warning

Sustained in Grade

Granting of special privileges for  
meeting the standard

Exclusion from special activity

Reset Agreement

Repeats of the above

Temporary suspension from a staff  
position, forfeit normal duties and  
privileges

OPTIONS



## CADET RESET AGREEMENT

- An optional tool available to help repair a cadet's relationship with the unit
- Cadet will take some space away from CAP to create a "fresh start"
- Voluntary; Not an adverse membership action
- Paperwork destroyed after 1 year

### CIVIL AIR PATROL CADET RESET AGREEMENT

#### A CADET'S SECTION

##### A1. CADET'S REQUEST

I, \_\_\_\_\_ ask to "reset" my relationship with CAP. There's been a lot of turmoil lately. I want to earn an opportunity to get right with CAP. To show that I'm serious about this, I will pause my CAP involvement for \_\_\_\_\_ weeks. During that time, I'll reflect on my duties as a cadet and prepare myself for success.

**A2. GOALS.** My goals in CAP for the coming year include:

**A3. SELF-HELP.** I will take the following steps to support my own success:

**A4. ADULT SUPPORT.** I ask for local leaders to support me in these ways:

#### B ADULT LEADERSHIP'S SECTION

##### B1. OUR COMMITMENT

We affirm that we're cheering for you to succeed as a cadet. As your squadron leadership, we want to help you achieve your long-term goals as a cadet and a young adult. Here is some helpful feedback about your goals:

*Our requirements, continued...*

##### B2. OUR REQUIREMENTS

For this reset to work, we need you to know that the following items are "must do's" regarding your behavior.

##### B3. FEEDBACK ON YOUR IDEAS

We've read what you've said in Parts A3 and A4, and offer this feedback:

## LETTING A CADET "SLIDE"

- Sets a cadet up for failure
- Consistent standards with consistent consequences benefit a youth's development



## A CONTINUUM *of* INTERVENTIONS

### SOFT

### MODERATE

### HEAVY

### FINAL

Soft verbal reminder  
(public or private)

Verbal warning

Remove from  
staff position

Membership  
termination

Closer supervision

Verbal reprimand

Membership  
suspension

Direct, close mentoring

Behavior contract

Demotion

Verbal praise & encouragement  
(catch 'em doing things right)

Written warning

Sustained in Grade

Granting of special privileges for  
meeting the standard

Exclusion from special activity

Reset Agreement

Repeats of the above

Temporary suspension from a staff  
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privileges



## EXERCISE

- 1. Questions.** What questions would you want to ask about the situation before you decide how to intervene? You probably need more information, so identify some of those questions.
- 2. Leadership Expectations.** What leadership expectations or Core Values are not being met? We should always be referring to the Leadership Expectations to help align the cadet with behavior that is to be displayed.
- 3. Lessons.** To discipline is to teach, so what lesson would you want to be imparting to the cadet? What do you want the cadet to learn from the experience?
- 4. Interventions.** Specifically, which interventions will you employ? What consequences will the cadet experience as a result of the negative behavior? Again, the consequence should be related, respectful, and reasonable.

Scenario	Questions	Leadership Expectations	Lesson	Interventions
C/Capt is seen wearing a Life Saving Ribbon that she hasn't earned				

Scenario	Questions	Leadership Expectations	Lesson	Interventions
C/Capt is seen wearing a Life Saving Ribbon that she hasn't earned	<p>Why are you wearing this? What did you hope to gain from this?</p> <p><u>Determine:</u> Was this deliberate cheating? Was this a mistake? Has she actually earned it but just not gone through the proper channels?</p>	<ul style="list-style-type: none"><li>• Honor</li><li>• Integrity</li></ul>	Integrity	<ul style="list-style-type: none"><li>• Conversation with cadet</li><li>• Interview 2 people who earned the Life Saving Ribbon and summary conversation to discuss her actions vs the people that earned them</li><li>• Remove ribbon</li></ul>



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Scenario	Questions	Leadership Expectations	Lesson	Interventions
C/CC, C/Maj doesn't provide a training schedule, despite reminders. This is the second time	<p>Why is this not completed? What is holding you up from getting this done?</p> <p><u>Determine:</u> Was this irresponsibility or extenuating circumstances with poor communication</p>	<ul style="list-style-type: none"> <li>• Self-starter</li> <li>• Completes projects with little supervision</li> <li>• Sets goals for the unit</li> </ul>	<p>Responsibility, accountability: Her actions affect others</p> <p>How to get this done in a timely fashion</p>	<ul style="list-style-type: none"> <li>• Conversation with cadet</li> <li>• Conversation with C/DCs &amp; C/CC about how this is affecting the unit</li> <li>• Provides supports. Schedule will be worked on jointly with an assigned mentor; mentor on time management, communication or other lacking skills</li> <li>• CAPF 60-94 meeting to develop a plan of action for improving performance: Correlate this to a failure in meeting Leadership Expectations</li> <li>• Promotions withheld until cadet meets leadership expectations</li> </ul>

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14-year-old male C/AIC arrives one day with a trendy asymmetrical haircut with some blue streaks.				



Scenario	Questions	Leadership Expectations	Lesson	Interventions
14-year-old male C/AIC arrives one day with a trendy asymmetrical haircut with some blue streaks.	<p>Why did you cut your hair in this fashion?</p> <p>Did you know this was not regulation?</p> <p><u>Determine:</u> Do they have the means to get it into regulation?</p>	<ul style="list-style-type: none"> <li>• Proper uniform wear</li> </ul>	Professionalism & proper uniform wear	<ul style="list-style-type: none"> <li>• Conversation with cadet, possibly via cadet staff</li> <li>• Mentoring discussion on uniform/hair; refer to the CAPR 39-1</li> <li>• Set expectations, and an action plan; Give enough time to realistically meet expectations</li> <li>• Ensure he has proper tools knowledge to meet expectations</li> <li>• May involve a parent meeting, since they have to pay for the haircut</li> <li>• Delayed promotion – Must meet uniform Leadership Expectations</li> </ul>

Scenario	Questions	Leadership Expectations	Lesson	Interventions
C/SrA has been grabbing other cadets' hands and twisting them, until the shout "Mercy" in pain. He has been asked to stop a few times and given a verbal warning. He claims, "it's just a game". The other cadets are tired of his behavior and its causing arguments, and the other cadets are beginning to shove and hit him to get him to stop.				

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Scenario	Questions	Leadership Expectations	Lesson	Interventions
<p>A 15-year-old flight commander (2nd Lt) sends a sexual photo of another cadet to a couple cadets in her flight. The photo was of a cadet in her underwear, which she took on the in the changing area at a squadron activity. The cadet posed for the photo as a joke.</p>				

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A 17-year-old C/Maj (C/DC) brought an e-cigarette to the bivouac and allowed cadet staff to try vaping.				

Scenario	Questions	Leadership Expectations	Lesson	Interventions
A 17-year-old C/Maj (C/DC) brought an e-cigarette to the bivouac and allowed cadet staff to try vaping.	<p>Separate conversations with the cadets involved</p> <p><u>Determine:</u> Exactly what happened: peer pressure, bullying, who's products were used, how were products acquired, etc.</p>	<ul style="list-style-type: none"> <li>• Core Values: Respect, Integrity</li> <li>• Exercises good judgment</li> <li>• Fair, just, and consistent in dealing with subordinates</li> <li>• Makes sound decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Accountability</li> <li>• Appropriate conduct</li> <li>• Role modeling</li> </ul>	<ul style="list-style-type: none"> <li>• Misconduct prohibited by CAPR 60-2 2.3.1</li> <li>• No bullying took place and behavior was self-directed</li> <li>• Verbally inform parents</li> <li>• Moderate intervention</li> <li>• Confiscated contraband</li> <li>• Sustain in grade for 1 promotion cycle, miss the next activity that he was planning to attend</li> </ul>



## SUMMARY

- Progressive discipline is part of character development
- Use caring methods
- Use a Progressive approach
- Aimed towards helping the cadet grow