



TRAINING LEADERS *of* **CADETS**
INTERMEDIATE COURSE
LESSON PLAN

2.3 Progressive Discipline

- VERSION:** December 2016 *please verify this is the latest version by visiting capmembers.com/TLC*
- DURATION:** 60 minutes approximately, and subtopic times shown in margins below are also approximate
- INSTRUCTOR:** A master-rated cadet programs officer or highly experienced CC or DCC is suggested
- KEY QUESTION:** Can discipline be a learning experience?
- OBJECTIVES:**
1. Discuss life skills teens need to develop their character
 2. Discuss the three components of virtue (right act, right reason, habit)
 3. Describe stages of moral development (Kohlberg)
 4. Describe how a philosophy of care contributes to moral development
 5. Describe the continuum of disciplinary interventions in CAP
 6. Give examples of possible options for light-grade, medium-grade, hard-grade, and final-grade interventions
 7. Identify instances of disciplinary interventions when parents must be informed in writing
- SIMPLE OUTLINE:**
1. Starter: Character education
 - a. Overview
 - b. Traits supporting character education
 - c. Virtue
 - d. Disgrace
 2. Biological Development (adolescent brain)
 3. Moral Development
 - a. "Zip-It and Color"
 - b. Kohlberg's Stages of Moral Development
 - c. Ethics of Care
 - d. CAP as a "safe place to fail"
 4. Progressive Discipline & CAP's Continuum
 5. Exercise
 6. Summary & Final Thought
- CLASS ACTIVITIES:** Group discussion, followed by an activity where given various scenarios of cadet misconduct, the student identifies what lessons the offending cadet needs to learn and the student proposes consequences / solutions for each scenario
- EQUIPMENT:** Butcher paper (or whiteboard) and markers; 1 copy of the handout for each student



Welcome & Starter

1 min

When we discipline someone for misconduct, we're teaching character. We're teaching people how to be free, how to use their freedom to pursue their personal goals, accomplish the team's business, and be a responsible citizen in a diverse society.

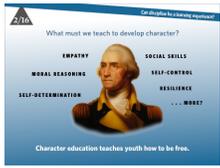


Overview

1 min

For the next hour, we'll try to answer two key questions. Can discipline be a learning experience? And what are some examples of progressive discipline? This lesson will be part informal lecture, part discussion, and concludes with a practical activity.

We'll eventually review CAP's continuum of progressive disciplinary responses to cadet misconduct, but before we do that, we need to consider some philosophical foundations.



Pre-Requisites for Developing Character

3 min

What must we teach to develop character? What do you need to learn or acquire in order to be truly free? It seems there are at least a handful of traits or constructs that one needs to learn along the way. Without trying to write the definite list, let's look at a few.

The traits here are simplified and paraphrased from positive youth development constructs developed at the National Institute for Child Health and Human Development.

Q1: For each of the six traits shown on the slide, ask the students to describe that trait and explain how it contributes to someone developing good character. Sample answers are shown below. It's not vital to go through each and every item on the list; don't run long on time here, just help the class get a sense of character development requiring the nurturing of many skills, traits, or competencies.

Empathy: Other people have thoughts and feelings like my own. If an act would help or hurt me, I should know that it's likely to help or hurt others. Therefore, empathy is a starting point for learning right and wrong.

Moral Reasoning: We think things through. We think about consequences. We think about what duties we owe and whom we owe them to, and under what circumstances. We learn that moral people appreciate the fact that reason can guide us in making good decisions.

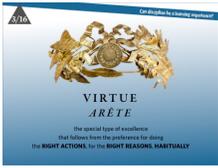
Self-Determination: What I want to achieve is within my power, at least to some extent. I am the author of my own life through the choices I make. I determine what kind of person I want to be. I'll have to work hard to be successful.

Social Skills: The world is full of people, so I have to be able to interact with them to be successful and happy. Good social skill promotes harmony and builds a reservoir of trust among people, while poor social skills will lead to alienation and my problems will snowball.

Self-Control: To possess these traits takes self-control. I need to develop a habit of controlling my impulses and appetites. I am most free when my actions flow from considered, deliberate choices. *Real freedom isn't a license to do whatever I feel, but the right and ability to do what I ought.*

Resilience: Life will not always be fair. Even in the best of circumstances, I will face setbacks along the way. Therefore, I need to develop resilience, the ability to bounce-back from adversity. I can't expect to achieve long-term goals if I am easily discouraged.

Transition. A lot goes into developing character; a lot of learning is required. It's not easy to have great character like a George Washington, nor is it easy to help a cadet grow.



Virtue / Arête (ARE - rah - tay)

3 min

One key concept regarding character development (and therefore discipline) in the Cadet Program is virtue. The ancient Greeks had a special word for virtue, called arête, which referred to a special kind of moral excellence that arises from an actor performing the right actions, for the right reasons, habitually, in every facet of life.

According to this tradition, it's not enough to *know* right from wrong. A virtuous person trains herself to make the right choices to such a point that she prefers those right actions and right sentiments more than the easy alternatives. In this way, she *becomes* a person of strong character.

Virtue is an especially useful concept in cadet life because we want our cadets, whose leadership skills amaze us during CAP activities, to display amazing character outside of CAP, too. We want them to become virtuous in every aspect of their lives, not just when wearing the uniform.

So, there are three ingredients: right action, right reason, and habit. Let's come up with some examples. *Sample answers are shown below.*

Q1: Who can give an example of a cadet who is doing the right action, but for the wrong reason?

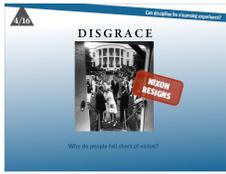
A1: I help a cadet prep her uniform so that the commander will see me helping that cadet and will commend me. I want to be made flight sergeant, so I need to be seen doing positive things. (I should help the cadet because I can, not for my personal gain.)

Q2: How about an example of a cadet possessing the right reasons, but doing the wrong action?

A2: I see a newcomer / prospective cadet. I remember how awkward I felt during my first CAP meeting. I know that I should greet the newcomer, but I'm kind of shy, so I ignore him. (I should act on my considered thoughts, even if that's not easy to do.)

Q3: How about an example of right action, right reason, but inconsistent application or bad habits?

A3: I know that encouraging words help people perform better. I want my fellow cadets to do well on their fitness test. If my commander reminds me to, I'll cheer everyone on during the fitness test. But I don't usually remember because I'm so focused on doing well on my own test. (I need to focus on being more consistent and habitual; eventually those habits will be as natural as a reflex.)



Disgrace

2 min

Most people understand what virtue is, and yet it's a rare thing. We've come to that timeless question,

Q1: Why is there less virtue in the world than we want, yet so much disgrace?

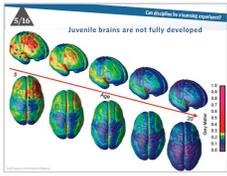
A1: *A handful of suggested responses are shown below.*

Fallen nature of man	<i>Judeo-Christian concept of original sin</i>
Self-interest in a brutal world	<i>I want to satisfy my own desires</i>
Bias for kin and clan	<i>I want to help my own and I care less about those whom I do not see</i>
Pressed for time, busy-ness	<i>I didn't mean to be rude, I guess I was just too reoccupied to act more politely</i>
Short-term gains, temptations	<i>I want to lose weight, but I love chocolate</i>
Life situation	<i>Hungry student can't fully focus at school, through no fault of his own</i>
Exclusion	<i>Weird kid on sidelines can't shine without an opportunity to do so</i>
Brain chemistry	<i>Young brains simply don't have enough "stuff" to work properly</i>

Transition: Brain chemistry has a part to play in adolescent behavior. Let's take a moment to listen to the scientists.

TIME WARNING

The goal here is not to debate the reason for pain and darkness but to quickly establish that there are innumerable ways to fall short of excellence beyond willful criminality, and further, to segue into the next point about the adolescent brain.



* National Institutes of Mental Health, "The Teen Brain: Still Under Construction."

Washington: NIH
Publication No. 11-4929, 2011.

The Adolescent Brain

3 min

From the scientists: "A clue to the degree of change taking place in the teen brain came from studies in which scientists did brain scans of children as they grew from early childhood through age 20. The scans revealed unexpectedly late changes in the volume of gray matter, which forms the thin, folding outer layer or cortex of the brain. The cortex is where the processes of thought and memory are based.

"One interpretation of all these findings is that in teens, the parts of the brain involved in emotional responses are fully online, or even more active than in adults, while the parts of the brain involved in keeping emotional, impulsive responses in check are still reaching maturity. Such a changing balance might provide clues to a youthful appetite for novelty, and a tendency to act on impulse—without regard for risk."*

Q1: What's this mean for CAP Cadet Programs Officers?

A1: There are biological reasons that explain why young people to stumble, make mistakes and struggle to live up to their potential. *This reality suggests that the mentor's role is not necessarily to dole-out lots of punishment, but to help the young person advance their moral development one step at a time.*



“Zip It & Color”

5 min

“Shut up and color!” “Do as you’re told!” While that tact is sometimes effective in the short-term, it’s not a developmentally-informed leadership strategy we want to see for a cadet’s long-term growth.

TIME WARNING

You should have at least 45 minutes remaining. If you’re running behind schedule at this point in the lesson, skip this section and go straight into Kohlberg.

Researchers have lots of data demonstrating that an exhortation and recitation approach – where the authority figure drills moral values into unwilling subjects – doesn’t work because our knowing the rules isn’t good enough; we want youth to grow to be caring and considerate people ready to lead in a fast-paced, diverse society filled with all kinds of immoral distractions. Character development is not an authority figure compelling submission.

Rather, effective character development involves appealing to the uniquely human capacity for thinking and feeling. Therefore, we want seniors to challenge cadets to think critically and to reflect on their choices and actions. We want seniors to be good role models and encourage older cadets to be role models for the newcomers. We want to help cadets bridge the empathy gap so they make decisions informed by how their individual actions affect others. This sort of approach where we help cadets climb a developmentally ladder to ever increasing heights of maturity requires us to grant cadets enough freedom to make mistakes.

Q1: The authoritarian school seems more militaristic at first glance. If we’re asking cadets to think critically, use empathy, be good role models, etc., does that mean we can’t hold them accountable?

A1: Our standards do not change, but the means for getting there is different. If we want to develop leaders, we need to teach cadets to think for themselves, not just obey.

Q2: Which approach is more challenging for the leader? Why?

A2: The authoritarian approach focuses upon immediate compliance, while the developmental approach tries to prepare the cadet for future success.

The developmentally-attuned leader is not just trying to get the cadet to change, but to help the cadet see the change and pursue it freely on their own.

The developmentally-attuned leader has to stay one step ahead of the cadet and help him climb up to a new level of understanding.

Mini-Scenario. We’re near the end of a successful encampment. Cadet cadre have pranked the students, putting shaving cream under their doorknobs and in their shoes and done other stupid stuff. You’re the commandant, and the cadre is now standing before you.

Q3: What’s the authoritarian approach?

A3: Give them a long chewing out: “You guys broke a bunch of rules. You will be punished.”
Characteristics: Exhortation / Rule-Following / Passive Acceptance of Ready-Made Truth

Q4: What's the developmental approach?

A4: "You guys worked hard all week to motivate cadets to live their Core Values. Now ask yourselves, what did your pranks show them?"

Characteristics: Critical Thinking & Reflection / Empathy / Role Modeling

Transition: To employ a developmental approach successfully, it helps to know something about how people grow as moral beings.



Kohlberg's Theory of Moral Development

8-10 min

One of the leading theories of moral development comes from a psychologist named Kohlberg. He contends that every person passes through similar stages of moral development, sequentially, with each stage becoming more sophisticated and more focused on the rights of others. People may advance at different rates, but the sequence remains the same because development in one stage prepares you for the next.

As shown on the slide, there are six stages. Let's look at each, and then discuss how we can help cadets develop.

(1) Avoiding Punishment. The first and most basic stage is exemplified by the person's wanting to avoid punishment. Human minds can recognize pain and repel from it, so that trait has a major impact on our moral foundation. This is an ego-centric focus in that all that matters are the feelings and self-interests of the subject. It's okay to disobey rules, so long as you don't get caught.

(2) Self-Interest. As you become more aware of your own interests, you recognize that others have interests of their own, too, but your priority is in satisfying your own needs. Maybe you help your little sister with her jacket so you can go back to the X-Box before mom yells at you.

Interim Summary. These first two stages – avoiding punishment and self-interest – are called “pre-moral,” because there is no real thinking going on.

(3) Good Boy. We've begun to appreciate the views and interests of others, so in stage three we try to please those other people for the first time. “Teacher, did you notice that I was sitting quietly at my desk like I was supposed to?” Stage three is the “good boy” or “good girl” stage. You make decisions based on what will please others and are concerned with maintain good interpersonal relations.

(4) Law & Order. Concern with the views of others grows into a more expansive social outlook about the laws, rules, and customs of your community or school. In the movie *A Christmas Story*, when Flick gets his tongue stuck on the ice-covered flagpole, his friend Ralphie truly wants to help, but he has to go back indoors. “But the bell rang!” Rules are rules. They are inflexible and unchanging. In this stage, you are not fully conscious of the fact that rules are imperfect and don't always produce good results.

Interim Summary. Stages three and four – the good boy and law and order – are known as the conventional stages because you're learning to espouse the socially agreed upon moral conventions of your group. We're seeing progress, but we're still passive actors rather than thoughtful, caring moral beings.

The final two stages, five and six, are called the principled stages because the person attempts to use abstract reasoning and appeal to abstract principles in making moral judgments.

(5) Social Contract. Our focus on society's rules and customs continues to mature and our thinking becomes more abstract. Now we're beginning to understand that rules are really social agreements between free actors and what truly counts is that all parties to the agreement receive their due, even as the particulars of a situation change. Conflict can be worked out through dialogue and negotiation, versus merely reciting the rules that have existed up until that point. Further, when multiple goods come into conflict and rules don't offer a ready-made solution, the social contract gives us a tool to resolve matters amicably.

(6) Principle. Finally, we come to stage six, principle. Here, we build upon our respect for free actors to make agreements, but reach beyond those workaday constructs by appealing to timeless moral principles consistent with our well-formed conscience. Our thinking is at its most abstract. We recognize that the social contract and law and order can fail to provide satisfactory moral guidance, and that an inner moral law, accessible by reason, is what should guide us. When Thomas Jefferson wrote of inalienable rights, he was making an appeal to timeless, abstract moral principle. And if Nazis knock on your door, you know that it's right to lie about not hiding Jews because your duty to your friends' human dignity stands upon a higher moral ground than any social situation or civil law.



Q1: Let's think about stage three, the Good Boy or Good Girl. Someone give us an example of a cadet displaying Good Boy characteristics.

A1: *Examples may vary. Here's one.* "Look at me, sir, my uniform is perfect."

Q2: And in that situation (A1, above), what can we do as adults to support growth to stage four, Law and Order?

A2: *Examples may vary. Here's one.* "Yes, you're looking sharp, but we're not going to congratulate you for that anymore because that's what we expect from you. Keep reading your books and manuals, learn about other CAP standards, and abide by them."

Q3: Let's think about the transition from four to five, from Law and Order to Social Contract. Again, someone please give us an example of a cadet displaying Law and Order characteristics.

A3: *Examples may vary. Here's one.* "Sir, the guest speaker isn't supposed to come until next week, but she's here now, so I'm going to send her away because per squadron rules, aerospace isn't until next week."

Q4: And in that situation (A3, above), what can we do as adults to support growth to stage five, Social Contract?

A4: *Examples may vary. Here's one.* "You're right, cadet, our standard procedure is to do aerospace next week, but we asked this guest speaker to visit us, she's given up her time and

effort, and our honoring the underlying agreement with her is more important than our strictly adhering to our normal rules . . . If you were a guest speaker, wouldn't you want your host to try to work out an amicable solution?"

Summary. Kohlberg's stages of moral development give us a framework for understand how people become increasingly more perceptive about the moral dimensions to their daily lives.

Q5: As Cadet Programs Officers, what are some conclusions we can take away?

A5: *Three key points are outlined below. Responses can vary.*

Go Beyond the Superficial. Kohlberg views moral development as a cognitive process. It's all about helping cadets think more abstractly and to awaken them to deeper moral principles than what they see at first glance. Challenge them intellectually to go beyond the superficial, ready answer.

Observe With Kohlberg in Mind. Seniors can be effective coaches or mentors by keeping Kohlberg's stages in mind as they observe cadets. Listen and watch for clues as to where a cadet is on the spectrum. Then, try to help them advance one stage – but only one stage at a time.

Justify Choices on Moral Grounds. Have cadets, especially the cadet NCOs and officers you're mentoring, justify their leadership decisions to you on moral grounds. Don't let them justify actions simply based on notions of efficiency ("I got the job done on time.") Ask them to use reason to persuade you that their choice was the most ethical option given the alternatives.

Servant Leadership. To justify choices on moral grounds, appeal to servant leadership principles. In what way did the cadet's choices serve the cadets? Set the example for peers? Assist the commander in fulfilling his or her goals?



Ethics of Care

6 - 8 min

Kohlberg is all about intellectual / cognitive gains leading to moral development. But if everyone could quote Aristotle, would the world be a better place? Not necessarily. Book smarts help in making smart decisions, but the decision-maker is still an imperfect human being.

A moral philosophy known as the ethics of care says “caring develops character by creating more people who care.” Let’s take a moment to learn about the ethics of care, and then discuss potential ways to apply that thinking as we mentor cadets. Some principles in the ethics of care include:



Focus on the Other. Being a “caring” leader means recognizing each person is an unique individual and taking an interest in their real lives through an ongoing relationship. The caring leader aspires to be selfless in that their motivation is for the other person, versus “selling” that other on prepackaged values. Quite often, CAP is really good at this because seniors get to know the cadets, and with the higher-ranking cadets, those relationships go on for multiple years.

Caring is Not Touchy-Feely. Being a caring leader does not require “group hugs.” Although the ethics of care grows out of feminist philosophy, it is consistent with military culture. Chiefs and commanders speak about their unending care for their people and their making the squadron like a “family.” One of the major thinkers argues that most new recruits join the armed forces partly to find meaning in their lives, which needs a caring approach.

Caring is Learned. When someone shows personal concern for us – “Hey cadet, you look lost. What do you need?” – we remember how helpful, supportive, and kind that experience was. In turn, we want more of those caring experiences, and we learn to see opportunities to pay that caring forward as we interact with others. By being cared for, we learn empathy, and in turn, we look beyond our own self-interests in our moral judgments.

Not One Size. Authoritarians identify a moral ideal and point everyone toward that ideal, willingly or not. The ethics of care rejects such a monologue in favor of a dialogue. The carer (who may hold rank over the cared-for) listens to and attempts to perceive the long-term ambitions of the other, and in turn, confirms and supports that person’s goals.

Servant Leadership. The caring leader begins with, “I’m going to take care of my people.” Yes, you’re still the boss. Yes, you’re still going to hold people accountable. Yes, the Core Values are absolutes. But your thinking of yourself *first* as someone who tries to make real people’s lives better, rather than understanding yourself as someone who exercises command authority.

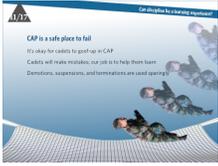
Q1: How do you show you care? How do you demonstrate you’re a caring leader? The slide already lists some answers; others are welcome.

A1: Answers may vary; some suggested responses include:

- Listen actively; really listen
- Be a role model; make time to help others; lead by example
- Volunteer your help, don't just wait for nervous and confused newcomers to approach you
- When conferring with cadets, connect your advice to the cadet's personal interests and goals
- Respect the youth voice; allow cadet staff to have a say in their program; don't change "happy to glad" but allow cadets to do things their way versus abiding your preferences
- Commend people who help others; thank people who help you
- Have high standards, but don't yourself of CAP too seriously; cadet life should be a warm, fun place to serve

Q2: Can anyone think of good, meaningful relationships you've seen with youth. In what way did they exhibit (or not exhibit) this ethic of caring?

A2: Open-ended question; responses may vary.



CAP is a Safe Place to Fail

2 min

Q1: What does it mean to say that cadets should find CAP a “safe place to fail.”

A1: *Responses can vary. Some suggestions include:*

Cadets have responsibilities in leading their program, but they won't “break” anything irreparable. They operate in a controlled environment with lots of adult supervision, regulatory guidance, curriculum, and doctrine.

We need a system of progressive discipline that doesn't punish cadets severely for minor errors of judgment. They need the opportunity to get back up after a fall and fight again.

Short of criminal activity, we're not a “one mistake and you're out” program.

TIME WARNING

You should have at least 20 minutes remaining. If you're running behind schedule at this point, go straight into the exercise.

Interim Summation & Transition

2 min

Supporting this idea of cadets having a safe place to fail, let's briefly review the foundational concepts we've discussed thus far to help everyone cadet the dots. We want everyone to understand that these theories are what underlie the practical guidance we're about to share regarding disciplinary action.

1. We've talked about teaching self-control, resilience, empathy, and other traits to promote virtue and character.
2. We've discussed the fact that adolescent brains lack the “stuff” needed for the memory and decision-making centers to work properly, and recognize that that biology affects how we respond to adolescent shenanigans.
3. From Kohlberg we learned that people develop their moral intelligence by advancing through a series of stages, in sequence.
4. And from the ethic of care, we learned that it's not enough to develop cadets intellectually; for them to grow into leaders of character, they need leaders who care for them, and they need opportunities to care for their fellow cadets.

Cadet Programs Officers should be informed by these theoretical foundations as they administer CAP's continuum of progressive discipline, which we turn to now.



Continuum of Interventions

6-9 min

Shown here is a continuum of interventions or sliding scale to guide you when responding to disciplinary matters. **An intervention is a purposeful attempt to change a cadet's behavior using positive leadership methods in response to a particular incident(s) of misconduct.** Again, this tool is built with the belief that to discipline is to teach. Just at first glance, you'll see there are more than one dozen potential tools in your box – informal chats, written warnings, contracts, suspension, termination, etc. Let's take a closer look.

Resource in the Works

CAP is developing a practical, step-by-step guide on how to implement progressive discipline. It'll explain how to do a written warning, how to do a behavioral contract, how to write a memo giving notice to parents, etc.

This part of the lesson discusses the system of progressive discipline, not the tactical matter of artfully implementing each type of intervention.

Private / Public. The first distinction on the continuum regards whether other cadets will necessarily find out about the intervention. Whenever possible, we want to praise in public and reprimand in private. Less than 5% of your interventions should be public-facing.

Transition. A second distinction visible on this continuum is the light / medium distinction.

Light Interventions. Perhaps 90% of your interventions will be light. Examples of light interventions are shown on the slide and your handout.

- In the vast majority of instances, a light intervention or two will do the trick. Why? One big reason is that cadets voluntarily participate in CAP, so they naturally want to maintain full access to CAP programs and activities. (True, you'll encounter a cadet or two who is reluctantly participating due to parental pressure.)
- With the "light" interventions, those matters are handled on-the-spot and informally.
- The cadet chain of command can take the lead with light interventions, and senior staff should work through the cadet chain whenever reasonably possible.
- A cadet might receive multiple light interventions in a row; there's no requirement that a "second offense" ratchet-up to a medium intervention.
- To keep our learning environment positive, we want to reach for "medium grade" tools sparingly.

Q1: The majority of your interventions will be light. Does the menu of light interventions appear to offer solutions to the every-day, garden variety disciplinary problems you'd find a typical squadron?

A1: *Agreement anticipated. What we don't want to hear is students reaching for more severe, medium-grade interventions as their first response to a disciplinary problem.*

Medium Interventions. Examples of medium interventions are shown on the slide and your handout.

- Medium interventions are appropriate when light interventions have not succeeded, or the offense is more egregious than garden-variety adolescent misconduct.
- With “medium” interventions, those matters cannot be handled on-the-spot because they involve documenting the problem with a memo, and/or taking the cadet aside for a private discussion in a semi-formal “called to the office” setting.
- Senior involvement is necessary with medium interventions, but cadet staff can still be involved.
- In a typical squadron with 25 cadets on the rolls, it’d be unlikely to have more than 2 or 3 medium interventions annually.

Q2: Does the menu of medium interventions appear to offer solutions that are slightly elevated compared with the light solutions, while not resorting to heavy-handed responses that could be counter-productive?

A2: *Agreement anticipated. What we don’t want to hear is students eager to implement severe, hard-grade interventions.*

Hard & Final. When necessary, an intervention can have public-facing consequences as part of “hard” and “final” interventions. Examples of hard and final interventions are shown on the slide and your handout.

- By saying that the intervention is public, that does not mean we punish the cadet with everyone gathered around to witness the spectacle, but that the consequences of the intervention cannot but be noticed by the other cadets. For example, a demotion would be discussed privately, but the cadet’s peers would notice the reduction in grade.
- Hard and final interventions are appropriate only when other, lesser remedies have not succeeded, or if a single incident of misconduct is particularly egregious – fist-fighting, bringing alcohol to CAP, getting caught out of the barracks after lights out, for example. Restated, you could be a commander or DCC for three or four years and never have to implement a hard or final consequence.
- An intervention is a purposeful attempt to change a cadet’s behavior in response to a particular incident(s) of misconduct.
- Because these interventions are so rare, you want to hesitate before reaching for these powerful tools. Accordingly, you should first confer with other seniors in your squadron, plus reach out to the DCP and/or wing commander.
- Anytime you use a hard or final intervention, you need to send the parents a written note or email. The best practice is to speak with the parents in person, and then follow-up with an email.

- When documenting these interventions, give one copy to the cadet, one to the parent (email is okay), and place a hard copy in the cadet's personnel file.
- Perhaps 3% of all disciplinary interventions will involve "hard" and public-facing consequences, and less than 1% of all disciplinary interventions will result in membership termination.

Q3: Overall, does this system give you a good mix of tools, having more than one dozen possible interventions?

A3: Agreement anticipated. If someone believes there are not enough options listed, ask them to suggest other solutions not included on the list, but be ready to disapprove of remedies (such as corporal punishment, hazing, or childish time-out / stand in the corner practices) that are inconsistent with CAP policy or the positive philosophies discussed throughout this lesson.

Q4: Are most of these interventions consistent with our "safe place to fail" principle?

A4: Agreement anticipated. If someone believes a remedy is unduly heavy-handed, counter-productive, etc., ask them to explain why and attempt to show how that intervention could be implemented in a positive way that holds the cadet accountable without humiliating him, violating his rights, etc.

Q5: Are each of these interventions consistent with our belief that to discipline is to teach?

A5: Agreement anticipated.

Transition. Now let's do an exercise where we try to apply the system of progressive discipline to realistic instances of misconduct you might see in the field.

Scenario	Question	Lesson	Consequences
1) CACI cadet wearing a T-shirt that she has earned			
2) Two private calls on night training set at once			
3) CACI cadet wearing a training schedule, despite wearing cadet uniform			
4) CACI cadet wearing a hat and his uniform is dirty and stained			
5) Disobedience, insubordination, and defiance by CACI			
6) Putting, showing, obscuring by CACI			

Exercise

5-7 min

Shown on the slide are six hypothetical disciplinary problems. For each problem, you have three tasks. *You may want to have half the class do the odds, half the evens. Students could work on their own or with a partner.*

- 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. 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?
- 3. Consequences.** Specifically, which interventions will you employ? What consequences will the cadet experience as a result of the bad behavior?

Read your assigned hypotheticals, think about your questions, lessons, and consequences, and then be ready to explain your answer to the group.

Scenario	Question	Lesson	Consequences
1) CACI cadet wearing a T-shirt that she has earned	Details of item, is hat allowed?	Performance, problem solving	Initial report/cadre meeting by CACI, Disrupt cadence if inappropriate
2) Two private calls on night training set at once	Message longer problem or urgent?	Basic operations, radio communication, anger management	Initial coaching, Cadet awareness, Disruptive behavior, cadence in operation, Disrupt cadence
3) Disobedience, insubordination, and defiance by CACI	Obvious bad conduct, sign of anger problem?	Basic operations, radio communication, anger management	Initial coaching, Cadet awareness, Disruptive behavior, cadence in operation, Disrupt cadence
4) Putting, showing, obscuring by CACI			

Answer Key

7-10 min

The "answers" shown on the slide are merely suggestions. Reasonable people may disagree on specific tactics, but their alternative ideas should at least be of the same degree (light, medium, hard, final) as the intervention suggested on the slide.

Scenario	Question	Lesson	Consequences
1) CACI cadet wearing a T-shirt that she has earned	Details of item, is hat allowed?	Basic operations	Disruptive behavior, Disruptive behavior, Disruptive behavior
2) Two private calls on night training set at once	Message longer problem or urgent?	Basic operations, hat of uniform, hat of uniform, hat of uniform	Disruptive behavior, Disruptive behavior, Disruptive behavior
3) Disobedience, insubordination, and defiance by CACI	Obvious bad conduct, sign of anger problem?	Basic operations, hat of uniform, hat of uniform, hat of uniform	Disruptive behavior, Disruptive behavior, Disruptive behavior
4) Putting, showing, obscuring by CACI			



Summary

2 min

Character development and progressive discipline go hand-in-hand.

We're teaching cadets good habits, helping them choose the right acts for the right reasons.

We are "for" the cadet. We're not the cadet's adversary. We're not out to "get" the cadet.

Whenever we intervene on a disciplinary matter, we want to be mindful of Kohlberg's stages of moral development and help the cadet grow one stage upward.

We also want to use caring methods. It's not enough to make cadets smart about moral reasoning; we need to provide them with caring relationships so they, in turn, become caring leaders themselves.

Finally, when disciplinary matters arise, we'll use a sliding scale approach, selecting "light" interventions most of the time, and choosing medium interventions occasionally, and being very hesitant about reaching for hard or final interventions.



Final Thought

1 min

Our final thought comes from one of America's all-time great educators, Mister Rogers.

"I think of discipline as the continual, everyday process of helping a child learn self-discipline."

That perspective is consistent with CAP's approach to progressive discipline.