

Diversity

The purpose of this lesson is for students to comprehend diversity issues in CAP.

Desired Learning Outcomes

1. Define diversity.
2. Identify the advantages of applying diversity within CAP.
3. Analyze situations where diversity is a central factor in the dynamics of a group.

Scheduled Lesson Time: 30 minutes

Introduction

From an Air Command and Staff College research paper, "The military forces of the United States recognized the need to address and embrace the diversity of the men and women in the Armed Forces. Over the last two decades [Varvel, 2000] the military has evolved from an organization of predominately single white males (many of whom without a high school diploma) to an ethnically and multi-culturally diverse organization of men and women. Because of this transformation, the leaders of the Armed Forces have learned to manage that diversity and take advantage of its benefits."

Embracing diversity as an asset provides a myriad of advantages. Among them are:

- Full utilization of human capital
- Reduced interpersonal conflict
- Greater innovation and flexibility
- Improved productivity
- Reduced employee turnover
- Improved recruiting opportunities

"There are, however, difficulties involved in managing diversity. The United States Armed Forces have not yet totally created a culture that is able to take full advantage of diversity. There is no tried and true method of changing organizational culture; suffice it to say that it is a difficult and time-consuming process that may take years to accomplish. Diversity is not a quota system, but rather a way of achieving synergy within an organization. The only way to achieve the synergistic effects of diversity is through commitment and education." ⁽¹⁾

Diversity within the Civil Air Patrol presents many of the same opportunities for increased growth, innovation, and productivity. Since the Varvel paper was written Civil Air Patrol has faced some of the same practical challenges in implementation as within the Air Force. CAP has done a good job of embracing diversity in most units. Yet we must be "Always Vigilant" for ways to improve. The differences between the Air Force and CAP lie in the purely volunteer nature of CAP, the dispersal of CAP units throughout the country and in some cases the world, and in that CAP units tend to be much smaller than a typical Air Force unit. Volunteerism and unit dispersal play to diversity's strengths, in that more people from more backgrounds can be exposed to CAP and be drawn to it as an option for service. Small units can sometimes unintentionally create challenges to diversity in that small, tight-knit groups tend to treat new members - from whatever background - as outsiders. This self-generated seclusion repels diversity.

This short lesson is designed to define and understand diversity and where it fits into our society today. It is not meant to address every issue of diversity, but rather to acquaint future CAP leaders with diversity as a management concept and illustrate its advantages.

1. Define diversity.

A Merriam-Webster's On-line Dictionary definition of diversity is, "The inclusion of diverse people (such as people of different races or cultures) in a group or organization." By embracing the differences in people and matching those differences to the needs of an organization, that organization becomes more responsive to its own goals and the needs of its customers. Diversity enriches our performance and services, the communities where we live and work, and the lives of our members. These are concepts that have served the U. S. military, Fortune 500 companies, and volunteer organizations well.

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and helps us recognize our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or life experiences, among others. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

In Civil Air Patrol, diversity creates an organization enriched with people from different cultures with different experiences, lifestyles, backgrounds, perspectives, and ideas. A diverse organization:

- Recognizes and values differences.
- Eliminates barriers and ensures that all members are treated fairly and have the chance to reach their maximum potential.

- Encourages the exchange of ideas, which not only broadens the scope of problem solving, but also improves the possibility that the problems will be solved and that the solutions will be more successful.

The richness and texture of Civil Air Patrol stems from the fact that our members come from every walk of life. We have skilled, talented people of every age, color, ethnicity, and educational level. The key in mastering diversity as a management concept is for units to take advantage of the diverse backgrounds of their members and potential members to build the best units possible.

2. Identify the advantages of applying Diversity within CAP.

To begin to understand where diversity fits into Civil Air Patrol it is paramount that the student be familiar CAP's Core Values of *Integrity, Volunteer Service, Excellence and Respect* (CAPP 50-2). As you know, CAP's core values illustrate how CAP desires to do business. Note how diversity dovetails quite nicely with CAP's core values. Diversity speaks to Integrity and Excellence in that participation, inclusion, and progression is based on performance and merit, not on the absence or presence of arbitrary attributes such as race, color, ethnicity, religion, gender, or physical ability, among others.

Diversity also speaks to Volunteer Service, by allowing all members the opportunity to serve their community in a way that suits their unique talents and abilities. Finally, diversity equates to Respect in that respect is earned through objective criteria, and not on the basis of one's hair color, for example, or the job one holds.

DIVERSITY BEYOND PHYSICAL OR ETHNIC AND RELIGIOUS ROOTS

We often think of diversity in terms of expanding the demographic of a particular group. A classic example would be a unit striving to recruit more female members or to recruit more people of color. However, to limit our examination of diversity to a census-based discussion would also limit diversity's potential within the unit. Diversity takes several forms.

At the unit level, where CAP accomplishes the mission and is most in touch with surrounding communities, striving for diversity means looking outside the traditional "markets" to find member recruits, as well as ways to bring more units into communities using different programs. For instance: units often look to local airports to find members. This makes sense as we are a pilot-based organization. A unit can become more diverse in its experiences and skills sets if it recruits from other areas as well: schools, police and fire, financial institutions, skilled labor, from Kiwanis, Rotary, VFW or American Legion, former Scouts, etc. The more varied the background and skills of the members, the more the unit has the potential to accomplish. It can branch out into different areas within ES for example, launch into a model rocketry program, or expand its color guard program.

Another example would be to try to introduce CAP into the local schools, and using the infrastructure of the school itself to help support the unit. This has been tried with great

success in dozens of communities. The cadets entering the program through schools come from a wide-variety of backgrounds. For at-risk youth, the advantage is exposure to an organization and lifestyle that rewards achievement, promotes hard work and integrity, and may inspire kids to dream of a future which they had not considered.

Diversity removes self-imposed limits on the number of people a unit can recruit, because when a unit thinks about who they can recruit based on a perception of "who would fit" into the unit; the unit by definition severely inhibits the number of people it would consider to be "fit" for inclusion. It's an artificial limitation.

3. Analyze situations where diversity is a central factor in the dynamics of a given group.

To help understand diversity, examples of those definitions are broken down into sections on Race, Ethnicity, Gender, Sexual Orientation, Socio-Economics Status, Age, Physical Abilities, Religious Beliefs, Point of View and Political Beliefs. After reading each definition, think about how a particular situation may have touched your life. Would you change your thoughts after reading the definition?

After each section is a case. It may be done by yourself or in a group.

If you decide you will do them on your own you should read the case study. Formulate your answer, then in the "things to consider" section of this lesson are some leading questions you may reflect on. (Don't skip ahead to the "things to consider" now. Wait until after you have formulated your response.)

If you decide to discuss them in a group of students or with members of your unit, you should read the cases and prepare your point of view. Do not read the "things to consider" paragraph yet. Hold the discussion. After reaching a group decision, compare your observations in the "answer" section. A group discussion will cause you to think of things you had not previously thought of and tell you a good deal about the core values of the group members and the culture of the group.

GENDER

Encyclopedia Britannica notes gender identity as "an individual's self-conception as being male or female, as distinguished from actual biological sex." ⁽⁶⁾

Case 1 - Let's say you have a female member who has had tons of training and experience in lots of areas in CAP. She is definitely command material. The previous commander had her doing the jobs of testing, personnel, administration and the squadron newsletter. However, six out of the nine seniors tell you that if she is put in as squadron commander they will quit or transfer. They want you to sign the petition requesting a male that is obviously less qualified be put in as squadron commander.

What would you say if you wanted to persuade those petitioners that having a female commander can be a positive experience for the unit?

SEXUAL ORIENTATION

Sexual orientation is defined as the direction of one's sexual interest toward members of the same, opposite, or both sexes. In recent years, there has been much discussion in the US military about "Don't ask, don't tell." Some people don't realize the subject is about sexual orientation. Can this topic arise in Civil Air Patrol? Yes.

If a person of responsibility in CAP is aware of a person's sexual orientation and they are uncomfortable with it, they are not allowed to hold that member back from participation, promotion or assignments because of that orientation. Peers should not ridicule the member.

Case 2 - You are a Tactical Officer at encampment. Walking around the courtyard, you overhear a group of cadets having a "bull session," outside on the steps before "Lights Out". During the conversation, you hear one of the cadets call another cadet a derogatory name implying something about the cadet's sexual orientation.

How do you respond to this situation?

SOCIO-ECONOMICS STATUS

The definition: Socio-economic status is commonly known as a person's rank in society based upon their class. In the U.S., class is primarily defined by a person's education and employment. For the most part, people with higher incomes have higher status, but not always. Lower income people in white collar occupations are often considered higher status than blue collar people who earn more money; i.e. a librarian is usually perceived to have greater status than an interstate bus driver. On the other hand, a self-employed journeyman plumber will not only have greater income than an elementary school teacher, but also may have higher status. How does all this apply to Civil Air Patrol?

Case 3 - Capt. Wayne Lloyd runs his own little one-man car repair shop. His hands are permanently stained black from the oil and grease. He attends every meeting, often leading the safety discussion for the month. He flies the squadron's airplane every five to six weeks for about an hour. He tries to make sure that the flight is also an orientation flight or a mission sortie or other reimbursed flight to keep his expenses down. He has logged about 300 hours as pilot in command.

Capt Mathew Swiss is a partner in a large law firm. He also attends every meeting. He helps out with some of the operations paperwork and often does presentations on the latest technology or Notice To Airmen (bulletins put out by the FAA on new or temporary conditions that may be dangerous to aircraft or air crews). Matt flies his own twin every couple of weeks. As a result he has 800 hours as Pilot in Command. Often he takes another officer along as guest when he is "burning holes in the sky."

The job of Squadron Operations Officer is open and these two members are the only ones to voice interest in the position. How would you use the principles of Diversity in making the selection for the new Operations Officer?

AGE

The age dynamic of our membership is currently from 12 to almost 100! In the diversity question, age can definitely become an issue. Too young? Too old? Where do we draw the line? The answer is **always** the safety of the participants in a given situation!

Many of our pilots are retired men and women. Of course, all pilots have to pass a physical to obtain or maintain their pilot's license. Some pilots are jolted with the news from the doctor they are no longer healthy enough to fly an aircraft safely according to FAA regulations. This can be devastating news to interested, dedicated members. If they are wise, they accept the fact and simply find another facet of Civil Air Patrol to pursue and continue to work in the organization, perhaps by taking up another position on the aircrew or transitioning to a ground job. Units committed to diversity recognize that these members' experiences and perceptions are valuable to the unit.

Too young? Yes, there are some things our senior members are too young to do. For instance, in Transportation, there is a regulation stating that senior members under the age of 25 cannot drive a CAP van with other members aboard (they can transport cargo). However, while there are regulatory limitations on member activity due to age, this does not mean that these members do not have experiences and an understanding that could be used to address questions/problems in any CAP functional activity.

Case 4 - A 24-year old Captain (former Earhart cadet) with a seven-year membership in CAP transfers to a new state because of a job. When the member locates a squadron within his new town, he goes to the meeting, but finds a cool reception. The squadron commander seems only mildly interested in the Captain's desire to join the unit as well as the Captain's description of his experiences. You are a member of this unit and during the break, you hear the squadron commander say to her deputy that she's unsure whether "someone young enough to be everyone's son" would fit in.

You do you respond:

PHYSICAL ABILITIES

The Americans with Disabilities Act of 1990 mandated that organizations "reasonably accommodate" employees or members with physical disabilities. What does this mean in CAP?

It means that we have members in CAP who are missing limbs, who are deaf, who are blind, who are in wheelchairs, who have had traumatic brain injury, or who have other physical or mental disabilities. And all contribute to Civil Air Patrol. Several serve on mission staffs, some have become wing commander.

Case 5 - A young senior member has Attention Deficit Disorder (ADD) and is in a small squadron. She is only allowed to do menial tasks for the squadron even though she has skills beyond many of the other squadron members. Some members of the squadron are rude to her and do not include her in squadron plans. What they do not realize is that the young woman has outstanding qualifications in the communications area. She had studied, attended training, practiced and is quite accomplished in the field....all on her own. To their amazement, she was invited by the Wing ES Director to participate in many SAREX's and was the "Comm. guy" during two SAREVALs for the Wing. On her return to the unit after the second SAREVAL, she is "put in the back room to do her comm. thing" which is very little and shut her out of the other squadron activities and social aspects of the unit (talking on break, hanging out for a few minutes after the meeting...) or only associate with her when they need something from comm.

What do you think is happening here? How do you respond?

RELIGIOUS BELIEFS

The MAJOR world's religions (listed in the order they are believed to originate) are: Hinduism, Judaism, Zoroastrianism, Buddhism, Shinto, Confucianism, Jainism, Taoism, Christianity, Islam, Sikhism, and Baha'i.⁽⁷⁾

Religious beliefs are among the most sensitive beliefs members of a society have. Religion talks to the most basic assumptions about life and what happens after life. The idea that one's religious beliefs could be wrong, or could be disrespected by others generates powerful emotions. And yet, most societies contain members who hold different religious beliefs with the society's values based on the similar mores and norms contained in those religions.

It is not always easy for people to accept that others believe differently than they do. This unease can stem from unfamiliarity or insecurity. We must be sensitive, especially today, to these differences and do our very best to accommodate them.

Case in point: Two of the International Air Cadet Exchange (IACE) cadets were from Israel. They were Orthodox, which meant they could not travel after sunset on Friday night. The travel group was able to change their plans to accommodate the travel restrictions of the two cadets and the cadets were able to participate in the activity. This resulted in the group benefitting from these cadets' unique points of view developed while growing up in a uniquely different country.

Case 6 - Your wing runs an SLS twice a year. It is always Sat and Sun. The SLS's are held 400 miles apart. Students often drive 200 miles to attend. You usually have 15 to 20 students at each. You have one (to three) student who cannot participate on Saturdays for religious reasons.

How could the principles of Diversity be used to find a solution to this problem?

POLITICAL BELIEFS

Civil Air Patrol is apolitical, meaning as an organization we have no political viewpoint, endorse no political candidate or party, and feel institutionally that it's not CAP's business to advocate or restrict any member's political beliefs.

Case 7 - One of your squadron members had decided to run for town counsel. On the campaign trail they have been quite vocal about following the party line. You have several members that are active supporters of the other party's line. While they have never said anything you can feel the tension is thick.

How could you use the Diversity principles to bring about a decrease in the tensions within the unit?

RACE

Racial diversity is sometimes as easy to spot as gender diversity. CAP is quite clear that it does not discriminate based on race. Diversity is supported in CAP. Discrimination, Equal Opportunity and Diversity are not the same things. We are aware of the advantages of diversity.

Case 8 - You are the Group Vice Commander. You have a group where all eight squadron commanders are white males. A squadron commander slot comes open. You have a qualified white male and a less qualified minority male applying for the job. The Group Commander tells you that he is really considering putting the minority male in because the wing commander has brought up the fact that your group has few women or minorities in leadership positions, and we are trying to recruit minorities in to the program and it would send a positive message to have a minority commander in that town, and he believes in diversity. What advice do you give?

Point of View

Sometimes changing your point of view makes a difficult problem seem easy or an obvious choice seem not so good. In CAP we tend to go to the same people all the time for answers. We often go to the colonels, or the pilots, or officers. We leave out the lieutenant, ground teams and cadets when decision making is being done. We also tend to seek the opinion of "the knowledgeable group" rather than the affected group. You want to include the "stake holders".

Case 9 - You are on the National Board. There is 3½ million dollars to spend on communications purchases this year. Over the next three years CAP will have to switch to "the new frequencies." This necessitates new radios. The proposal is to spend the entire \$3½M to purchase and install radios in all the aircraft this year. How could the principles of diversity be used to help determine whether this is the best course of action?

Case 1 - Gender

- State that you wouldn't like to sign the petition. Ask if you can talk it over, and then bring up the following questions:
- What are the qualities of a good squadron commander?
- What are the qualities of a good follower? (See the Followership Lesson in this course.)
- What is the culture in the unit?
- What do her previous assignments say about how she is perceived?
- Why do you think the guys have employed the tactic of the petition?
- How does your answer reflect the core values?
- This case could be about gender or it could be about keeping that particular person out of the "good old boys club". In either case your answer should be what is best for CAP in the long run and what based on the core values.

Case 2 - Sexual Orientation

- The name caller should be taken aside and counseled, and should also apologize to the cadet.

- This question is about appropriate behavior as a cadet. Name calling of any sort, and using slurs in particular is contrary to Core Values and erodes unit cohesion. Also, it just plain hurts the cadet picked on. This situation may provide you with an opportunity to teach about diversity, non-discrimination, acceptance, CAP policy, appropriate behavior in and out of CAP, core values, criteria used for evaluating team/flight members, discretion and a host of other things. Some questions to ask the group during this larger discussion include:
 - What is appropriate conduct by a cadet at an encampment or in the barracks?
 - What are the goals of the encampment?
 - How does the group get beyond this to work as a team?
- Other considerations:
 - What are the likely consequences for the cadet who was called the name and for the other cadets in the group after this incident?

Case 3- Economics and Operations Officer

- What are the qualities of a good operations officer?
- Once we put on our uniforms, our "class" is that of Civil Air Patrol member. That is the idea of "uniform" ... standardized and consistent. Social status and wealth are not factors in progression of inclusion into CAP. It would not be appropriate to elevate the value of a member in a squadron because they have a loftier income. By the same token, it would not be acceptable to hold back a member because of the lack of social standing.

Case 4- Age and the 24 year old transfer

- What advantages does the transfer bring to the unit?
- What disadvantages does the transfer bring to the unit?
- What qualities do you look for in a "good member"?
- Whose decision is it, as to whether the transfer is happy or not?
- What values are being shown by the squadron commander? Are they the core values?
- What makes a "good member" or "happy member" is a shared sense of purpose and belong. People do not "fit in" because of demographics.

Case 5 - Physical Abilities and ADD

- Is the unit missing out on one of the advantages of diversity?
- Has the squadron embraced the concept of diversity?
- How hard is it to change a culture?

- What could you as an individual do to change the culture?
- Is this case about the woman or the squadron's ability to feel comfortable?

Case 6 - Religious accommodation and the SLS

- Does the way we have always done it mean it is the way we always must do it?
- What options does the wing have?
- What are the obvious benefits of the options?
- What other unintended benefits might occur from these options?
- Through Civil Air Patrol's Chaplain Program, all religions are considered when activities are planned. CAP's leadership is sensitive to the religious beliefs of all its members and makes every effort to reasonably accommodate the respective laws of the different religions. It is our responsibility to be aware of the differences of each of us in regard to our religions and religion must never be a subject that is minimized in any regard.

Case 7 - Political beliefs and the position

- Has any CAP tenant been violated?
- Is the unit being affected?
- Is there a way to minimize the effect? Should it be done inside or outside CAP?
- Are there advantages to having people active in both parties?
- Discussions concerning political beliefs are best left for venues outside of CAP, and take place with the mutual consent of all parties and in an atmosphere of mutual respect.

Case 8 - Race and the Group Commander

- Is diversity an end in and of itself?
- Could this be a matter of discrimination?
- Are there other factors at play?
- What is your most important priority in this decision?
- You must take the most qualified. It is the best thing to do for CAP and the members. To take a less qualified person because of race is also discrimination. The goal of diversity may be achieved by other means.

Case 9 - Point of View

- Who are the stake holders?

- If you spend all the money on the aircraft how do they talk to the mission base or ground teams?
- What is the purpose of the Cadet Advisory Council, the Chaplain Corps Executive Committee and staff officers?
- Insight and solutions are not limited to people of a particular grade, certain abilities, age, race, gender, etc. When decisions are to be made, get the stake holders involved, get a broad range of opinions, and even consider someone who has not heard the issue before. They may have a fresh view point that makes the answer obvious.

All Cases - Sometimes it looks like a diversity issue and it is really a leadership issue or power struggle or some other issue disguised as diversity. Sometimes diversity is a factor in a situation. In some cases diversity is the issue. But discrimination in the name of diversity is not acceptable either.

A Little Story with a BIG Lesson - *A Janitor's 10 Lessons in Leadership*

William "Bill" Crawford was certainly an unimpressive figure, one you could easily overlook during a hectic day at the US Air Force Academy. Mr. Crawford, as most of us referred to him back in the late 1970s, was our squadron janitor.

While we cadets busied ourselves preparing for academic exams, athletic events, Saturday morning parades and room inspections, or never-ending leadership classes, Bill quietly moved about the squadron mopping and buffing floors, emptying trash cans, cleaning toilets, or just tidying up the mess 100 college-age kids can leave in a dormitory.

Sadly, and for many years, few of us gave him much notice, rendering little more than a passing nod or throwing a curt, "G'morning!" in his direction as we hurried off to our daily duties.

Why? Perhaps it was because of the way he did his job-he always kept the squadron area spotlessly clean, even the toilets and showers gleamed. Frankly, he did his job so well, none of us had to notice or get involved. After all, cleaning toilets was his job, not ours.

Maybe it was his physical appearance that made him disappear into the background. Bill didn't move very quickly and, in fact, you could say he even shuffled a bit, as if he suffered from some sort of injury. His gray hair and wrinkled face made him appear ancient to a group of young cadets. And his crooked smile, well, it looked a little funny. Face it, Bill was an old man working in a young person's world. What did he have to offer us on a personal level?

Finally, maybe it was Mr. Crawford's personality that rendered him almost invisible to the young people around him. Bill was shy, almost painfully so. He seldom spoke to a

cadet unless they addressed him first, and that didn't happen very often. Our janitor always buried himself in his work, moving about with stooped shoulders, a quiet gait, and an averted gaze. If he noticed the hustle and bustle of cadet life around him, it was hard to tell.

So, for whatever reason, Bill blended into the woodwork and became just another fixture around the squadron. The Academy, one of our nation's premier leadership laboratories, kept us busy from dawn till dusk. And Mr. Crawford...well, he was just a janitor.

That changed one fall Saturday afternoon in 1976. I was reading a book about World War II and the tough Allied ground campaign in Italy, when I stumbled across an incredible story. On Sept. 13, 1943, a Private William Crawford from Colorado, assigned to the 36th Infantry Division, had been involved in some bloody fighting on Hill 424 near Altavilla, Italy.

The words on the page leapt out at me: "in the face of intense and overwhelming hostile fire ... with no regard for personal safety ... on his own initiative, Private Crawford single-handedly attacked fortified enemy positions." It continued, "... for conspicuous gallantry and intrepidity at risk of life above and beyond the call of duty, the President of the United States ..."

"Holy cow," I said to my roommate, "you're not going to believe this, but I think our janitor is a Medal of Honor recipient." We all knew Mr. Crawford was a WWII Army vet, but that didn't keep my friend from looking at me as if I was some sort of alien being. Nonetheless, we couldn't wait to ask Bill about the story on Monday.

We met Mr. Crawford bright and early Monday and showed him the page in question from the book, anticipation and doubt on our faces. He stared at it for a few silent moments and then quietly uttered something like, "Yep, that's me." Mouths agape, my roommate and I looked at one another, then at the book, and quickly back at our janitor. Almost at once we both stuttered, "Why didn't you ever tell us about it?" He slowly replied after some thought, "That was one day in my life and it happened a long time ago." I guess we were all at a loss for words after that. We had to hurry off to class and Bill, well; he had chores to attend to.

However, after that brief exchange, things were never again the same around our squadron. Word spread like wildfire among the cadets that we had a hero in our midst- Mr. Crawford, our janitor, had earned The Medal! Cadets who had once passed by Bill with hardly a glance, now greeted him with a smile and a respectful, "Good morning, Mr. Crawford."

Those who had before left a mess for the "janitor" to clean up started taking it upon themselves to put things in order. Most cadets routinely stopped to talk to Bill throughout the day and we even began inviting him to our formal squadron functions. He'd show up dressed in a conservative dark suit and quietly talk to those who

approached him, the only sign of his heroics being a simple blue, star-spangled lapel pin. Almost overnight, Bill went from being a simple fixture in our squadron to one of our teammates.

Mr. Crawford changed too, but you had to look closely to notice the difference. After that fall day in 1976, he seemed to move with more purpose, his shoulders didn't seem to be as stooped, he met our greetings with a direct gaze and a stronger "good morning" in return, and he flashed his crooked smile more often.

The squadron gleamed as always, but everyone now seemed to notice it more. Bill even got to know most of us by our first names, something that didn't happen often at the Academy. While no one ever formally acknowledged the change, I think we became Bill's cadets and his squadron.

As it often happens in life, events sweep us away from those in our past. The last time I saw Bill was on graduation day in June 1977. As I walked out of the squadron for the last time, he shook my hand and simply said, "Good luck, young man."

With that, I embarked on a career that has been truly lucky and blessed. Mr. Crawford continued to work at the Academy and eventually retired in his native Colorado where he resides today, one of four Medal of Honor recipients living in a small town.

A wise person once said, "It's not life that's important, but those you meet along the way that make the difference." Bill was one who made a difference for me. While I haven't seen Mr. Crawford in over twenty years, he'd probably be surprised to know I think of him often. Bill Crawford, our janitor, taught me many valuable, unforgettable leadership lessons. Here are ten I'd like to share with you.

- **Be Cautious of Labels.** Labels you place on people may define your relationship to them and bound their potential. Sadly, and for a long time, we labeled Bill as just a janitor, but he was so much more. Therefore, be cautious of a leader who callously says, "Hey, he's just an Airman." Likewise, don't tolerate the O-1, who says, "I can't do that, I'm just a lieutenant."
- **Everyone Deserves Respect.** Because we hung the "janitor" label on Mr. Crawford, we often wrongly treated him with less respect than others around us. He deserved much more, and not just because he was a Medal of Honor recipient. Bill deserved respect because he was a janitor, walked among us, and was a part of our team
- **Courtesy Makes a Difference.** Be courteous to all around you, regardless of rank or position. Military customs, as well as common courtesies, help bond a team. When our daily words to Mr. Crawford turned from perfunctory "hellos" to heartfelt greetings, his demeanor and personality outwardly changed. It made a difference for all of us.
- **Take Time to Know Your People.** Life in the military is hectic, but that's no excuse for not knowing the people you work for and with. For years a hero

walked among us at the Academy and we never knew it. Who are the heroes that walk in your midst?

- **Anyone Can Be a Hero.** Mr. Crawford certainly didn't fit anyone's standard definition of a hero. Moreover, he was just a private on the day he earned his Medal. Don't sell your people short, for any one of them may be the hero who rises to the occasion when duty calls. On the other hand, it's easy to turn to your proven performers when the chips are down, but don't ignore the rest of the team. Today's rookie could and should be tomorrow's superstar.
- **Leaders Should Be Humble.** Most modern day heroes and some leaders are anything but humble, especially if you calibrate your "hero meter" on today's athletic fields. End zone celebrations and self-aggrandizement are what we've come to expect from sports greats. Not Mr. Crawford—he was too busy working to celebrate his past heroics. Leaders would be well-served to do the same.
- **Life Won't Always Hand You What You Think You Deserve.** We in the military work hard and, dang it, we deserve recognition, right? However, sometimes you just have to persevere, even when accolades don't come your way. Perhaps you weren't nominated for junior officer or airman of the quarter as you thought you should - don't let that stop you. Don't pursue glory; pursue excellence. Private Bill Crawford didn't pursue glory; he did his duty and then swept floors for a living.
- **No Job is Beneath a Leader.** If Bill Crawford, a Medal of Honor recipient, could clean latrines and smile, is there a job beneath your dignity? Think about it.
- **Pursue Excellence.** No matter what task life hands you, do it well. Dr. Martin Luther King said, "If life makes you a street sweeper, be the best street sweeper you can be." Mr. Crawford modeled that philosophy and helped make our dormitory area a home.
- **Life is a Leadership Laboratory.** All too often we look to some school or PME class to teach us about leadership when, in fact, life is a leadership laboratory. Those you meet every day will teach you enduring lessons if you just take time to stop, look and listen. I spent four years at the Air Force Academy, took dozens of classes, read hundreds of books, and met thousands of great people. I gleaned leadership skills from all of them, but one of the people I remember most is Mr. Bill Crawford and the lessons he unknowingly taught. Don't miss your opportunity to learn.

Bill Crawford was a janitor. However, he was also a teacher, friend, role model and one great American hero. Thanks, Mr. Crawford, for some valuable leadership lessons. (Added *note by Col Moschgat*. Unbeknownst to Col Moschgat, Mr. Crawford passed away in 2000, just months before this article was originally published. Mr. Crawford was interred at the United States Air Force Academy cemetery, the only Medal of Honor recipient and one of the few US Army veterans to rest there.) (3)

After reading this story, do you feel:

Lesson Summary and Closure

"To my way of thinking "Diversity in Civil Air Patrol" is a proactive organization, command and leadership, policy of inclusion, applicable to each individual member, making use of their culture, education and skills, leading to team work and mission effectiveness." (Col. George M. Boyd, CAP)

One last thought: For a long time America was thought of as a melting pot. The problem is that in a melting pot everything gets mixed together and becomes the same. I think of America as more of a salad. Everyone contributes to the whole, but everyone is different. It is because of the differences that the salad is better. CAP is the same way. As long as they want to contribute in a positive way to the salad we should have a place for them in the bowl. (Col. Bryan W. Cooper, CAP)

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CAP REGULATION REFERENCES FOR STUDY:

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FOR MORE READING WAYS TO INCREASE DIVERSITY THROUGH RECRUITING
GO TO

Santiago Rodriguez , *Diversity and Volunteerism: Deriving Advantage from Difference*
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