

# Civil Air Patrol Core Values



**A COURSE DEVELOPED FOR  
THE SENIOR MEMBERS**

## CAP'S CORE VALUES STRATEGY

Civil Air Patrol has developed a comprehensive strategy for orienting and training its members on core values. This strategy pervades all facets of the organization and applies to all levels of command. It is based on assumptions similar to the ones used by the Air Force when they developed their core values. These assumptions are outlined below:

1. Core values exist independently of, and are not in competition with, Moral Leadership programs: Simply stated, the core values program is nonsectarian. It is not a religious program and does not intend to promote ANY religious belief or denomination.
2. One doesn't need to be a commander to be a leader: Commanders are appointed to their positions. A leader earns leadership status based on the respect given him or her by the people serving in the organization.
3. The leaders of an organization are the keys to its moral climate: Commanders, supervisors, and informal leaders are key players in implementing core values. Remember, a follower will do as the leader does.
4. Leaders must be keenly aware of their status as role models in the organization and they must avoid even the appearance of improper behavior: Perceptions of misconduct or inappropriate behavior can be just as damaging as actual instances of misconduct or inappropriate behavior. Leaders must always be sensitive to the implications inherent in their decisions and actions and they must maintain the utmost professionalism.
5. Leadership from below is as important as leadership from above when implementing core values: Peers constantly interact with one another. This interaction tends to influence their behavior as a group. Leaders must recognize this aspect of group dynamics and ensure core values are accepted by the membership. In doing so, the leader ensures that the core values culture of the organization perpetuates itself.
6. To understand, accept, and internalize core values, CAP members at all levels of Civil Air Patrol must be encouraged to discuss and explore the role of core values in the organization: Core values should be discussed frankly and openly by the membership. To facilitate this discussion, leaders must create a climate in the unit whereby all members know they will not be blamed for voicing their opinion. Also, members must feel free to use core values as tools to critique CAP's programs, policies, and procedures.

**Material for the following lessons were adapted from the following sources:**

The USAF Little Blue Book on Values: [www.au.af.mil/au/awc/awcgate/cv-master.htm](http://www.au.af.mil/au/awc/awcgate/cv-master.htm)

Civil Air Patrol Core Values - CAPP 50-2 (E)

"FLIGHT TIME" – Values for Living (CAPP 265-2, July 2004)

CAP Senior Member Professional Development Course – Lessons 5 and 6  
[http://level2.cap.gov/Prof\\_Dev\\_Modules/cap\\_admin/cap\\_homepage.htm](http://level2.cap.gov/Prof_Dev_Modules/cap_admin/cap_homepage.htm)

**CONCEPT: (PPT SLIDE) CAP Core Values**

**APPROXIMATE TIME:** 1 Hour

**OBJECTIVES: (PPT SLIDE)**

1. Discuss the history/origin of CAP Core Values
2. Identify CAP Core Values
3. Describe core values' importance to CAP
4. Apply knowledge and understanding of core values through use of case studies

**INTRODUCTION:** The concept of “Core Values” has permeated the military culture for centuries. Essentially, the challenge has been a continual one of striving to develop an ethical framework to govern personal and professional conduct of military members. Since its creation in 1947, the Air Force has always had a basic set of “beliefs,” or as referred to today, a set of core values. The most recent set of core values for the United States Air Force was published in 1997. When the Air Force began work on core values development, Civil Air Patrol did likewise. The final version of CAP’s core values was formally approved in February 1999 at the Winter National Board. CAP developed these basic values to help guide its members in their performance of humanitarian service.

**PURPOSE/RATIONALE:** The purpose of this lesson is to identify and define CAP Core Values and explain their relevance to CAP members.

**SUGGESTED TEACHING STRATEGY/EVALUATION:**

1. Discuss the CAP Core Values using definitions as framework. Break down each definition into practical pieces and elaborate on meaning/intentions and importance to CAP.
2. Use the following case study to further delve into application of core values.

**LESSON PRESENTATION:**

**Attention Step: (PPT SLIDE)** According to the John Templeton Foundation, “the vast majority of Americans share a common set of core values: honesty, self-control, perseverance, respect, compassion, and service to those less fortunate.” CAP believes that most would agree that people should be honest, have integrity and strive for excellence in all that they do.

**(PPT SLIDE)** As a result, CAP has developed a set of Core Values:

- Integrity
- Volunteer Service
- Excellence
- Respect.

**These Core Values are representative traits that help to define our character.**

Developing good values are key components of your vision (what you want to do with your life), and your competence (how you do the things you do). CAP's character development program is an educational approach to help you in self-discovery.

**Main Point: (PPT SLIDE) CAP's CORE VALUES HISTORY - In 1997, the United States Air Force published a set of core values for its members to live by.**

These values: Integrity First, Service Before Self, and Excellence in all We Do were designed to be more than just a slogan. The Air Force described them as the common bond among all comrades in arms--- "the glue that unifies the force and ties it to the great warriors and public servants of the past." The Air Force took great strides to infuse its culture with these values, in spirit and in application, at all levels. All Air Force personnel in leadership positions were expected to incorporate core values doctrine into their personal and professional conduct and set an example for their subordinates. Within the realm of Air Force professional military education, the Air Force Education and Training Command was tasked with ensuring that core values education was woven into all educational institutions ranging from Officer Training School to Air War College and from Basic Military Training to the Senior Noncommissioned Officer Academy. Finally, all Air Force members, officers and enlisted personnel, were asked to incorporate core values into their daily lives. This latter aspect of core values development, when accomplished, would transform core values from a strategic ethical concept to a personal credo.

**Civil Air Patrol embraced the concept of core values and began work on defining those values believed to be of greatest importance to the organization. CAP's core values essentially mirror the U.S. Air Force core values of integrity, excellence in all we do and service before self. CAP and the Air Force share the core values of integrity and excellence but because of the volunteer nature of CAP's humanitarian missions, the Air Force core value of "service before self" was inherently included in CAP's core value of "volunteer service." The national board, recognizing the need for our diverse membership to treat each other with fairness and dignity, added the core value of respect.**

**In February 1999, the following core values were formally approved: Integrity, Volunteer Service, Excellence, and Respect. Over time, CAP has integrated these core values into all professional development programs for senior members and cadets. This process is a continuous one that never ends.**

**Main Point: (PPT SLIDE) The core values of Civil Air Patrol establish a common set of behavioral expectations as well as a set of standards to assess member conduct. The values of Integrity, Volunteer Service, Excellence, and Respect, serve as the ethical framework for CAP's service to America.**

**Main Point: (PPT SLIDE) Define the following in your own words:** [Sample replies are italicized]

**"Integrity"** - *truthfulness; doing what is right when no one is looking; etc.*

**"Volunteer Service"** - *helping the community; giving time and energy freely*

*“Excellence” – trying your best; always looking for ways to do things better*

*“Respect” - treating others as you like to be treated, especially elders; listening*

**Main Point: (PPT SLIDE) Why these core values?** There are **four reasons why we recognize the Core Values** and have developed a strategy to implement them.

The first reason is that the **Core Values tell us the price of admission to the Civil Air Patrol**. Core values make the organization what it is; without them, we cannot succeed. They are the values that instill confidence, earn lasting respect, and create willing followers. They are the values that anchor resolve in the most difficult situations. They are the values that buttress mental and physical courage when we face our missions. In essence, they are the four pillars of professionalism that provide the foundation for leadership at every level within the CAP.

The second reason for recognizing the Core Values is that **they point to what is universal and unchanging in the CAP service**. The values are road signs inviting us to consider key features of the requirements of professional service, but they cannot hope to point to or pick out everything. By examining integrity, volunteer service, excellence, and respect we also eventually discover the importance of duty, honor, country, dedication, fidelity, competence, and a host of other professional requirements and attributes. The important thing is not the four road signs our leaders choose. The important thing is that they have selected road signs, and it is our obligation to understand the ethical demands these road signs pick out.

The third reason for recognizing the Core Values is that **they help us get a fix on the ethical climate of the organization**. How successful are we in trying to live by the Core Values? Our answer to this question may not be the one we'd like to give. All of us have heard about the sensational scandals within government, branches of the service, or in the community. We all have read about these incidents and experienced the shame associated with them. But these big ticket scandals don't just happen in a vacuum, and they aren't always caused by evil people acting on impulse. The people involved knew the difference between right and wrong, and they knew what professionalism demands in these situations. These big ticket scandals grew out of a climate of ethical corrosion. Because we believe our operating procedures or the requirements levied upon us from above are absurd, we tend to 'cut corners', 'skate by', and 'get over'. As time goes by, these actions become easier and they become habitual until one morning we wake up and can no longer distinguish between the 'important' taskings or rules and the 'stupid' ones. Lying on official forms becomes second nature. Placing personal interests ahead of the mission seems sensible. And we develop a 'good enough for government work' mentality. In such a climate of corrosion the Core Values are like a slap in the face.

Fortunately, there is a fourth reason for recognizing the Core Values: just as they help us to evaluate the climate of our organization, **they also serve as beacons vectoring us back to the path of professional conduct**; the Core Values allow us to transform a climate of corrosion into a climate of ethical commitment.

The core values are timeless. Throughout history, no matter what the country or culture, they have been identified as self-evident guides to right behavior. Core values act as a compass. Just as a compass needle always points north from our location, core values point in the right direction and help us make right decisions no matter what the circumstances. They are "true north" principles.

**Main Point: (PPT SLIDE) Civil Air Patrol's character development program is designed to foster discussion about moral standards and values in the framework of case study analysis.** This is not a religious meeting, although CAP Chaplains or Moral Leadership Officers typically lead the case studies.

**Main Point: (PPT SLIDE) Why Case Studies?**

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

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

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

Third, the use of **case studies provide a common frame of reference, enabling the group to have an exploratory conversation.** The questions created by the leader give focus toward a specific objective.

Fourth, **in a problem-solving environment, the burden of learning and understanding shifts to the students.** Chaplains and Moral Leadership Officers facilitate the exploration of the ethical issues of each case, but the members also contribute to learning.

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

**(PPT SLIDE)** After the case is read, the instructor guides the members through a FAPS analysis. **FAPS stands for Facts, Assumptions, Problems and Solutions.**

**F – Facts** List the verifiable facts.

**A – Assumptions** The opportunity is given here to read between the lines and search for factors that reveal the core problem or find tools to solving the problem.

**P – Problems** The members discover problems that are revealed in through the discussion of facts and assumptions in the case study.

**S – Solutions** The members come up with solutions to the problems that they discover through the case study.

Devoting one column to each letter in FAPS, the instructor asks the members to name all the “facts” of the case, all the “assumptions” and so forth, recording those responses on the board. The FAPS analysis will help the members recognize and resolve moral problems. Moreover, the FAPS analysis will provide the members with a foundation for answering the discussion questions, which relate to the case’s overall problem.

The CAP character development program’s case studies highlight foundational Core Values and provides you with an opportunity to explore these values in a discussion with your peers. CAP’s character development program is a wonderful opportunity for you to establish and strengthen standards and values that will help you to be of strong character. Keep in mind that “you get out of it what you put into it” is true with this program.

**CASE STUDY: (PPT SLIDE)** When preflighting an aircraft, the CAP pilot notices what appears to be minor damage to the leading edge of the wing. It seems like a small problem at the moment, so he disregards it and flies a cadet orientation flight. After landing, he notices the damaged area has degraded severely.

**DISCUSSION QUESTION: (PPT SLIDE)** Which of CAP'S core values did the pilot violate?

Anticipated Response: Essentially, all of them were violated. Integrity was compromised, "self" was placed before "service," excellence was ignored, and there was no respect shown for the safety of the cadet passengers.

**SUMMARY: (PPT SLIDE)** The Core Values represent the baseline of moral character expected of all Air Force and Civil Air Patrol personnel. They are not a list of lofty ideals you are supposed to shoot for some day in the future. Rather, they are the standards of behavior you need to embrace and live by on a day-to-day basis. As former Air Force Chief of Staff General Ronald Fogleman said, core values must guide our daily actions --- “even when no one else is watching.”



**CONCEPT: (PPT SLIDE) The Core Value - Integrity**

**APPROXIMATE TIME:** 1 hour

**OBJECTIVES: (PPT SLIDE)**

1. Identify the core value: integrity
2. Describe the importance of integrity
3. Apply knowledge and understanding of the core value integrity through the use of the case study.

**INTRODUCTION:** Integrity: This is the very fiber of all core values; without it all other core values cannot prevail. It is the cornerstone for all that is moral and just in our society. It is more than simple honesty. It embraces other attributes such as courage, responsibility, accountability, justice, openness, self-respect, and humility. Lastly, this core value means CAP members must practice the highest standards of self-discipline.

**PURPOSE/RATIONALE:** The purpose of this lesson is to identify and define the CAP core value of integrity and explain the relevance to the CAP member.

**SUGGESTED TEACHING STRATEGY/EVALUATION:**

1. Discuss the core value of using the definition of integrity as framework.
2. Use case study (FAPS) and discussion questions to further delve into application of the core value of integrity.

**LESSON PRESENTATION:**

**Attention Step: (PPT SLIDE) Definition (CAPP 50-2) - INTEGRITY:** the very fiber of all core values; without it all other core values cannot prevail.

**Integrity is the cornerstone for all that is moral and just in our society, embracing attributes such as courage, responsibility, accountability, justice, openness, self-respect, and humility.**

**CAP members must practice the highest standards of self-discipline.**

**Main Point: (PPT SLIDE) Integrity is a character trait. Integrity is the ability to hold together and properly regulate all of the elements of a personality.** A person of integrity, for example, is capable of acting on conviction. A person of integrity can control impulses and appetites. It is **the willingness to do what is right even when no one is looking.** It is the "moral compass" the inner voice; the voice of self-control; the basis for the trust imperative in today's society.



**Main Point: (PPT SLIDE)** It is more than simple honesty. **It embraces other attributes such as** courage, responsibility, accountability, justice, openness, self-respect, and humility.

- **Honesty.** Our word must be our bond. The bottom line is we don't lie, and we can't justify any deviation.
- **Courage.** A person of integrity possesses moral courage and does what is right even if the personal cost is high. Courage is often divided into two aspects: physical and moral. It requires physical courage to place oneself and others in harm's way when it is the appropriate course of action. Moral courage is acting in ways you know are right in the face of mounting pressure to do otherwise. It requires that we be willing to stand up for what we believe even if that stand is unpopular or contrary to conventional wisdom. It also includes a willingness to admit mistakes.
- **Responsibility.** No person of integrity is irresponsible; a person of true integrity acknowledges his or her duties and acts accordingly.
- **Accountability.** No person of integrity tries to shift the blame to others or take credit for the work of others; "the buck stops here" says it best.
- **Justice.** A person of integrity practices justice or fairness. Those who do similar things must get similar rewards or similar punishments.
- **Openness.** People of integrity encourage a free flow of information within the organization. They seek feedback from all directions to ensure they are fulfilling key responsibilities, and they are never afraid to allow anyone at any time to examine how they do business.
- **Self-respect.** To have integrity also is to respect oneself as a professional and a human being. A person of integrity does not behave in ways that would bring discredit upon himself or the organization to which he belongs.
- **Humility.** A person of integrity grasps and is sobered by the awesome task of living out the core values.

**Lastly, this core value means CAP members must practice the highest standards of self-discipline.**

#### **CASE STUDY: (PPT SLIDE)**

**Cadet 2Lt Martin is summoned to the unit commander's office and informed of the Commander's decision to nominate her for a local volunteer award at the end of the next quarter. "This should give you enough time to study the awards packages of past winners to figure out what the board wants," says the Commander. "Think**

seriously about volunteering a few extra hours in the community to beef that package up.”

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

Martin goes into the interview for the local volunteer award believing the Commander cleaned up the problems in the nomination package, but that belief is quickly destroyed when one of the board members asks her a question based on one of the problematic bullet statements.

After the interview, Martin reports this persistent problem to the Commander, who again promises to “take care of it.” Two days later, the Commander relays the information that Martin won at the local level and will compete, the following week, at the state level. “Good luck,” he says to Martin, “it’s all up to you now.”

The next week, Martin wins at the state level, but this time it is impossible to tell from the questions whether or not the package still contains the problematic bullet statements.

### **DISCUSSION QUESTIONS: (PPT SLIDE)**

**#1) What was the primary CAP Core Value not being adhered to in this case?**

Anticipated Response: Integrity

**#2) Who was not adhering to this CAP Core Value and why?**

Anticipated Response: Neither the Commander nor Martin was adhering to this CAP Core Value. The Commander demonstrated a lack of Integrity by trying to give Martin an unfair advantage through asking her to study the packages of past award winners and massaging (pencil-whipping) the truth on some of the bullet statements. Martin also demonstrated a lack of Integrity by not saying anything in the beginning about her Commander’s suggestion to study the packages of past award winners. Also, she didn’t try and take herself out of the running for the state level award, knowing the problems that were occurring.

**#3) Did this case bring the other CAP Core Values into question? How?**

Anticipated Response: Yes, Excellence in all We Do. There is a distinct lack of Excellence in the way events were handled. Interestingly, the Commander sacrificed Excellence by the unprofessional and dishonest attempt to recognize the Excellence of one of his people.

**#4) What will happen in the squadron if others find out about the lack of Integrity and Excellence demonstrated?**

Anticipated Response: Drop in morale, loss of respect and trust for the Commander and Martin, more situations disregarding CAP Core Values, degraded mission effectiveness.

**#5) Who could Martin have consulted with if she thought she was unable to handle this situation herself?**

Anticipated Response: Trusted peer, immediate supervisor, Chaplain, next person in the chain-of-command.

**#6) What should Martin do after winning the state- level award and realizing her package may still have contained problematic bullet statements?**

Anticipated Response: Pursue the truth since there is a question as to the Integrity of the situation. Ignoring the situation makes Martin just as guilty if the package still contained problematic bullets.

**SUMMARY: (PPT SLIDE)**

**Integrity requires three steps: (1) discerning what is right and what is wrong; (2) acting on what you have discerned, even at personal cost; and (3) saying openly that you are acting on your understanding of right from wrong. - Stephen L. Carter, Integrity**

**Integrity is something we should have in our head, our heart, our hands. We should know it, be it, and do it. - USAF Core Values**

Integrity is a moral trait. It's the willingness to do the right thing even when no one is looking. - USAF Core Values

Former Air Force Chief of Staff, General Charles A. Gabriel said, "Integrity is the fundamental premise of service in a free society. Without integrity, the moral pillars of our military strength--public trust and self-respect--are lost."

**CONCEPT: (PPT SLIDE)** The Core Value - **Volunteer Service**

**APPROXIMATE TIME:** 1 hour

**OBJECTIVES: (PPT SLIDE)**

1. **Identify the core value: volunteer service**
2. **Describe the importance of volunteer service**
3. **Apply knowledge and understanding of the core value volunteer service through the use of the case study.**

**INTRODUCTION:** Volunteer Service: CAP adopted this core value because it reflects the very essence of the organization—service to humanity. All CAP volunteers willingly give of their time, energy, and personal resources. Moreover, many have made the ultimate sacrifice by losing their lives while serving the organization. As a minimum, this core value implies a commitment on the part of all CAP members to place the organization's purposes first and foremost. This process starts with the member's agreement to obey the rules and regulations of CAP and the Air Force. In this regard, self-discipline is an absolute must.

**PURPOSE/RATIONALE: (PPT SLIDE)** The purpose of this lesson is to identify and define the CAP core value of volunteer service and explain the relevance to the CAP member.

**SUGGESTED TEACHING STRATEGY/EVALUATION:**

1. Discuss the core value of using the definition of volunteer service as framework.
2. Use case study (FAPS) and discussion questions to further delve into application of the core value of volunteer service.

**LESSON PRESENTATION:**

**Attention Step: (PPT SLIDE)** **Definition (CAPP 50-2) VOLUNTEER SERVICE:** The very essence of Civil Air Patrol's service to humanity.

**This core value implies a commitment on the part of all CAP members to place the organization's purposes first and foremost.** This process begins with the member's agreement to obey the rules and regulations of CAP and the U.S. Air Force.

**Main Point: (PPT SLIDE)** CAP adopted this core value because it reflects the very essence of Civil Air Patrol's service to humanity. The motto is: *"Service before self."* **"Service before self" tells us that our duties take precedence over personal desires. All CAP volunteers willingly give of their time, energy, and personal resources. Moreover, many have made the ultimate sacrifice by losing their lives while serving the organization. As a minimum, this core value implies a commitment on the part of all CAP members to place the organization's purposes first and foremost.**

**Main Point: (PPT SLIDE)** This process starts with the member's agreement to obey the rules and regulations of CAP and the Air Force. In this regard, self-discipline is an absolute must. At the very least it includes the following behaviors:

- **Rule following.** To serve is to do one's duty, and our duties are most commonly expressed through rules. While it may be the case that leaders are expected to exercise judgment in the performance of their duties, good leaders understand that rules have a reason for being, and the default position must be to follow those rules unless there is a clear, operational reason for refusing to do so.
- **Discipline and self-control.** Leaders cannot indulge themselves in self-pity, discouragement, anger, frustration, or defeatism. They have a fundamental moral obligation to the persons they lead to strike a tone of confidence and forward-looking optimism. More specifically, they are expected to exercise control in the following areas:
  1. **Anger.** Commanders at all echelons are expected to refrain from displays of anger that would bring discredit upon themselves and/or the CAP.
  2. **Faith in the system.** To lose faith in the system is to adopt the view that you know better than those above you in the chain of command what should or should not be done. In other words, to lose faith in the system is to place self before service. Leaders can be very influential in this regard: if a leader resists the temptation to doubt 'the system', then subordinates may follow suit.

**CASE STUDY: (PPT SLIDE)** Saturday morning, Mitch White was planning to sleep-in when the phone rang. Mitch answers the phone and is surprised to hear his Civil Air Patrol squadron commander, Lt Col. Sheffield say "I'm looking for volunteers to fill sandbags for a nearby community threatened by a flood." Mitch says he has plans with his friends for the day and will not be able to help. He will see what he can do the following day.

#### **DISCUSSION QUESTIONS: (PPT SLIDE)**

**#1) How do the Core Values relate to a situation like this?**

Anticipated Response: We should practice Excellence in all We Do. We have a moral obligation to help others because people look up to us as leaders, on and off duty.

**#2) Why would a Civil Air Patrol member's relationship with the local community be part of his/her responsibility to the unit? What if the CAP's squadron commander believes it is, and prompts regular "volunteer" projects?**

Anticipated Response: While it's not your official responsibility, as decent human beings

and good neighbors we should promote good public relations with the community. If your commander prompts regular volunteer projects, you should participate, but not be penalized if you don't.

**#3) Mitch didn't give a specific reason for not helping. Is he performing less than Excellence in his duty?**

Anticipated Response: It is usually a common courtesy to give an explanation for one's response. However, the question of Excellence is not an easy one in this situation. Many will say Mitch is selfish, but we need to know more about his reasons.

**#4) Based upon the Core Value of Service Before Self, when must you respond to requests for help?**

Anticipated Response: We all have limitations in ability, time, etc. We should help as much as possible, but we must also know when we've reached our limits.

**SUMMARY: (PPT SLIDE)**

To serve is to satisfy the needs or requirements of an organization and, in the case of the CAP, it is to render service to one's nation. **A fundamental part of serving involves following rules, showing respect for others, and enforcing discipline and self-control.** As a volunteer force, it is especially important that each member internalize these character traits in order to ensure success.

The moral ideal, however, demands more than obedience. **Service also demands that members always serve out of respect for human dignity.**

**Service means duty, and duty means respect and dignity, and we must always keep that foremost in our actions.**

Pascal said that people are neither angel nor beast. People can be cruel and selfish, but also self-sacrificing. We still have heroes and heroines!

**CONCEPT: (PPT SLIDE)** The Core Value – Excellence

**APPROXIMATE TIME:** 1 hour

**OBJECTIVES: (PPT SLIDE)**

1. Identify the core value: excellence
2. Describe the importance of excellence
3. Apply knowledge and understanding of the core value excellence through the use of the case study.

**INTRODUCTION:** This core value reflects CAP's continuous effort to be the very best, and to consistently improve its humanitarian service to America. From personal appearance to resource management, excellence must be the goal of all CAP members.

**PURPOSE/RATIONALE:** The purpose of this lesson is to identify and define the CAP core value of excellence and explain the relevance to the CAP member.

**SUGGESTED TEACHING STRATEGY/EVALUATION:**

1. Discuss the core value using the definition of excellence as framework.
2. Use case study (FAPS) and discussion questions to further delve into application of the core value of excellence.

**LESSON PRESENTATION:**

**Attention Step: (PPT SLIDE)** Definition (CAPP 50-2) **EXCELLENCE:** Striving to be the very best by constantly improving CAP's humanitarian service to America.

From personal appearance to resource management, excellence must be the goal of all CAP members.

**Main Point: (PPT SLIDE)** "The problem is mediocrity is fast becoming the by-word of our times. Every imaginable excuse is now being used to make it acceptable, even preferred...

Conformity is too easy. Mediocrity is too safe. Too many settle for less than their best." Sheila E. Widnall, former Secretary of the Air Force.

**Main Point: (PPT SLIDE)** This core value reflects CAP'S continuous effort to be the very best, and by constantly improving CAP'S humanitarian service to America. **From personal appearance to resource management, excellence must be the goal of all CAP members.** Excellence in all we do directs us to develop a sustained passion for continuous improvement and innovation that will propel the CAP into a long-term, upward spiral of accomplishment and performance.



- **Personal excellence.** We must seek out and complete our training, stay in physical and mental shape, wear our uniform properly, and continue to refresh their general skills.
- **Community excellence.** Community excellence is achieved when the members of an organization can work together to successfully reach a common goal in an atmosphere free of fear that preserves individual self-worth.
- **Resources excellence.** Excellence in all we do also demands that we aggressively implement policies to ensure the best possible management of resources. Leaders have an obligation to ensure that all of the equipment and property they ask for is mission essential.
- **Human resources excellence.** Human resources excellence means that we recruit, train, promote, and retain those who can do the best job for us.
- **Operations excellence.** There are two kinds of operations excellence: internal and external.
  1. Excellence of **internal** operations. This form of excellence pertains to the way we do business internal to the Civil Air Patrol from the unit level to National Air Force. It involves respect on the unit level and a total commitment to maximizing the Air Force team effort.
  2. Excellence of **external** operations. This form of excellence pertains to the way in which we treat the world around us as we conduct our operations -- the way we conduct ourselves at airshows and other public functions, saxes or missions.

**CASE STUDY: (PPT SLIDE)** To help memorialize the victims of 9/11, the local squadron has obtained permission from the school principal to wear their uniforms on September 11. Robert is in John's class and is very impressed by the sharp uniform. After talking for a while, Robert expresses a keen interest and asks if he can attend a meeting. John tells him about all the exciting things CAP does and gives him the details of where and when the squadron meets.

Robert and his parents arrive at John's squadron at the appointed time but are surprised that no one is there. They wait for 15 minutes and are about to leave when some cars pull into the parking lot. Robert sees John and says, "I thought the meeting started earlier." John laughs and says that no one is ever on time for these meetings. When the meeting does start, Robert believes it is disorganized and the members pay little attention to the commander's lesson.

The next day at school, John asks Robert if he is going to join and is surprised when Robert says no.

## **DISCUSSION QUESTIONS: (PPT SLIDE)**

### **#1) What was the primary CAP Core Value not being adhered to in this case?**

Anticipated Response: Excellence

### **#2) Who was not adhering to this CAP Core Value and why?**

Anticipated Response: Neither the Commander, John, or the members of the squadron were adhering to this CAP Core Value. Each member demonstrated a lack of excellence by not being on time and not demonstrating organizational skills or practices.

### **#3) Did this case bring the other CAP Core Values into question? How?**

Anticipated Response: Yes, integrity. When a person is given a date and time of the squadron meeting, you should expect that there will be someone there to have the place of the meeting opened. You would have also expected that John would have been there to meet Robert and his parents. There is a distinct lack of Excellence in the way the evening went – from beginning to end. The core value of Volunteer Service – “Service before Self” – comes into play in that it appears everyone was putting their personal agendas into play. There is also a distinct lack of respect shown to the visitors who were potential members, as well as squadron members in their behavior toward the commander.

### **#4) What do you think will happen in the squadron they continue to pay lip service to the core values?**

Anticipated Response: Drop in morale, more situations disregarding CAP Core Values, degraded mission effectiveness.

### **#5) How do our actions reflect what we value?**

### **#6) Why is training so important?**

### **#7) Give an example of why excellence in external operations is so important.**

## **SUMMARY: (PPT SLIDE)**

We should always be in continual pursuit of excellence; **there is no room for the "good enough" mentality in the CAP.** Good enough is never good enough and anything less violates the sacred trust the American public has placed in us.

Excellence ordinarily means accomplishing the mission well and that's a good place to start breaking down this concept. **In the CAP, the nature of our mission demands we**

**must focus on the results and get the job done right the first time and on time.**  
Mission failure can have disastrous consequences and must not be tolerated.

**As a moral ideal, however, excellence demands more than mission accomplishment. To excel is to surpass, to go beyond what is expected and we must constantly strive for such results.** Brigadier General (Ret.) Malham M Wakin, wrote in an article on AF Core Values,

**"Why strive for excellence, anyway? One answer to that question may seem wonderfully simple, perhaps some would rather I said 'simple minded.' If I settle for less than my best effort, then I must live with less than my best self, and I won't then like myself very much. I shall fall short of the kind of being I could have become; I may even be what modern psychiatrists suggest is very unhealthy--I may be ashamed of what I become."**

**CAP members cannot accept the status quo.** We live in a world of rapid change which means today's answers will not satisfy tomorrow's questions.

**This quote is from a commentary by Secretary of the Air Force, Sheila Widnall, and Air Force Chief of Staff, General Ronald Fogleman: "Because we've been entrusted with our nation's security and a good portion of the national treasure--because our mission often involves the risk of human life and sometimes national survival--because we are authorized to act on behalf of our entire society--then the obligation to excel is a moral obligation for members of a professional force."**

**CONCEPT: (PPT SLIDE)** The Core Value - **Respect**

**APPROXIMATE TIME:** 1 hour

**OBJECTIVES: (PPT SLIDE)**

1. **Identify the core value: respect**
2. **Describe the importance of respect**
3. **Apply knowledge and understanding of the core value respect through the use of the case study.**

**INTRODUCTION:** Respect: CAP members come from all walks of life. Therefore, it is extremely important that members treat each other with fairness and dignity, and work together as a team. To do otherwise would seriously impair CAP's capability to accomplish the mission.

**PURPOSE/RATIONALE:** The purpose of this lesson is to identify and define the CAP core value of respect and explain the relevance to the CAP member.

**SUGGESTED TEACHING STRATEGY/EVALUATION:**

1. Discuss the core value using the definition of respect as framework.
2. Use case study (FAPS) and discussion questions to further delve into application of the core value of respect.

**LESSON PRESENTATION:**

**Attention Step: (PPT SLIDE)** Definition (CAPP 50-2) **RESPECT:** Treating everyone with fairness and dignity and working together as a team.

**Main Point: (PPT SLIDE)** The effectiveness of any organization is greatly dependent upon the environment in which people work.

**We must create an atmosphere in the CAP where mutual respect abounds, making way for prosperity, innovation and excellence in serving this great nation.**

**Main Point: (PPT SLIDE)** CAP members come from all walks of life. Therefore, it is extremely important that members treat each other with fairness and dignity, and work together as a team. To do otherwise would seriously impair CAP'S capability to accomplish the mission.

- **Mutual respect.** Genuine respect involves viewing another person as an individual of fundamental worth. Obviously, this means that a person is never judged on the basis of his/her possession of an attribute that places him or her in some racial, ethnic, economic, or gender-based category.

- **Benefit of the doubt.** Working hand in glove with mutual respect is that attitude which says that all co-workers are 'innocent until proven guilty'. Before rushing to judgment about a person or his/her behavior, it is important to have the whole story.
- **Respect for others.** Service before self tells us also that a good leader places the troops ahead of his/her personal comfort. We must always act in the certain knowledge that all persons possess a fundamental worth as human beings.

### **CASE STUDY: (PPT SLIDE)**

**Seagull Squadron had never had a drill team before this year. The idea came from a couple of the cadets who had attended the encampment and came back enthusiastic about developing a team. No one thought much about competitions. Instead, the cadets focused on learning to drill and having fun.**

**The squadron commander suggested they enter the wing competition. He told them that it would be a good experience for them and just to do the best they could. They entered and finished fourth out of eight teams. The squadron commander praised the cadets for their effort.**

**Over the next year, the team continued to drill together and genuinely enjoyed working hard. They came to trust and encourage one another. When the next wing competition came, the commander again encouraged them to enter. They agreed and this time they won. Everyone celebrated. The commander told them that they would now compete at the Region competition. He said he expected them to make him proud.**

**The cadets worked hard and won the region competition. The enthusiasm for the drill team ballooned. They were praised and encouraged by the whole community. The commander said that winning the National Cadet Competition was in their grasp. They would have to focus and work hard. They had the skills and the opportunity, and they had no excuse for not winning. At the National Cadet Competition, the team did not win. The commander became upset with them and told them that they were all losers and he was disappointed in their effort and performance. He said that they had not performed well and that he was embarrassed to be their commander.**

**The following year, the squadron did not field a drill team at all.**

### **DISCUSSION QUESTIONS: (PPT SLIDE)**

**#1) What was the primary CAP Core Value not being adhered to in this case?**

Anticipated Response: Respect

**#2) Did this case bring the other CAP Core Values into question? How?**

Anticipated Response: Yes, integrity. The commander demonstrated a lack of integrity. He went from encouraging them to simply to do their best to “make me proud” to demoralizing the cadets by his behavior toward them and demeaning words.

**#3) Why is mutual respect important to team-building?**

**#4) What core values do you feel that the cadets demonstrated?**

Anticipated Response: Integrity – the cadets honored their commitment to each other and were acted responsibly in preparing for the competitions; Volunteer Service – the cadets were going beyond the required training to represent their squadron, wing, and region at the National Competition; Excellence – needless to say these cadets were not content with the mediocre but stepping up to the plate.

**#5) How do you feel when you are not shown proper respect? How do you think the other person feels when you do not show proper respect ?**

**SUMMARY: (PPT SLIDE)** Respect: CAP members come from all walks of life. Therefore, it is extremely important that members treat each other with fairness and dignity, and work together as a team. To do otherwise would seriously impair CAP’s capability to accomplish the mission.

*"The unfailing formula for production of morale is patriotism, self-respect, discipline, and self-confidence within a military unit, joined with fair treatment and merited appreciation from without. It cannot be produced by pampering or coddling an army, and is not necessarily destroyed by hardship, danger, or even calamity... It will quickly wither and die if soldiers come to believe themselves the victims of indifference or injustice on the part of their government, or of ignorance, personal ambition, or ineptitude on the part of their leaders." (Gen Douglas MacArthur)*